

# Texas 21st Century Community Learning Centers Grant Evaluation:

## Texas Afterschool Centers on Education

### Descriptive Study of Project Director and Site Coordinator Perspectives on Staffing (2021–22)

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## List of Acronyms

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American Institutes for Research (AIR)

college and career readiness (CCR)

Education service center (ESC)

high-impact tutoring (HIT)

high-quality instructional materials (HQIM)

House Bill (HB)

project director (PD)

research question (RQ)

science, technology, engineering, and mathematics (STEM)

site coordinator (SC)

social-emotional learning (SEL)

Texas Afterschool Centers on Education (Texas ACE)

Texas COVID Learning Acceleration Supports (TCLAS)

Texas Education Agency (TEA)

Texas 21st Student Tracking System (Tx21st)

21st Century Community Learning Centers (21st CCLC)

You for Youth (Y4Y)

Youth Program Quality Assessment (YPQA)

## Executive Summary

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### Findings Highlights

- Texas ACE programs rely heavily on school-day teachers. According to the TX21st data, **school-day teachers accounted for about 41% of all program staff during the 2021–22 school year**. Rural and town-based programs were more likely to report reliance on school-day teachers (with center-level averages of 41% and 46% of program staff, respectively) compared with suburban programs and city-based (with center-level averages of 28% and 35% of program staff, respectively).
- **The vast majority of project directors (86%) and a solid majority of site coordinators (64%) reported that it was a challenge “maintaining a work environment that isn’t overly stressful.”** Seventy-four percent of project directors and 53% of site coordinators reported that hiring at least one staff type presented a *major challenge*. Site coordinators who were interviewed also noted that staff were exhausted and burned out due to staffing shortages and, importantly, stated that such burnout extends beyond the Texas ACE program into the school day.
- **Nearly three quarters of project directors (72%) indicated that staff turnover has had at least a moderate impact on the operation of their programs.** Almost half of site coordinators reported having to change how they staff academic activities and enrichment activities (48% and 47% of site coordinators, respectively), while over a third reported having to reduce the number of students served in these activities due to staffing challenges (36% and 37% of site coordinators, respectively).
- **About half of project directors (51%) reported that they increased pay to certified teachers** as a way of making staff positions more attractive. However, some site coordinators who were interviewed reported that increased levels of pay associated with TCLAS Decision 11 implementation (as locally instantiated) made it harder to find teachers to work in other parts of the program.
- **Over half of project directors (54%) reported that being more intentional about being supportive and responsive to staff needs was an effective approach to reducing turnover.** The importance of this finding is underscored by the fact that 66% of project directors reporting that they tried this approach. Site coordinators interviewed on this subject indicated the importance of sensitivity to staff stress combined with schedule flexibility, particularly with respect to school-day teachers.



- Twenty site coordinators were interviewed following the site coordinator survey administration. These **interviews yielded insights concerning staffing best practices**:
  - If possible, it can be very helpful to **hire more school-day teachers than necessary for programming**. Doing so helps ensure that teachers avoid burnout, and facilitates flexible scheduling.
  - Teacher recruitment may be more successful if the site coordinator is able to **build relationships with the school administration and with the teachers themselves**. Administrators can be very helpful in recruiting teachers, while teachers who initially turn down offers to work in the program may later accept if a positive relationship is maintained.
  - Hiring college students can be a helpful way to augment staffing, especially because students are familiar with the community, tend to be more accepting of lower pay, and are interested in gaining experience in education. **Recruiting students who are interested in education can improve hiring success**. However, it is important to **provide mentoring for student staff by pairing them with a teacher or experienced youth development worker**.

Note that these interview findings are context dependent and are based on a limited sample of programs.

### Recommendations and Next Steps

- Many of the challenges reported by project directors and site coordinators seem tied to insufficient staff. It therefore seems important to **further investigate programs' reliance on certified teachers, and to do so while accounting for locale type**. In particular, it might be useful for TEA to discuss with the grantees how they use the staff they have, given that some programs may not be able to adjust their staffing configurations.
- In keeping with the findings highlights, best practices emerging from this report include active empathy for staff, schedule flexibility, over-hiring (to reduce burden on individual staff), strong staff mentorship, and building relationships with school-day staff to support teacher recruitment. Given the contextual nature of staffing, however, it may be useful for TEA to **discuss these best practices with Texas ACE grant recipients**. It seems likely that such discussions would yield additional nuance and uncover additional solutions successfully employed by program subgroups.

- **AIR is currently undertaking a follow-up survey for frontline staff.** This survey covers topics related to job satisfaction, Texas ACE working conditions, job-related stress, and suggestions for TEA supports. The results of the survey are likely to yield greater detail and insight into the status of frontline workers, notably by staff type, which should in turn provide TEA with more concrete recommendations for helping Texas ACE programs support their staff.

The Texas 21st Century Community Learning Centers (21st CCLC) program addresses the needs of students who attend schools struggling in their efforts to fully support students, located largely in communities that experience poverty. The Texas Afterschool Centers on Education (Texas ACE), funded by the federal 21st CCLC grant program, provide a wide array of academic enrichment and youth development activities during non-school hours and during the summer. These activities are designed to enhance students' academic, social, and emotional well-being and cultivate skills and interests that will help them become college and career ready.

As a condition of receiving federal 21st CCLC funding for this program, the Texas Education Agency (TEA) is required to conduct a statewide evaluation of the Texas ACE program. TEA has contracted with the American Institutes for Research® (AIR®) to conduct this evaluation, with work starting in early 2022 and expected to continue through summer 2026. The evaluation will comprise a series of data collection activities and attendant reports covering program characteristics, program implementation, exploration of the relationships between program characteristics and student outcomes, and program impact.

The Texas ACE program operated at 704 centers (353 Cycle 10 and 351 Cycle 11) that are mostly school campuses based on TX 21<sup>st</sup> data for 2021-22. The programs are managed by 97 subgrantees (51 Cycle 10 and 46 Cycle 11) that have been awarded funding in 5-year cycles. Cycle 10 ends July 31, 2023, and Cycle 11 will end July 21, 2026, if funding remains available.

The focus of this report is on program implementation as it relates to Texas ACE staffing. Specifically, this report includes survey response data taken from two surveys administered during spring 2022 (a grant project director survey and a center site coordinator survey), along with findings from follow-up interviews conducted with 20 site coordinators during fall 2022.

Note that this report provides answers to three specific research questions (RQs):

- **RQ2.1.** How are Texas ACE centers adopting practices and approaches that reflect staffing-related quality components detailed in the Texas ACE Blueprint?
- **RQ2.2.** How does adoption of key staffing practices and approaches related to the quality components detailed in the Texas ACE Blueprint vary across different types of centers?

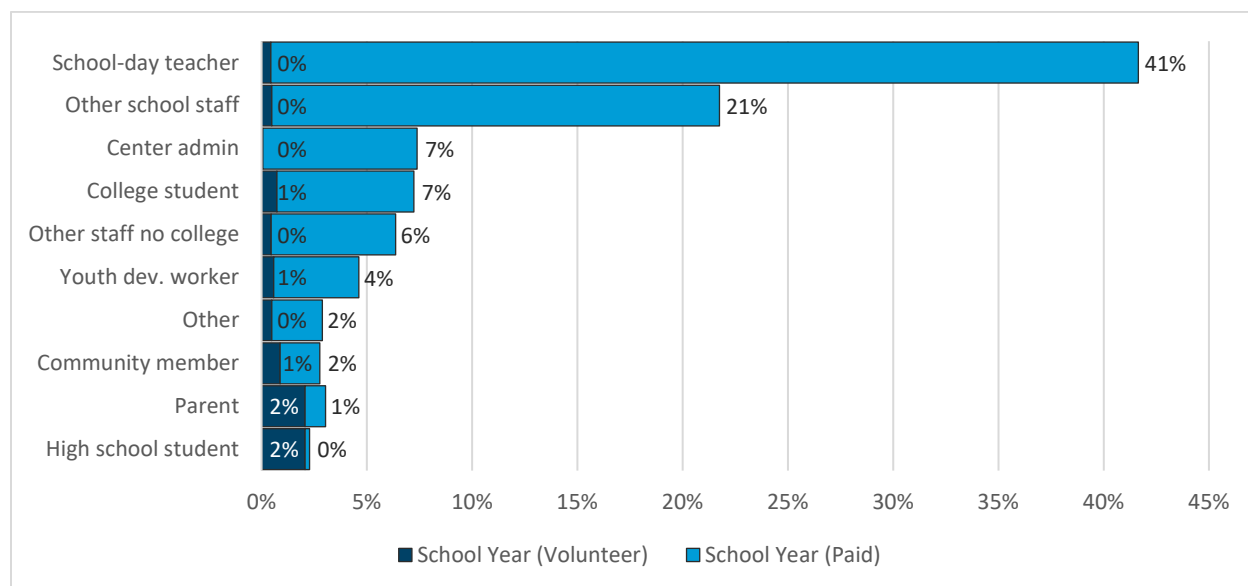
- **RQ2.3.** What especially innovative or robust staffing practices and approaches are being employed that may warrant consideration as best practices for the Texas ACE community more broadly?

While the report is organized by theme rather than RQ, notations are included in the findings presentation of the full report to indicate subsections that address any of these questions.

### Staff at Cycle 10 and Cycle 11 Programs

Approximately two thirds of all Texas ACE staff during 2021–22 were school staff. Specifically, paid school-day teachers accounted for 38% of all staff during summer 2021 and 41% of all staff during the 2021–22 school year, while other school staff made up 20% of all staff during summer 2021 and 21% during the 2021–22 school year. Notable differences in reliance on school-day teachers existed when comparing centers based on their locale (i.e., rural, town, suburban, or urban). Rural and town-based programs were more likely to rely on school-day teachers (with center-level averages of 41% and 46% of school-year staff, respectively) compared with suburban programs and city-based (with center-level averages of 28% and 35% of school-year staff, respectively). Additionally, programs serving primarily elementary-age students were less likely to rely on school-day teachers (with a center-level average of 33% of school-year staff) compared with programs primarily serving middle school– and high school–age students (with a center-level average of 44% of school-year staff).

#### Exhibit ES1. School Year 2021–22 Staff at Texas ACE



Source. TX21st Student Tracking System data, 2021–22 school year.

Note. Based on 10,612 total staff reported by 704 centers (353 Cycle 10: Year 4 and 351 Cycle 11: Year 1). Texas ACE – Texas Afterschool Centers on Education.

Site coordinators reported on the different types of staff they hired to lead specific types of activities. School-day teachers mostly were hired to run academic activities; paraprofessional staff/teaching assistants were mostly hired to support homework help and also to lead sports/recreation, mentoring, service learning, and social-emotional learning (SEL); and other school staff were hired to support counseling, mentoring, and other activities. Youth development workers were most frequently hired to help with mentoring and SEL, while partner staff largely supported student health/nutrition activities. Overall, a majority of activities tended to be led by teachers or paraprofessional/teaching assistant staff, in keeping with the general reliance on school-day staff.

### **Staff Training, Professional Development, and Collaboration**

Many types of trainings are offered at Texas ACE programs, notably for full-time staff (e.g., site coordinator, family engagement specialist). These include regularly held staff meetings, Texas ACE Quality Assessment Process training, training through the MyTexasACE website, and attendance at statewide or national conferences. Training for frontline staff (activity leaders and assistants) tends to be somewhat less common, with multiday training sessions (52% of respondents) and regularly held staff meetings (55% of respondents) being the most commonly reported approaches.

Interviews with site coordinators provided insights into the staff hiring and onboarding process, as well as staff collaboration. In terms of hiring practices, site coordinators said that it was not always clear who to reach out to for starting the process, what resources were available, and who they were allowed to hire (e.g., college students, community members). When describing successful onboarding practices, site coordinators noted the importance of clear expectations and hands-on training with shadowing and mentoring opportunities.

In terms of collaboration, site coordinators who were interviewed reported that they collaborate to plan lessons and activities, discuss improving student and family engagement, review student academic data, and debrief about activity delivery. Interview responses revealed that the ways in which site coordinators provide feedback to staff during the program and activity planning process varied. Most site coordinators described a collaborative process, where staff, especially certified teachers, are deeply involved in developing lesson plans with site coordinator oversight and frequent feedback. Alternatively, some site coordinators took a staff-led approach with minimal input or feedback on activity plans.

### **Staffing Challenges**

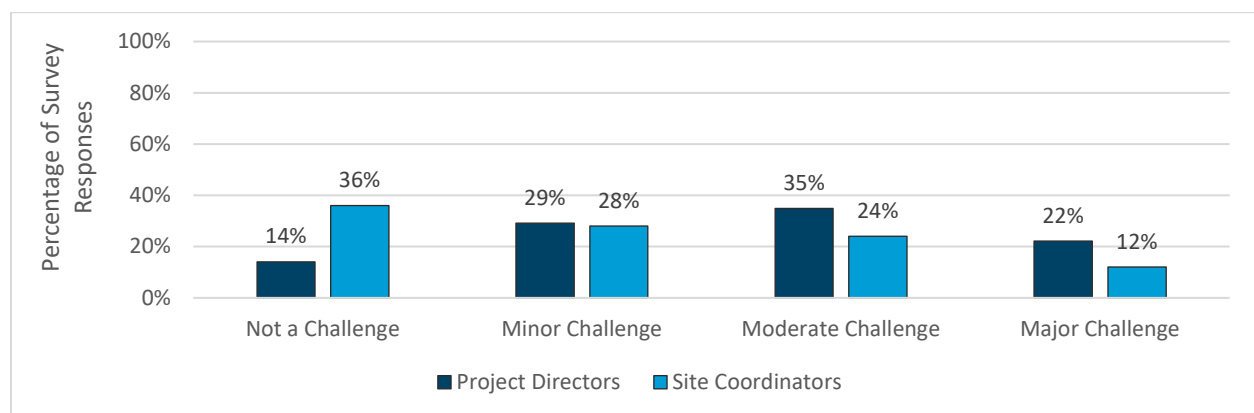
Both project directors and site coordinators indicated that they were having challenges hiring staff: Seventy-four percent of project directors and 53% of site coordinators reported that hiring at least one staff type presented a major challenge. Further, a large percentage of project

directors and site coordinators experienced at least a minor challenge in hiring certified teachers to lead academic programming (88% of project directors and 71% of site coordinators) and activity leaders for enrichment programming (83% of project directors and 70% of site coordinators).

Site coordinators who were interviewed noted that their staff are burned out due to staffing shortages and that staff frequently take on multiple roles or additional responsibilities to fill staffing gaps. They noted particular challenges with respect to recruiting and staffing certified teachers, with site coordinators saying that teachers felt it was too stressful to engage in tutoring every day. Three site coordinators also said that Texas COVID Learning Acceleration Supports (TCLAS) Decision 11: High Quality Afterschool, an ESSER funded grant, was pulling teachers away from Texas ACE programming.

Additional challenges experienced by project directors and site coordinators, as reported in the surveys, included “allocating sufficient time to orient new staff,” “allocating sufficient planning time for staff,” “maintaining a work environment that isn’t overly stressful,” and “maintaining ideal staff-to-student ratios.” Staff turnover was also noted as a challenge; project directors reported at least some additional or substantially more turnover compared to previous programming periods, particularly with respect to certified teachers hired to lead academic programming (55%) and activity leaders hired to lead enrichment programming (55%). Overall, the findings indicate that there were not enough staff in programs to support implementation as intended.

**Exhibit ES2. Challenge Related to Maintaining a Work Environment That Is Not Overly Stressful, as Reported by Texas ACE Project Directors and Site Coordinators (Spring 2022 Survey Data)**



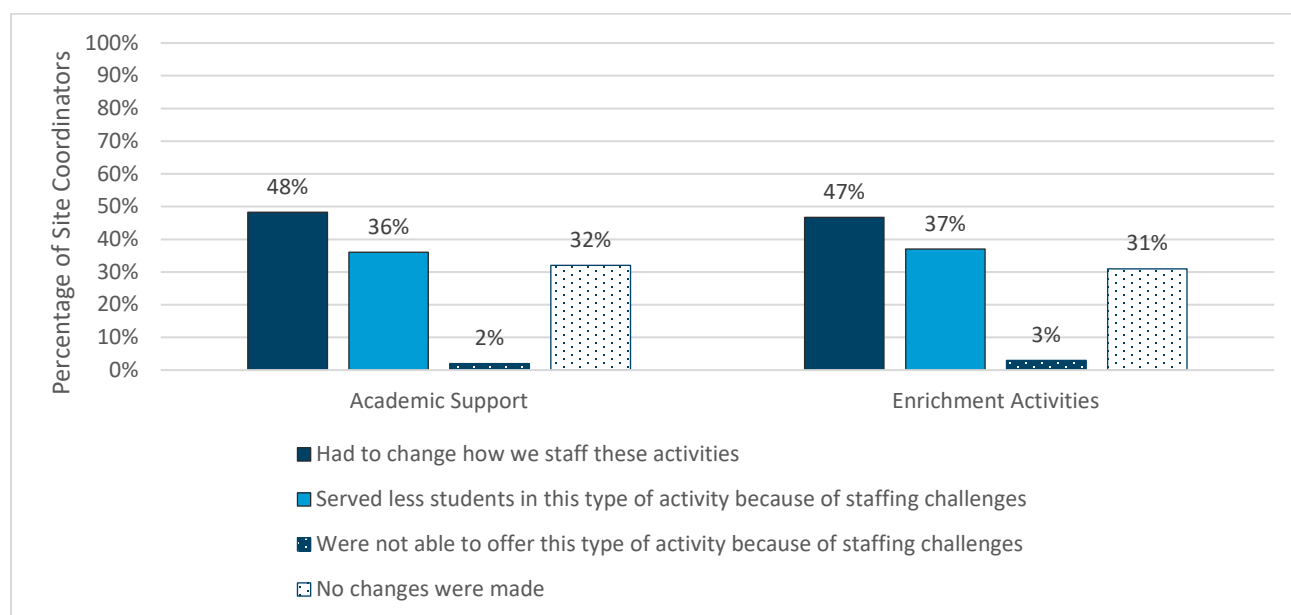
Source. Project director and site coordinator surveys collected by the American Institutes for Research during spring 2022.

Note. Project directors, N = 86; site coordinators, N = 244. PD – project director; SC – site coordinator; Texas ACE – Afterschool Centers on Education.

## Effect of Staffing Challenges on Programming

A majority of both project directors and site coordinators felt that staff turnover had an impact on the operation of their programs during the past year, with 94% of project directors and 75% of site coordinators reporting that it had at least somewhat of an impact on their programs. Relatedly, 50% of project directors reported that they were seeking staff to address academic learning loss but were finding it challenging to hire staff, and 35% expressed the same difficulty with finding staff to support student social and emotional needs or enrichment activities. Site coordinators reported that they had to change how they staffed academic support (48%), enrichment activities (47%), and family engagement and support activities (49%).

### Exhibit ES3. Changes to How Texas ACE Academic Support and Enrichment Activities Are Staffed or Offered Since the Start of the COVID-19 Pandemic, as Reported by Site Coordinators (Spring 2022 Survey)



Source. Site coordinator survey collected by the American Institutes for Research during spring 2022.

Note. For this set of items, *N* ranges from 228 to 242 site coordinators. Texas ACE – Texas Afterschool Centers on Education.

During interviews, site coordinators expressed that staff turnover and staffing challenges impacted their programming in a number of ways, including losing staff who taught specific subjects, making the center’s ability to address student academic needs difficult; grouping a large number of students together, resulting in less-than-ideal teacher-to-student ratios; and reducing the number of youths served because the center could not meet the required student-to-staff ratio. Site coordinators also shared that relationships and connections between students and staff were less meaningful due to inconsistent staff and that site coordinators and family engagement specialists had to assume unintended responsibilities.

## **Solutions to Staffing Challenges**

A majority of project directors (66%) reported that they have been more intentional about being supportive and responsive to staff needs as a strategy to reduce staff turnover, and 54% believe this strategy was effective. During interviews, site coordinators shared that they have focused on building positive relationships with staff by checking in frequently, expressing sensitivity, and accommodating scheduling preferences as much as possible.

Project directors also reported on the changes they have made to better attract and find candidates for open positions. The most common response was to increase the level of pay for certified teachers to lead academic programming (51%), activity leaders for enrichment programming (34%), and site coordinators (34%). Project directors also formed new partnerships to identify candidates for activity leaders for enrichment programming (28%). Site coordinators indicated that offering higher pay was a successful recruitment strategy.

Another solution employed by project directors was to change their reliance on different types of staff to lead programming. More than a quarter (28%) reported relying on school-day teachers less since the onset of the COVID-19 pandemic, while 20% relied on them more. Thirty-six percent relied more on school-day paraprofessional staff/teacher assistants, and 36% also relied more on youth development workers, who their organization hires directly. Project directors also reported hiring additional staff to address academic learning loss (44%), student social and emotional needs (42%), and enrichment opportunities for students to support youth development (45%).

## **Best Practices in Staffing**

During interviews, site coordinators noted a number of best practices related to staffing. To recruit high school students, site coordinators recruited dual-enrollment students who were pursuing a career in education, partnered with school staff to identify students who met these criteria, and paired high school employees with certified teaching staff to develop the necessary skills. In terms of staff scheduling, site coordinators reported that best practices included hiring an extensive roster of certified teachers to reduce the number of days worked per week and to limit staff stress and burnout, as well as providing teachers with flexible schedules. Site coordinators also emphasized best practices for building relationships, which included being persistent and continuing to build relationships with teachers who did not participate initially, in order to keep the door open for future opportunities. Lastly, site coordinators shared that new site coordinators need to ensure that they partner with school administrators to help with recruitment; school administration can help new and existing site coordinators identify staff who are good candidates for Texas ACE programming.

## Findings Related to TCLAS Decision 11 and House Bill 4545

Twenty-one project directors and 50 site coordinators reported that they started implementing TCLAS Decision 11: High Quality Afterschool in spring 2022. Decision 11 is an ESSER funded grant opportunity that gives programs access to state-approved high-quality instruction materials (HIQM) in reading and math, and funding to provide high-impact tutoring (HIT) at a ratio 3:1. Most programs implementing TCLAS Decision 11 did not have problems recruiting certified teachers because of the high hourly wage. Challenges similar to those experienced in regular Texas ACE programming also were experienced in TCLAS Decision 11 programming: Project directors and site coordinators reported difficulty with allocating sufficient time to orient new staff and allocating sufficient planning time for staff. Additionally, they also identified staff ability to effectively use student progress data as at least a minor challenge (81% of project directors and 61% of site coordinators).

## Discussion

Texas ACE programs rely heavily on school-day teachers. For at least some programs, shifting reliance to other types of staff may be a viable approach to reducing staffing-related challenges. Roughly a third of project directors indicated that they have already made such shifts since the start of the COVID-19 pandemic, relying more on paraprofessionals/teacher assistants and youth development workers to staff activities. Yet the viability of such staffing shifts may depend, at least in part, on program locale. Rural and town-based programs were more likely to report reliance on school-day teachers than were suburban and city-based programs, probably because rural and town-based programs have fewer staffing options than do urban and suburban programs.

Some programs may have greater success hiring and retaining school-day teachers through increased pay. This solution is appealing in its simplicity and, according to a project director report, did help reduce staff turnover for those who tried it. The option to increase salaries may not be possible for all programs, however, and may in some cases be more complicated than imagined or even cause unintended consequences.

Of particular note, both project directors and site coordinators reported that being intentionally supportive of staff and providing them with schedule flexibility was important for reducing turnover. Over half of project directors reported that being more intentional about being supportive and responsive to staff needs was an effective approach to reducing turnover, while site coordinators interviewed on this subject indicated that sensitivity to staff stress, combined with schedule flexibility, was an important and effective way to help meet staffing-related challenges.



No single solution to staffing-related challenges is likely to work for all programs. Staffing challenges seem likely to persist, given their prevalence across K–12 education more broadly.<sup>1</sup> It may therefore be useful for TEA to further discuss the solutions and best practices contained in this report with Texas ACE grant recipients. Given the contextual nature of staffing, it seems likely that such discussions would yield additional nuance and uncover additional solutions successfully employed by program subgroups.

For next steps, AIR is currently undertaking a follow-up survey for frontline staff. This survey covers topics related to job satisfaction, Texas ACE working conditions, job-related stress, and suggestions for TEA supports. The results are likely to yield greater detail and insight into the status of frontline workers, notably by staff type. These findings should, in turn, provide TEA with more concrete recommendations for helping Texas ACE programs support their staff.

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<sup>1</sup> See the RAND Corporation’s latest report on teacher shortages (Diliberti & Schwartz, 2023).

## Introduction

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The Texas 21st Century Community Learning Centers (21st CCLC) program addresses the needs of students who attend schools struggling in their efforts to fully support students, located largely in communities that experience poverty. The Texas Afterschool Centers on Education (Texas ACE), funded by the federal 21st CCLC grant program, provide a wide array of academic enrichment and youth development activities during non-school hours and during the summer. These activities are designed to enhance students' academic, social, and emotional well-being and cultivate skills and interests that will help them become college and career ready.

As a condition of receiving federal 21st CCLC funding for this program, the Texas Education Agency (TEA) is required to conduct a statewide evaluation of the Texas ACE program. TEA has contracted with the American Institutes for Research (AIR) to conduct this evaluation, with work starting in early 2022 and expected to continue through summer 2026. The evaluation will comprise a series of data collection activities and attendant reports covering program characteristics, program implementation, exploration of the relationships between program characteristics and student outcomes, and program impact.

The Texas ACE program currently operates at 704 centers (353 Cycle 10 and 351 Cycle 11) that are mostly school campuses. The programs are managed by 97 subgrantees (51 Cycle 10 and 46 Cycle 11) that have been awarded funding in 5-year cycles. Cycle 10 ends July 31, 2023, and Cycle 11 will end July 21, 2026, if funding remains available.

The focus of this report is on program implementation as it relates to Texas ACE staffing. Specifically, this report includes survey response data taken from two surveys administered during spring 2022 (a grant project director survey and a center site coordinator survey), along with findings from follow-up interviews conducted with twenty site coordinators during fall 2022.

Note that this report provides answers to three specific research questions (RQs). The first two specifically reference the Texas ACE Blueprint, a TEA guide designed to help grantees implement high-quality programming at the center level:

- **RQ2.1.** How are Texas ACE centers adopting practices and approaches that reflect staffing-related quality components detailed in the Texas ACE Blueprint?
- **RQ2.2.** How does adoption of key staffing practices and approaches related to the quality components detailed in the Texas ACE Blueprint vary across different types of centers?

- **RQ2.3.** What especially innovative or robust staffing practices and approaches are being employed that may warrant consideration as best practices for the Texas ACE community more broadly?

While this report is organized by theme rather than RQ, notations are included in the findings presentation of the full report to indicate subsections that address any of these questions.

### Report Findings and the Texas ACE Blueprint

The [Texas ACE Blueprint](#) is organized around four broad components: (1) School Community Engagement; (2) Vision, Mission, and Goals; (3) Continuous Quality Improvement; and (4) Operations. These four components are further divided into subcomponents, each comprising a series of quality indicators used by programs and program monitors to assess program strength and to identify areas for improvement.

RQs 2.1 and 2.2 concern staffing-related quality indicators within the Blueprint. The primary indicators addressed in this report are associated with the “Strategic Planning,” “Staffing,” “Partnerships,” “High-Quality Instructional Materials and Enrichment,” and “Staff Development” subcomponents of the Texas ACE Blueprint. Specifically, Indicators 24 (Stakeholder Involvement in Strategic Planning), 27–29 (Appropriate Staffing, Staff and Student Relationships, and Ratio of Staff Students), 31 (Partner Involvement), 10–13a (Social and Emotional Learning, Oversight of Activity Planning, Oversight of Instructional Delivery, and Oversight of Academic Support Services), and 33–34 (Collaborative Continuous Improvement and Staff Effectiveness) overlap with content presented in this report.

The full crosswalk between report sections and quality indicators is presented in Appendix A.

# Overview of Data Collection

This report relies on four sources of data: a project director survey, a site coordinator survey, site coordinator interviews, and Texas 21st Student Tracking System (TX21st) program data. This subsection presents a short description of each of these data types, along with notes concerning response rates and data limitations.

## Project Director and Site Coordinator Surveys (Spring 2022)

During May and June 2022, AIR collected surveys from Texas ACE project directors and center site coordinators. Surveys were collected from staff associated with Cycle 10 and Cycle 11 grantees. The purpose of the surveys was to ask project directors and site coordinators about staffing, notably in light of the recent challenges posed by the COVID-19 pandemic. The project director and site coordinator versions were slightly different, to account for role differences (see definitions sidebar), but each survey asked the respondent to indicate staffing-related challenges they had observed, along with any attempted solutions to those challenges.

Overall, AIR invited 97 project directors and 289 site coordinators to take a survey and received 86 project director and 255 site coordinator responses in return (response rates of 89% and 88%, respectively). All surveys were administered online. Of the project directors, 46 were associated with Cycle 10, and 40 with Cycle 11. A total of 131 site coordinators were associated with Cycle 10, and 124 with Cycle 11. See Appendix F for copies of the project director survey and the site coordinator survey.

### Role Definitions for Project Directors and Site Coordinators

**Project Directors:** A project director oversees administration of Texas ACE grant funds. A single project director may oversee Texas ACE program implementation at several different program locations, known as *centers*. Centers are often, but not always, located in schools.

**Site Coordinators:** A site coordinator is responsible for program administration at a single center location. This individual is typically in charge of staffing the center and oversees day-to-day activity offerings. Site coordinators report to project directors, although sometimes these roles can be held by the same person.

## Site Coordinator Interviews (Fall 2022)

Based on the survey response data, AIR identified 20 site coordinators for follow-up interviews. The primary goal of the interviews was to further explore staffing among Texas ACE programs that had, in their survey responses, indicated innovative, promising, or effective practices in relation to staffing given their reported challenges.

The data used to guide sample selection were therefore obtained from the responses to the project director survey and, to a lesser extent, the site coordinator survey. Criteria were based on both an examination of key forced-choice response and open-ended response items appearing on the project director survey. Additionally, members of the Texas ACE program team at TEA specified criteria they wanted to ensure were included in the sample selection process (e.g., adequate representation of both cycles, grade levels served).

The survey items used in this sampling effort, along with notes concerning the specific sampling criteria, are included in Appendix C.<sup>2</sup> A copy of the interview protocol itself is included in Appendix F. All interviews were conducted during fall 2022.

## TX21st Student Tracking System Data

TX21st is TEA's statewide system for collecting 21st CCLC data from Texas ACE programs. Of particular note for this report, TX21st houses data on staff at Texas ACE programs, in terms of total staff by staff type. This information was therefore used to calculate the total number of staff and the proportion of staff made up by specific staff types (e.g., school-day teachers). This high-level information is presented before the survey and interview findings, providing important context. AIR also used TX21st data to help select site coordinators for interviews, notably by identifying the program cycle and grade levels served by each program.

## Limitations of the Data

The findings in this report are predicated on survey responses and interview data, both of which are limited in important ways. With respect to surveys, the data are limited by respondent memory recall; more recent events are likely to figure prominently in respondents' answers, as are events that, for whatever reason, had a greater impact on the individual responding to the survey (regardless of impact on the program). Additionally, respondents may have provided answers based not on their memory but rather on the perceived social acceptability of the response (social desirability bias).

Interview data suffer limitations similar to those of surveys, in that respondents may answer questions based on more recent events rather than the entire school year, and they may also

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<sup>2</sup> Note that one of the originally recommended site coordinators declined to participate and was replaced with another site coordinator recommended by the same project director.

provide answers they think are socially acceptable even if the answers are not completely true. Also, the interviews were based on a sample that was selected to increase the likelihood of finding best or promising practices and was therefore not intended to be representative (although the sample did include equal numbers of Cycle 10 and Cycle 11 site coordinators, and efforts were made to include a diversity of grade levels served in terms of elementary, middle, and high school programs). It is helpful to keep this intention in mind when reviewing interview findings.

Finally, TX21st data, although not used extensively in this report, are self-reported data. That is, the centers themselves report their staff information in TX21st. The extent to which centers report this information consistently and accurately is not known. This is an important limitation of these particular data.

## Presentation of Findings

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This section presents findings from the TX21st data, surveys, and interviews, organized by theme. The section starts with a high-level descriptive overview of staff across Cycles 10 and 11 to set the context for the thematic sections that follow. The report then presents thematic findings related to the following areas:

- staff training, professional development, and collaboration
- challenges with staffing
- effects of those challenges on programming
- solutions to staffing challenges
- best practices
- TCLAS Decision 11 and House Bill 4545<sup>3</sup>

Collectively, the descriptive data and thematic findings present a detailed picture of staffing at Texas ACE programs and suggest ways that TEA may be able to support programs during staffing-related challenges in the future.

### Staff at Cycle 10 and Cycle 11 Programs

Texas ACE staff are the individuals who actively run programming at center locations, either as frontline staff (e.g., activity leaders) or full-time staff (e.g., administrators). For summer 2021, there was a total of 2,918 staff, whereas for the 2021–22 school year there was a total of 10,612. Note that Cycle 11 programs had not yet started in summer 2021, however, so the summer data reflect only Cycle 10. For this reason, the emphasis throughout this report is on the 2021–22 school year, when both cohorts were operating.

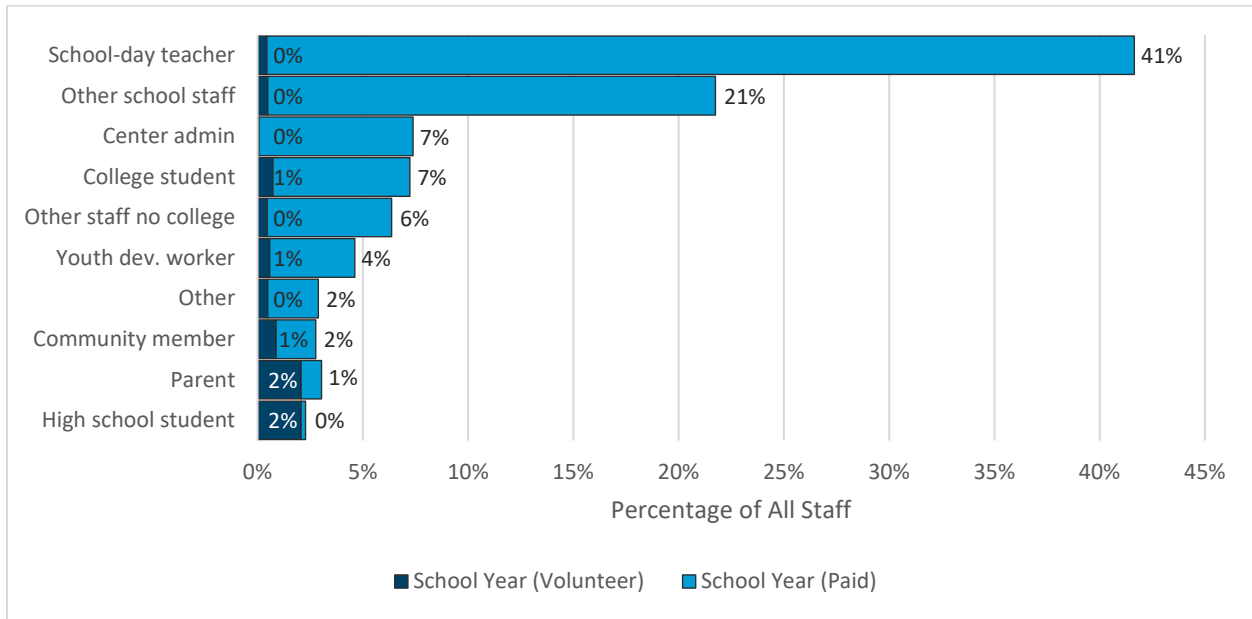
For both Cycle 10 and Cycle 11, the most common staff type during 2021–22 was a paid school-day teacher, as shown by Exhibits 1 and 2 (41% of all staff during the 2021–22 school year, 38% during summer 2021). Another 21% of program staff during the school year were other school staff (e.g., teacher aides or non-teaching staff) (20% during the summer), indicating that approximately two thirds of all Texas ACE staff during 2021–22 were school staff. The remaining third was a mix of administrators, college students, youth development workers, community

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<sup>3</sup> TCLAS Decision 11 supports high-quality afterschool programs by delivering targeted academic support. This targeted support is aligned with individual student needs, high-quality curriculum and instruction, and the regular school day. This funding is made available through Elementary and Secondary School Emergency Relief III. HB4545 creates new requirements around accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR) readiness exam.

members, parents, and high school students, along with other staff. Parents and high school students were more likely to be volunteer staff than paid. Summer programming was run almost entirely by paid staff. On average, centers were staffed by 14 paid staff and one volunteer during the school year, and four paid staff during the summer.

**Exhibit 1. School Year 2021–22 Staff at Texas ACE**

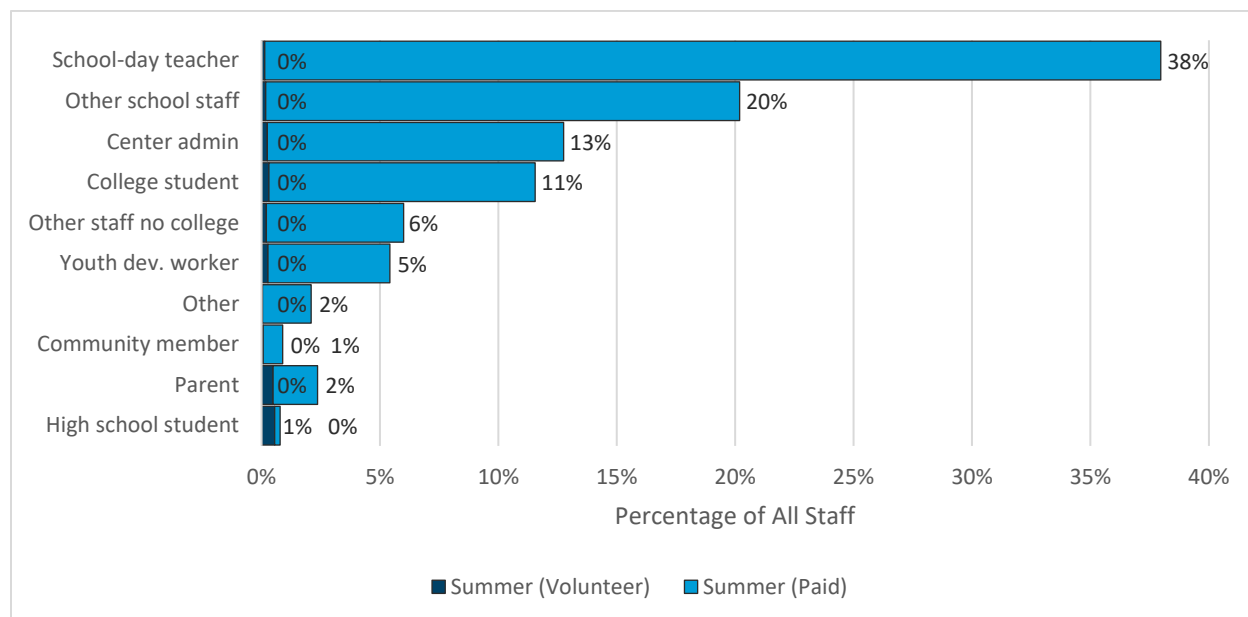


Source. Texas 21st Student Tracking System (Tx21st) data, 2021–22 school year.

Note. Based on 10,612 total staff reported by 704 centers (353 Cycle 10: Year 4 and 351 Cycle 11: Year 1). Texas ACE – Texas Afterschool Centers on Education.



## Exhibit 2. Summer 2021 Staff at Texas ACE (Cycle 10 Only)



Source. Texas 21st Student Tracking System (Tx21st) data, summer 2021.

Note. Based on 2,918 staff reported by 353 Cycle 10 centers. Cycle 11 programs did not begin programming until fall 2021. Texas ACE – Texas Afterschool Centers on Education.

Overall average school-year staffing was also examined by center subgroups to detect consistent differences in staffing configuration based on center characteristics. *T* tests were used to determine whether subgroup differences were statistically significant (using a threshold of  $p \leq .05$ , meaning there is less than or equal to a 5% chance that the observed difference is merely due to chance). *T* tests are useful for this type of difference analysis because the results indicate whether the means of the two groups are (or are not) significantly different from each other. Subgroups analyzed included program cycle, locale (i.e., rural, town, suburban, or urban), grade levels served (elementary versus middle and high school together), and grantee type (i.e., whether the entity that applied for and received the 21st CCLC grant is a school-based entity or something else). The most notable differences concerned locale. Rural and town-based programs were more likely to rely on school-day teachers (41% and 46% of program staff, respectively) compared with suburban and city-based programs (28% and 35% of program staff, respectively).<sup>4</sup> Rural and town-based programs also reported greater reliance on other school staff (25% of program staff in both cases) compared to city and suburban programs (18% in both cases). City and suburban programs tended to rely slightly more on college students than

<sup>4</sup> For conducting the *t* test related to locale, rural and town-based centers were grouped together and compared with city and suburban as a group. This was done to reduce the total number of groups compared, which is necessary to avoid artificially increasing the chances that the comparison would yield a statistically significant difference. It is best practice to compare only two groups when using a *t* test.

did rural or town-based programs (7% and 12% for city and suburban, respectively, and 4% for rural and 3% for town). As an explanation for these data, it may be that rural and town-based programs have fewer staff options than do suburban or urban programs, resulting in rural and town-based programs relying more on school-based staff to run their programs.

Additionally, programs serving primarily elementary-age students were also less likely to rely on school-day teachers (33% of school-year staff) compared with programs primarily serving older youth (44% of school-year staff), with elementary programs making up the difference mostly with college students and other school staff. Programs that were non-school-based were also less likely to rely on school-day teachers compared with school-based programs (28% compared with 41%). For all significant *t*-test results, see Appendix D, Exhibits D1–D4.

### ***Staff Roles in Leading Specific Activities***

Texas ACE programs tend to rely on different types of staff to lead specific types of activities. On the site coordinator survey, respondents were asked to specify the types of staff they have hired to run different types of activities (with the options of “school-day/certified teachers,” “school-day paraprofessional staff/teacher assistants,” “other school-day staff,” “youth development workers,” and “provided by a partner”). As shown in Exhibits 3 and 4, school-day/certified teachers mostly were hired to run academic activities (e.g., 85% of site coordinators reported hiring school-day/certified teachers for tutoring and 81% for academic support); paraprofessional staff/teaching assistants were hired to support homework help (70%) and also to lead sports/recreation (63%), mentoring (60%), service learning (59%), and social-emotional learning (SEL; 59%); and other school staff were hired to support counseling (34%) and mentoring (29%), along with other activities. Youth development workers were most frequently hired to help with mentoring (35%) and SEL (34%), while partner staff largely supported student health/nutrition activities (28%).

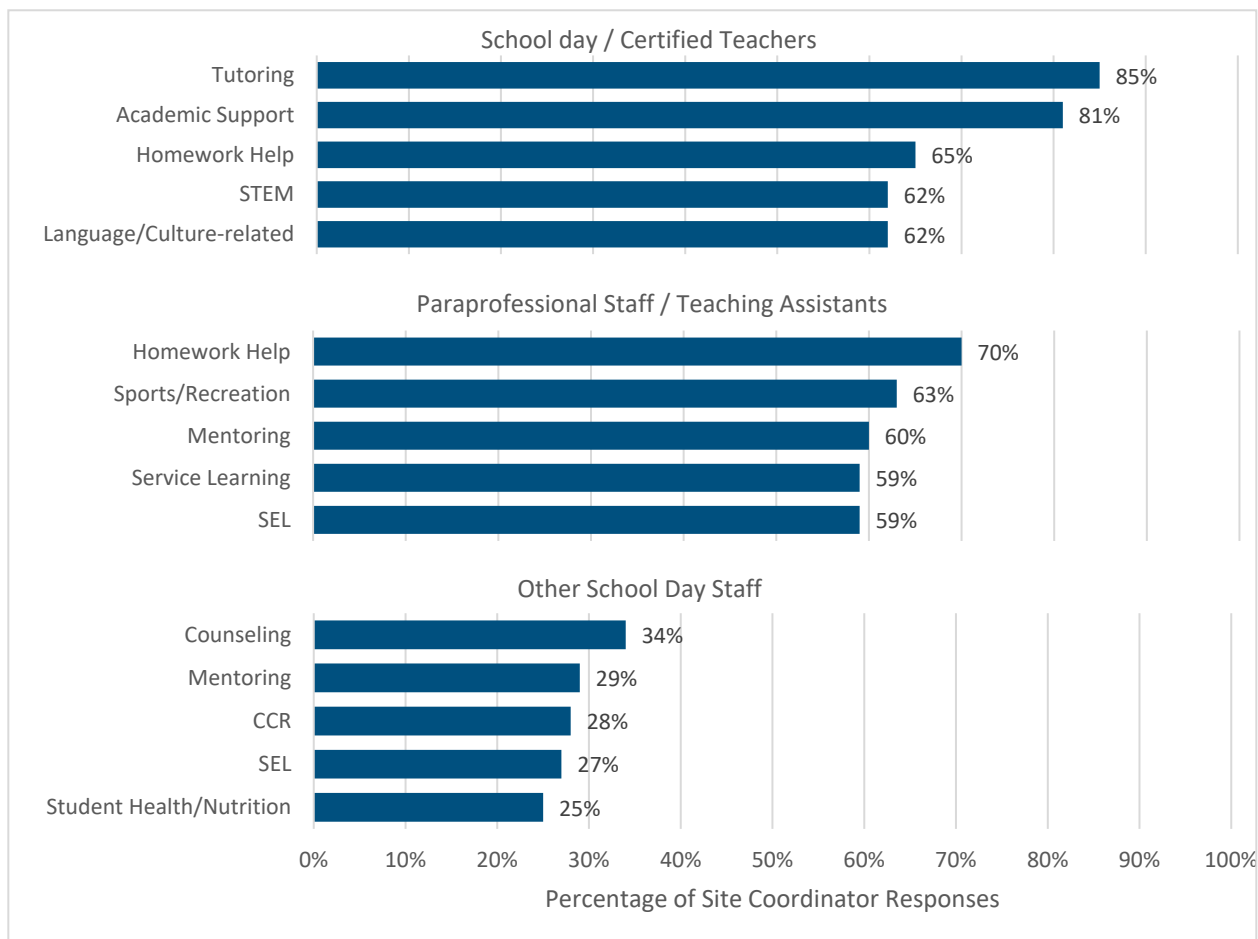
### **Interview Findings: Site Coordinator Staffing Goals**

During the site coordinator interviews, the AIR team asked site coordinators to reflect on their staffing goals:

- Five site coordinators would like to hire **more teachers** for the upcoming year.
- Four site coordinators are looking to **continue hiring college students and/or student teachers** for the next school year. Hiring college students provides a cost-efficient option for centers.
- Two site coordinators said that **retaining their staff** is their primary focus. They want their hardworking and dedicated staff to feel comfortable with their workload and remain with the program.

Overall, a majority of activities tended to be led by teachers or paraprofessional/teaching assistant staff. This aligns with the overall reliance on such staff, as reported previously.

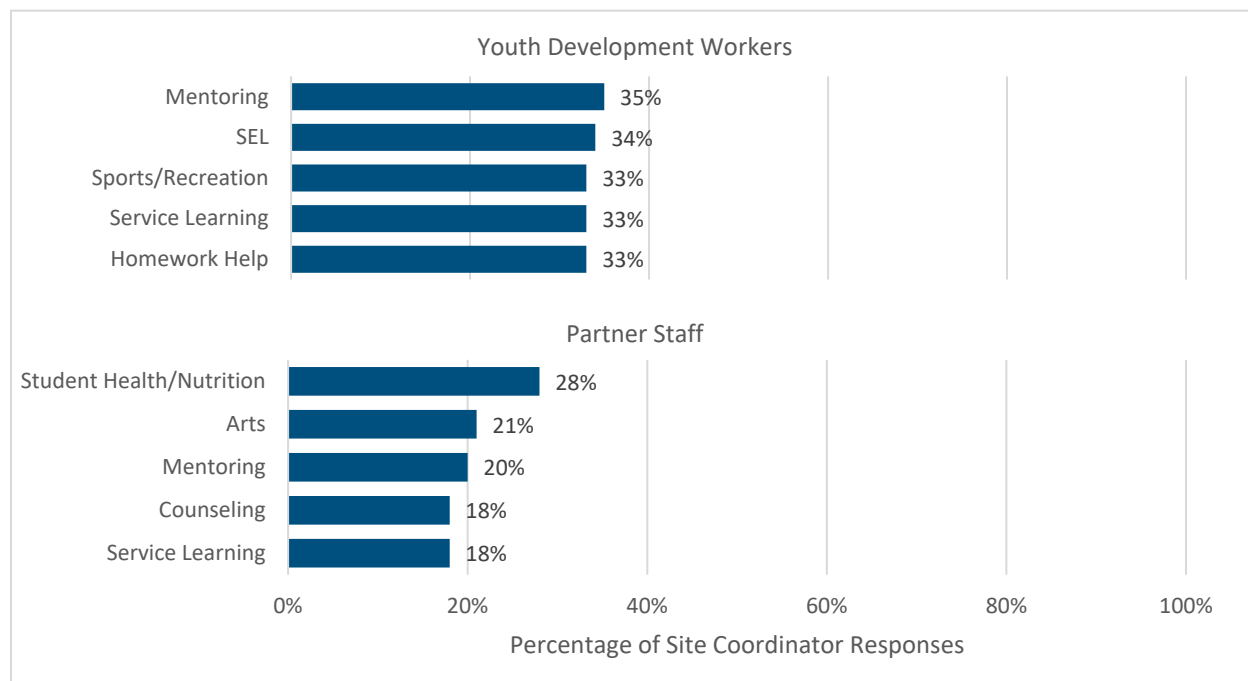
### Exhibit 3. Percentage of Texas ACE Site Coordinators Who Reported Hiring Specific School-Day Staff Types to Lead Student Activities



*Source.* Site coordinator survey collected by the American Institutes for Research during spring 2022.

*Note.* For this set of items, *N* ranges from 232 to 251 site coordinators. Only the top five most selected activity types are shown for each staff type (out of 15 possible activity types). Because of this, the activity types shown vary by staff type. CCR – college and career readiness; SEL – social-emotional learning; Texas ACE – Texas Afterschool Centers on Education.

#### Exhibit 4. Percentage of Texas ACE Site Coordinators Who Reported Hiring Youth Development Workers or Partner Staff to Lead Student Activities

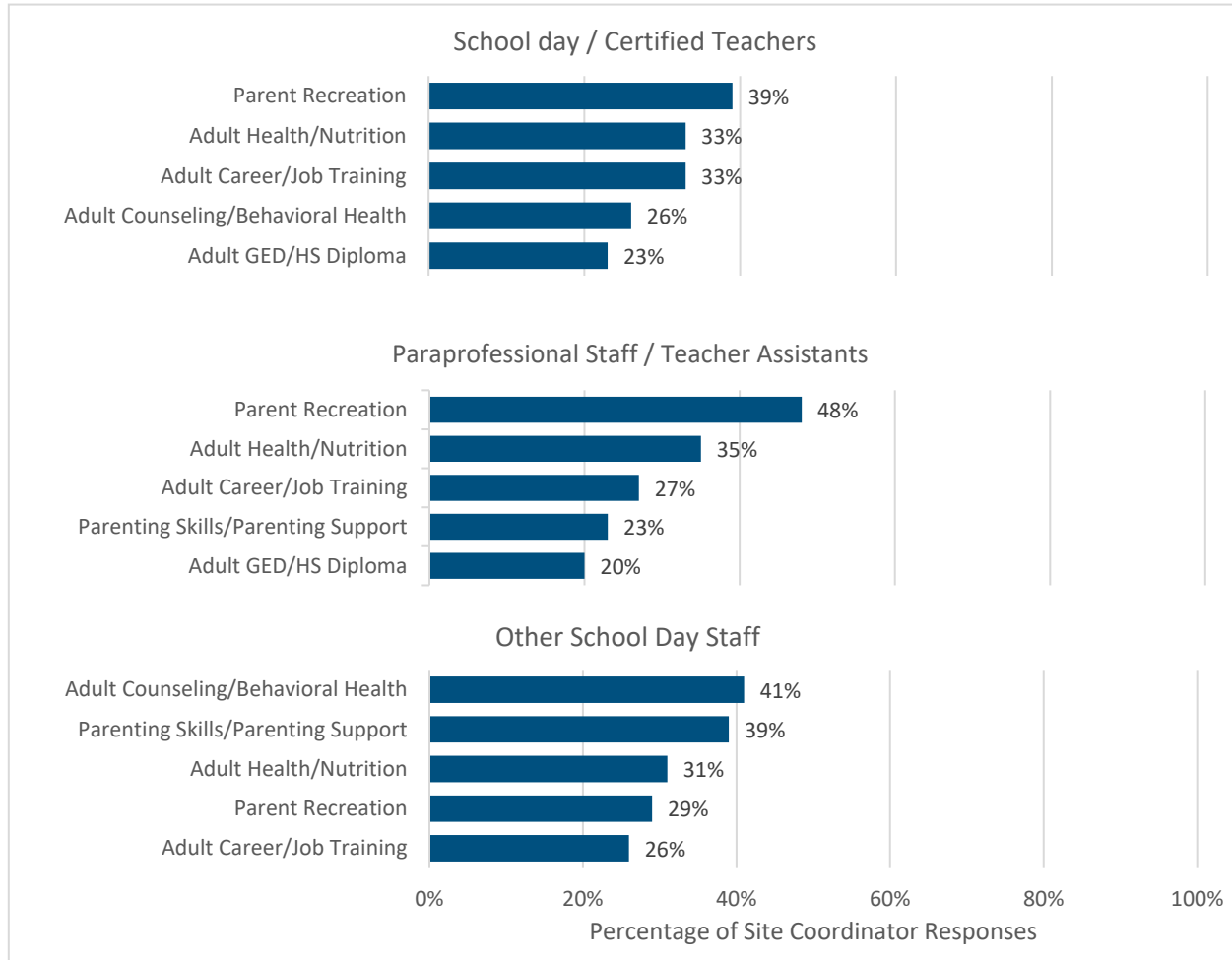


Source. Site coordinator survey collected by the American Institutes for Research during spring 2022.

Note. For this set of items, N ranges from 232 to 251 site coordinators. Only the top five most selected activity types are shown for each staff type (out of 15 possible activity types). Because of this, the activity types shown vary by staff type. SEL – social-emotional learning; Texas ACE – Texas Afterschool Centers on Education.

Site coordinators were also asked about the staff types they have hired to run activities that are specifically designed for adults. As shown in Exhibits 5 and 6, school-day staff (teachers, paraprofessionals, and teacher assistants) are primarily hired to lead parent recreational activities, while “other school-day staff” are hired to support adult counseling/behavioral health activities. Youth development workers are primarily hired to support parent recreation, while partner staff tend to be hired to lead adult GED/high school diploma activities.

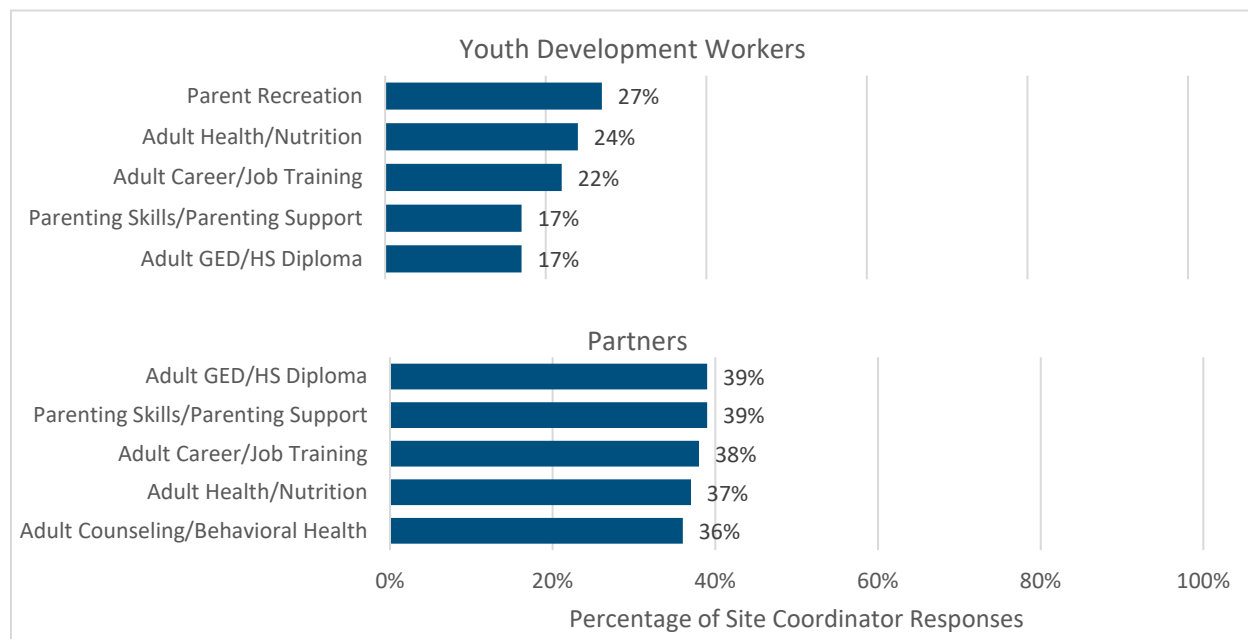
**Exhibit 5. Percentage of Texas ACE Site Coordinators Who Reported Hiring Specific School-Day Staff Types to Lead Activities Designed for Adults/Adult Family Members**



Source. Site coordinator survey collected by the American Institutes for Research during spring 2022.

Note. All activity type options for adults/adult family members are shown. For this set of items, N ranges from 212 to 232 site coordinators. HS – high school; Texas ACE – Texas Afterschool Centers on Education.

## Exhibit 6. Percentage of Texas ACE Site Coordinators Who Reported Hiring Youth Development Workers or Partner Staff to Lead Activities Designed for Adults/Adult Family Members



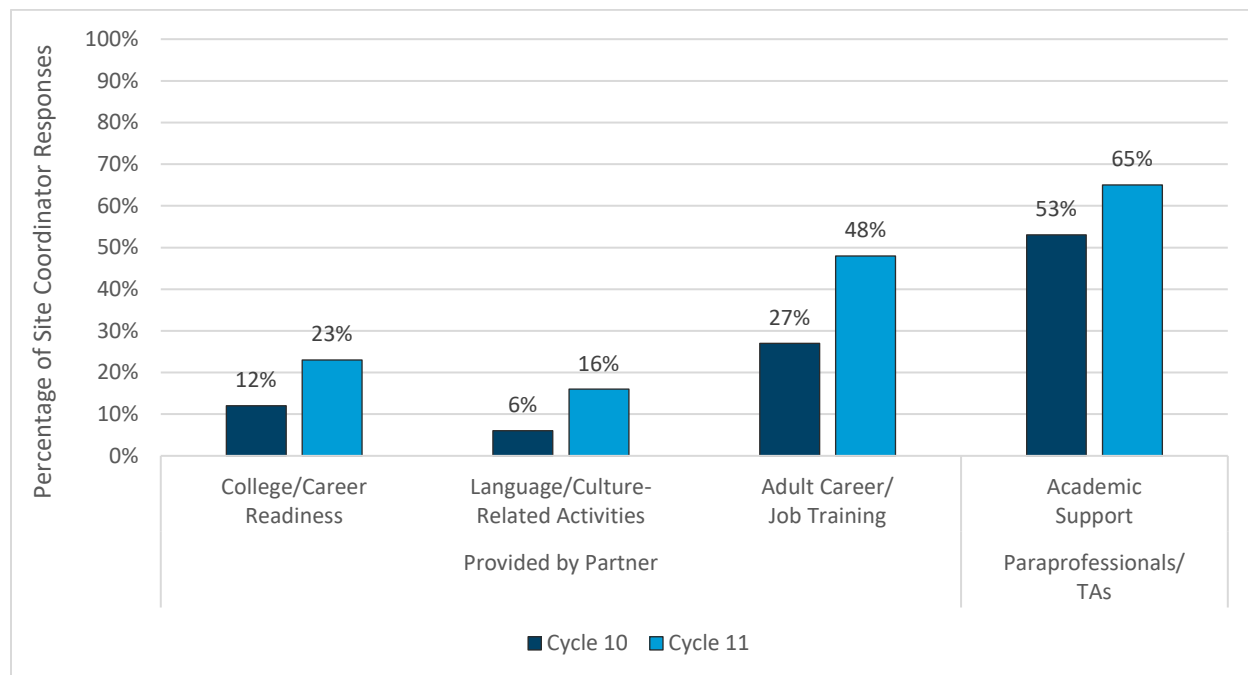
*Source.* Site coordinator survey collected by the American Institutes for Research during spring 2022.

*Note.* All activity type options for adults/adult family members are shown. For this set of items, *N* ranges from 212 to 232 site coordinators. HS – high school; Texas ACE – Texas Afterschool Centers on Education.

To test whether there were consistent subgroup differences in terms of what activities staff are hired to lead, site coordinator responses to this survey question were also examined according to the same subgroups analyzed for the TX21st data. Chi-square tests were used to assess subgroup differences, using a significance test threshold of  $p \leq .05$  (meaning that there is less than or equal to a 5% chance that the difference is due merely to chance). Chi-square tests are useful for this type of analysis because they allow for exploration of correlations (associations) between two or more categorical variables (i.e., in this case, program subgroup type such as school based versus non-school based on the one hand and the survey question response option selected on the other).

As before, the subgroups examined were cycle, locale, grantee type, and grade levels served. In terms of cycle, there were a number of significant differences evident, as shown in Exhibit 7. Cycle 11 respondents were more likely than Cycle 10 respondents to indicate that paraprofessionals/teaching assistants were hired to staff academic support activities and that partners provided college and career readiness activities, language/culture-related activities, and career/job training activities for adults.

## Exhibit 7. Staff Hired for Activities at Texas ACE, Significant Differences Between Program Cycles



*Source.* Site coordinator survey collected by the American Institutes for Research during spring 2022.

*Note.* For this set of items, *N* ranges from 212 to 251 site coordinators. Cycle 10 *N* ranges from 115 to 126 site coordinators, and Cycle 11 *N* ranges from 111 to 121 site coordinators. Only statistically significant differences shown. Results are based on chi-square testing,  $p \leq .05$ . TA – teaching assistant; Texas ACE – Texas Afterschool Centers on Education.

When looking at site coordinator responses by center locale or grant school-based status, there were numerous significant differences in the response data. For example, rural and town-based programs were more likely than urban or suburban programs to hire school-day certified teachers for nearly every type of activity (i.e., academic support, tutoring, and STEM, but also sports and recreation and SEL). Similarly, school-based programs, compared with non-school-based programs, were more likely to hire certified school-day teachers for many activity types as well (e.g., academic support, tutoring, homework help, arts, college and career readiness). However, these differences seem likely driven by overall staff availability and are therefore not likely to be of much practical importance. Tables with details on the response differences by subgroup are therefore presented in Appendix E, Exhibits E1 and E2.

There were also significant differences between subgroups when considering centers by grade levels served. Middle and high school programs were more likely to hire certified school-day teachers for sports and recreation activities than were elementary programs (56% compared to 40%, respectively), while elementary programs were more likely to hire

paraprofessionals/teacher assistants for many types of activities (e.g., academic support, STEM, college and career readiness, counseling, mentoring). These findings fit with the TX21st data shown previously, indicating that middle/high school programs were more likely to staff their programs with certified school-day teachers generally (while elementary programs hired more other school staff and college students). For a complete presentation of significant differences across centers by grade level, see Exhibit E3 in Appendix E.

## Training, Professional Development, and Collaboration

**This section addresses RQs 2.1 and 2.2:** How are Texas ACE centers adopting practices and approaches that **reflect staffing-related quality components detailed in the Texas ACE Blueprint**? How does adoption of key staffing practices and approaches related to the quality components detailed in the Texas ACE Blueprint **vary across different types of centers**?

Relevant quality indicators: 24, 10, 11, 12, 13a, 33, 34

This section presents information about training, professional development, and staff collaboration. Data for these topics were gathered through the project director survey and the site coordinator interviews.

### *Project Director Survey Results on Training and Professional Development*

As part of the project director survey, respondents were asked, “Which of the following approaches does your team rely on to help orient, train, and develop new staff working in your Texas ACE program?” The following response options were presented:<sup>5</sup>

- **Regularly held staff meetings.** *This could include weekly, monthly, or even quarterly meetings, depending on how the respondent interpreted “regularly.”*
- **Training provided through MyTexasACE.** *This could include any training provided through the Texas ACE online platform, a resource site developed and maintained by the Texas ACE technical assistance provider.*
- **Participation in statewide or national conferences.**
- **Training related to the Texas ACE Quality Assessment Process.** *TEA requires Texas ACE programs to participate in a scored quality assessment process (including self-scoring and external review scores) based on the Texas ACE Blueprint. This training option could include*

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<sup>5</sup> The list of training types includes additional notes for interpretive clarity, shown in italics. The portion of each bullet point appearing in boldface font shows what was actually displayed to respondents on the survey.



*trainings provided by TEA or more local-level trainings around the Texas ACE Quality Assessment Process.*

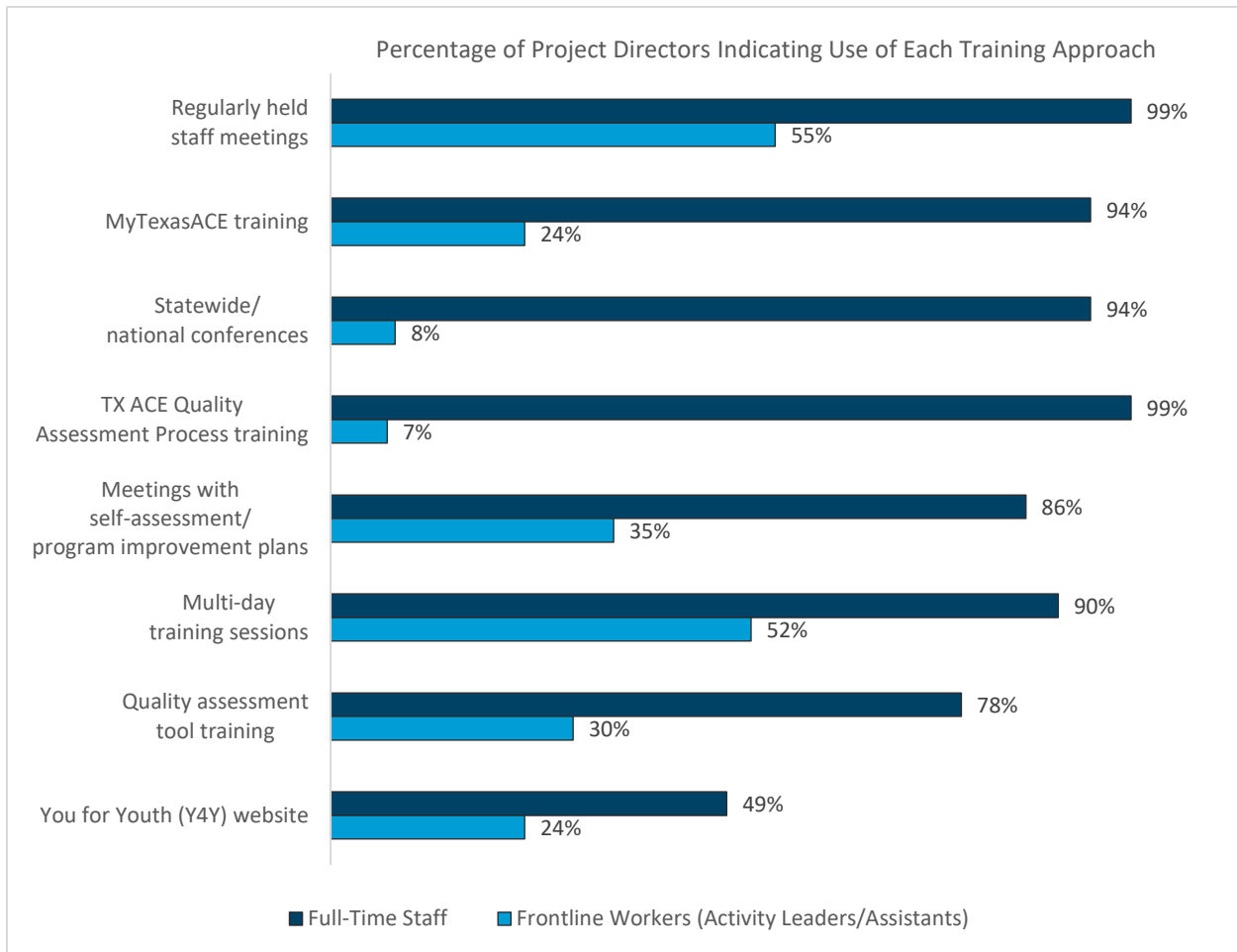
- **Training related to one or more quality assessment tools (e.g., Youth Program Quality Assessment [YPQA], Assessment of Program Practices tool).** *Many programs make use of the YPQA or a similar quality assessment tool to self-assess their program quality. This could also include training around the Texas ACE Blueprint self-assessment tool.*
- **Multiday training sessions held before the start of a programming period sponsored by my organization.**
- **Participation in meetings in which self-assessment tools are completed and program improvement plans are developed.** *Many programs hold meetings to review data, discuss local-level evaluation plans, consider logic models, and strategize for program improvement.*
- **Utilization of the You for Youth (Y4Y) website.** *The Y4Y website, supported by a contract administered by the U.S. Department of Education, is meant to support 21st CCLC programs via virtual training and professional development.*

For each training type, project directors were also asked to indicate whether they made available a given training or professional development offering to full-time staff, frontline staff (specifically “activity leaders/assistants”), or both.

The results shown in Exhibit 8 indicate that many kinds of trainings are offered at Texas ACE programs, for full-time staff (e.g., site coordinator, family engagement specialist). Training for frontline staff (activity leaders and assistants) tends to be somewhat less common, with multiday training sessions (52% of respondents) and regularly held staff meetings (55% of respondents) being the most commonly reported approaches for frontline staff, followed by meetings with self-assessment/program improvement plans (35%). Concerning this last type of meeting—for self-assessment/program improvement plans—training likely involves discussion around self-assessment scores (e.g., Texas ACE Blueprint self-assessment scoring or for a tool such as the YPQA), with the purpose of identifying specific ways the program could improve. This type of meeting typically would be a yearly event or at most be held a few times a year.

Note that all 86 project directors reported offering at least some type of training for frontline staff.

## Exhibit 8. Texas ACE Project Director–Reported Training Approaches for New Staff



Source. Project director survey collected by the American Institutes for Research during spring 2022.

Note.  $N = 86$  project directors. All project directors indicated offering at least some type of training to staff. Texas ACE – Texas Afterschool Centers on Education.

### Site Coordinator Interview Findings Related to Training and Collaboration

To gain further insight into the trainings provided to full-time and frontline staff, as well as to find out more about how staff collaborate, the interview protocol included questions on both topics.

#### Staff Orientation and Training

Quality Indicators 34–36 in the Texas ACE Blueprint, part of the Staff Development subcomponent, generally have to do with staff development and refer to staff onboarding, the use of feedback, training, and professional development to help staff continuously improve. In keeping with this, all site coordinators described providing some form of orientation and

training to new and existing staff members. The approach to orientation and training varied, however, including web modules, program handbooks, and in-person trainings. Some site coordinators said that they count the training that school-day staff already do (as a requirement for their teaching jobs) as part of the training for the Texas ACE program. Other site coordinators, however (especially those serving centers with elementary-age students), indicated that successful onboarding must include hands-on training, shadowing, and mentoring. As one site coordinator serving an elementary program said, “To see somebody [another staff member] on another campus do the same things they [are expected to] do and share those experiences goes a long way.” Or, similarly, a site coordinator at a high school center said, “They mirror me for at least a week after they start, and they take notes. And then every night after program, I’ll go back to their notes and then I’ll ask them key questions. I’ll put them in situations with me to see how they react.”

Cycle 11 site coordinators were more likely than Cycle 10 coordinators to mention providing their new hires with shadowing and mentoring opportunities as a part of their onboarding process. Additionally, site coordinators serving elementary or middle school students (as opposed to high school students) were more likely to mention that they provide their new hires with SEL training so that staff are equipped to navigate student behavioral challenges.

### Staff Collaboration

Site coordinators were asked how they support staff collaboration and how staff typically go about the process of planning activities. Responses provided by the site coordinators that were interviewed suggest that the frequency and formality of staff collaboration at centers varies. Staff at seven centers reported holding a weekly standing meeting, while five centers indicated that they use informal daily check-ins on a more one-on-one basis. Some centers bring staff together to collaborate less frequently—monthly, a few times throughout the year, or as needed. Site coordinators reported that they use their collaboration meetings to

### Timing Staff Hires

Three site coordinators reported that the best time for hiring and onboarding is **before the school year starts**; however, this timing is not always feasible, especially when centers experience staff turnover during the school year or have issues with recruiting enough staff before the beginning of the school year.

### Districtwide Staff Collaboration

One site coordinator mentioned bringing all staff from all centers in the district together in one location to exchange best practices and train together. For example, program staff will help each other through role-playing scenarios to help staff practice curriculum delivery and classroom management skills.

plan lessons and activities, discuss improving student and family engagement, review student academic data, and debrief about activity delivery. They also noted that the frequency with which they meet is often determined by the availability of staff and the extent to which staff are engaged. The more engaged the staff are in programming, the more likely that site coordinators will feel comfortable scheduling meetings and confident that their staff will attend. Dismissal is a common time to hold quick informal meetings to check in with staff.

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“Unless there’s a concern that needs to be addressed or something that’s coming up that needs to be talked about that I need everybody to hear all at once, there are not set meetings for my staff.”

—Elementary Site Coordinator

“We do meet about 10 to 15 minutes every day ... Right before programming starts ... we are going over the day sheet that designates what’s going on for that day. Everybody knows where they’re supposed to go. And then at the end of the day ... when that last kid gets gone, we briefly assess the day, okay, what went on? Anything that we need to talk about or have heads up for the next day?”

—Secondary Site Coordinator

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For themselves, site coordinators reported that one of the most valuable opportunities to collaborate was with other site coordinators in the district to learn about what was working at other centers and how others’ successes could be replicated at their own centers. Five site coordinators mentioned using a digital space such as a Google Drive, where site coordinators in their districts uploaded example lessons, activity ideas, and resources.

### Activity Planning

In terms of collaboration around activity planning, site coordinators were asked to describe their activity planning process and describe how staff were involved. The way in which site coordinators provided feedback to staff during the program and activity planning process varied. Most site coordinators described a collaborative process, where staff, especially certified teachers, were deeply involved in developing lesson plans with site coordinator oversight and frequent feedback. In these cases, site coordinators often helped find lesson examples for staff to build from, although some site coordinators took a staff-led approach with minimal input or feedback on activity plans.

#### School-Day Insight for Activity Planning

One site coordinator indicated that one of her most successful strategies for activity planning has been to sit in on teacher professional learning community meetings to better understand what teachers are trying to address in the classroom and how afterschool activities can build on what students are learning during the school day.

Overall, site coordinators indicated several successful activity planning approaches, including the following examples:

- meeting with school-day staff to understand student academic needs ( $n = 3$ )
- collecting student input regarding student interests to ensure that activities are of interest and fun ( $n = 7$ )
- planning activities on a weekly or biweekly basis to align with current student needs and interests ( $n = 7$ )
- developing detailed lesson plans by specific subjects and following a lesson plan template to encourage consistency in quality and delivery of activities ( $n = 4$ )
- practicing activities through modeling sessions with staff prior to implementation to test lesson engagement and quality ( $n = 2$ )

That is, site coordinators indicated multiple approaches to activity planning, with different ways of supporting staff as they plan. Six site coordinators serving elementary students mentioned the activity planning process as a collaborative effort, compared to two site coordinators serving students from high schools and one site coordinator serving middle school students where both the site coordinators and staff came together to determine, plan, and develop program activities and lesson plans. Site coordinators serving elementary school students were also more likely to describe using detailed activity plans and lesson plan templates.

Additionally, site coordinators reported tapping into various information sources to inform their program activity planning. Seven site coordinators described how program staff helped collect student feedback on programming, including their likes and dislikes, through student surveys, focus groups, or informal anecdotal feedback. Collecting student input like this helped site coordinators understand student interests, how program staff could improve their programming, and what topics site coordinators should prioritize for staff development. In other cases, activity planning was driven more by student need (e.g., meeting with campus administration and school-day staff to learn about learning gaps, administering student surveys about their interests, obtaining student feedback), although a few site coordinators described aligning activities more with teacher skills and what teachers were interested in sharing with the students. Some site coordinators described a mix of these two different approaches (i.e., sometimes driving activity planning by student need and sometimes by teacher skills and interests).

### **Approaches to Providing Feedback**

The use of feedback was also mentioned by site coordinators as an important aspect of activity planning. Specifically, site coordinators mentioned three primary approaches to providing

feedback to their staff: as part of informal walkthroughs, as part of formal observations, and during trainings or all-staff meetings. Site coordinators often indicated that frequent informal walkthroughs constituted the most beneficial method of providing timely feedback, noting that this approach did not carry the stress of formal observations (an important consideration given significant staff stressors related to the COVID-19 pandemic).

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“Coming in and observing things and then giving a little bit of feedback afterwards instead of being stiff or rigid and doing a formal debriefs. Yes, we do [formal debriefs], but that’s not my preferred way, and I don’t think that always gets us the best result.”

—Elementary Site Coordinator

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Site coordinators from Cycle 10 in particular were more likely to mention informal walkthroughs as their primary method of providing feedback to their staff. Site coordinators also mentioned that staff training and all-staff meetings were helpful for providing feedback to staff to celebrate or spotlight excellent work that staff were doing while also providing guidance around common areas of growth. Formal observations were described mostly as a less helpful required compliance activity. Some site coordinators reported that formal observations were a helpful opportunity to document staff progress on specific rubric items.

### Importance of Staff Training, Orientation, and Collaboration

Site coordinators reported that staff training, orientation, and collaboration are critical:

- They provide opportunities to celebrate staff successes and expressing sincere appreciation, which helps motivate staff.
- They provide opportunities for constructive feedback, facilitating continuous improvement.

The way in which staff training, orientation, and collaboration were described by site coordinators indicates that these processes are critical to (a) motivating staff to continue their work by celebrating staff successes and expressing sincere appreciation and (b) addressing areas of growth by providing staff with timely feedback and connections to their peers as an opportunity to learn from each other.

## Staffing Challenges

The COVID-19 pandemic created many challenges for Texas ACE programs, some of which were directly related to staffing and were persistent through the 2021–22 school year. AIR therefore asked project directors and site coordinators about staffing-related challenges, both as part of the surveys and in follow-up during the interviews. This subsection presents their responses, specifically concerning staff hiring and recruitment, stressful working conditions, and staff

turnover. Note that the two subsections following this one deal with the attempts of project directors and site coordinators, respectively, to resolve these challenges and their perceptions concerning how effective those attempts were.

### ***Challenges Related to Staff Hiring and Recruitment***

Both the project directors and the site coordinators were asked whether they were experiencing challenges hiring or recruiting staff. Specifically, the surveys asked, “To what extent have you experienced challenges in hiring the following types of staff for your ACE program this school year?” For each staff type listed on the survey (“certified teachers to lead academic programming,” “site coordinators,” and so on), respondents could also indicate that they do not hire that type of staff.

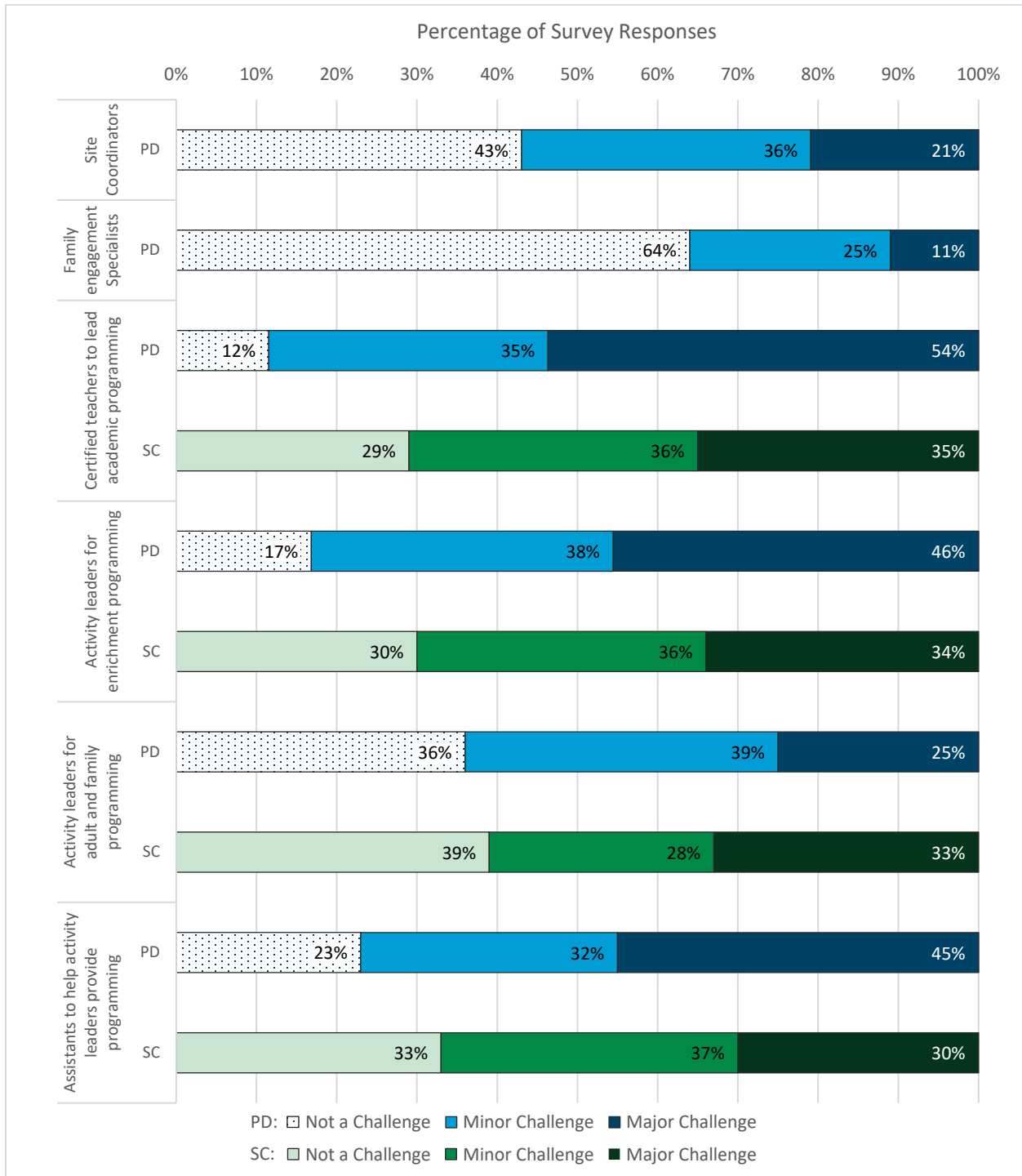
Both project directors and site coordinators indicated that they were having challenges hiring staff, although to different degrees; generally, project directors were more likely than site coordinators to report at least some challenge associated with hiring each staff type.<sup>6</sup> For example, a large portion of project directors reported experiencing at least a *minor* challenge in hiring certified teachers to lead academic programming (88%) and activity leaders for enrichment programming (83%), compared with more than two thirds of site coordinators indicating the same thing (71% of site coordinators indicated that hiring certified teachers for academic programming was at least a minor challenge, and 70% indicated that hiring activity leaders for enrichment programming was at least a minor challenge;) see Exhibit 9. Note that 74% of project directors and 53% of site coordinators reported that hiring at least one staff type presented a major challenge.

Project director and site coordinator responses to this item were also examined by subgroups (cycle, locale, school-based versus non-school-based grant, and grade levels served), using chi-square to test for significance ( $p \leq .05$ ). No significant differences were found, however. This indicates that all programs, regardless of the center characteristics examined, are similarly affected by the staff hiring challenges noted here.

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<sup>6</sup> Staff types on the survey included site coordinators, family engagement specialists, certified teachers to lead academic programming, activity leaders for enrichment programs, activity leaders for adult and family programming, and assistants to help activity leaders provide programming.

### Exhibit 9. Texas ACE Project Director– and Site Coordinator–Reported Challenges in Hiring Different Types of Staff



Source. Project director and site coordinator surveys collected by the American Institutes for Research during spring 2022.

Note. Project directors, N = 86; site coordinators, N = 245. Adding minor and major challenge percentages may not sum exactly to figures cited in text due to rounding. Texas ACE – Texas Afterschool Centers on Education.



As part of the interviews, site coordinators were also asked to talk about their experience hiring or recruiting specific staff types. Interview findings related to hiring specific types of staff are presented in the following paragraphs.

**Certified Teachers.** Eighteen of the 20 Texas ACE centers in our sample reported employing certified teachers, with five site coordinators reporting recruiting and staffing challenges. Three of those coordinators, however, explained that TCLAS Decision 11 implementation—as locally implemented, given all pay rates for Texas ACE programs are determined by the programs—had pulled teachers away from Texas ACE programming at their centers. One site coordinator explained that TCLAS Decision 11 pays substantially higher than what Texas ACE offers and that teachers are aware of the difference in pay. A site coordinator at a secondary-level site indicated that “a big part of it [recruitment challenges] is the high-intensity tutorial learning. You make more money. We pay them a lot of money. So, at the end of the day, nobody wants to be a general enrichment teacher or a general tutorial teacher when you can make almost twice the money doing something else.”

### Certified Teachers and Tutoring

One site coordinator explained that it is too stressful for the certified teaching staff to engage in tutoring every day. To address this challenge, the site coordinator has hired additional staff to better spread tutoring responsibilities amongst the certified teaching staff so staff do not need to work every day in the program.

Two site coordinators did not mention pay specifically but noted that teachers were already staffed for high-impact tutoring (HIT). Therefore, teachers did not have the capacity to participate in other Texas ACE activities. In one instance, the center had to rely on elective teachers (e.g., art) to teach other subjects (e.g., mathematics) in Texas ACE to provide students with the necessary support. Lastly, one site coordinator attributed teacher fatigue and burnout resulting from challenges experienced during the COVID-19 pandemic as a recruiting barrier for Texas ACE.

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“Biggest difference I think that I’ve seen. Before COVID, everybody wanted to work for us. Everybody. Literally, we kind of had to have little interviews because before COVID, every single teacher on campus wanted to work for us. And after COVID [they don’t]—and now that they [teachers] have so much tutorials on them.”

—Secondary Site Coordinator

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The interview data also showed that four Cycle 11 programs had trouble recruiting certified teachers versus only one Cycle 10 center reporting trouble recruiting certified teachers.

**Youth Development Workers.** Three site coordinators described challenges in recruiting and staffing youth development workers. Two coordinators stated they had trouble finding reliable workers and explained that in the past, they were unhappy with the performance of the youth development workers they hired. Another coordinator explained that they could only offer youth development workers 2 hours per day. As a result, youth development workers often left the organization when they found full-time employment elsewhere. One site coordinator stated that when partnered with an organization that would provide youth development workers, they would not send consistent staff, which hindered relationship building between the youth and staff.

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“They had a lot of management issues and issues with sending not-consistent staff, which I think is a huge issue for elementary campuses. Kids want to see the same faces, and with new people all the time, you can’t build relationships, you really can’t build much of anything. Certainly not trust. So, I think that’s why it didn’t work out well.”

—Elementary Site Coordinator

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**External Partners.** Four site coordinators described experiencing staffing challenges with external partners. For example, one site coordinator explained that although the youth enjoyed the offerings the external partner provided, they lacked the funding to support bringing in external partners. Another site coordinator said that it was not a good fit for their center because of low student interest and engagement interacting with external partners. One site coordinator also cited a change in policy at their school that would require different qualifications for the partner to continue to work with the center. Finally, two site coordinators described how scheduling challenges affected their efforts to recruit external partners. Some external partners wanted to come at the same time every week, which did not always work well with center schedules. External partners often have other jobs and cannot commit to the center’s scheduling needs.

**College Students.** Site coordinators mentioned a variety of challenges hiring and working with college students. One site coordinator explained that the hiring process for a college student took longer than for school-day staff, while another explained that college students often would have conflicting schedules and could not attend the required trainings. One site coordinator said that retaining college students was too challenging because other businesses offered higher salaries. Another explained that they struggled to recruit reliable college students to work at their center, also noting the challenge that students themselves have balancing schoolwork and job responsibilities. This site coordinator explained that they preferred to hire school-day staff when possible because they were already on-site.

**High School Students.** Some centers were interested in hiring high school students in an assistant role to help with tutoring and enrichment activities. However, centers that have been unsuccessful at this strategy reported that they have not had anyone apply for the open positions. Also, two site coordinators indicated that high school students often have conflicting schedules and cannot attend the required trainings (similar to the challenge associated with college students). In addition, three site coordinators reported that hiring high school students for their centers’ programming would not be a good fit; while some organizations would not hire employees under 18, other organizations suggested that there was not enough of an age gap between the high schoolers and the youth they would serve.

### **Challenges Related to Stressful Working Conditions**

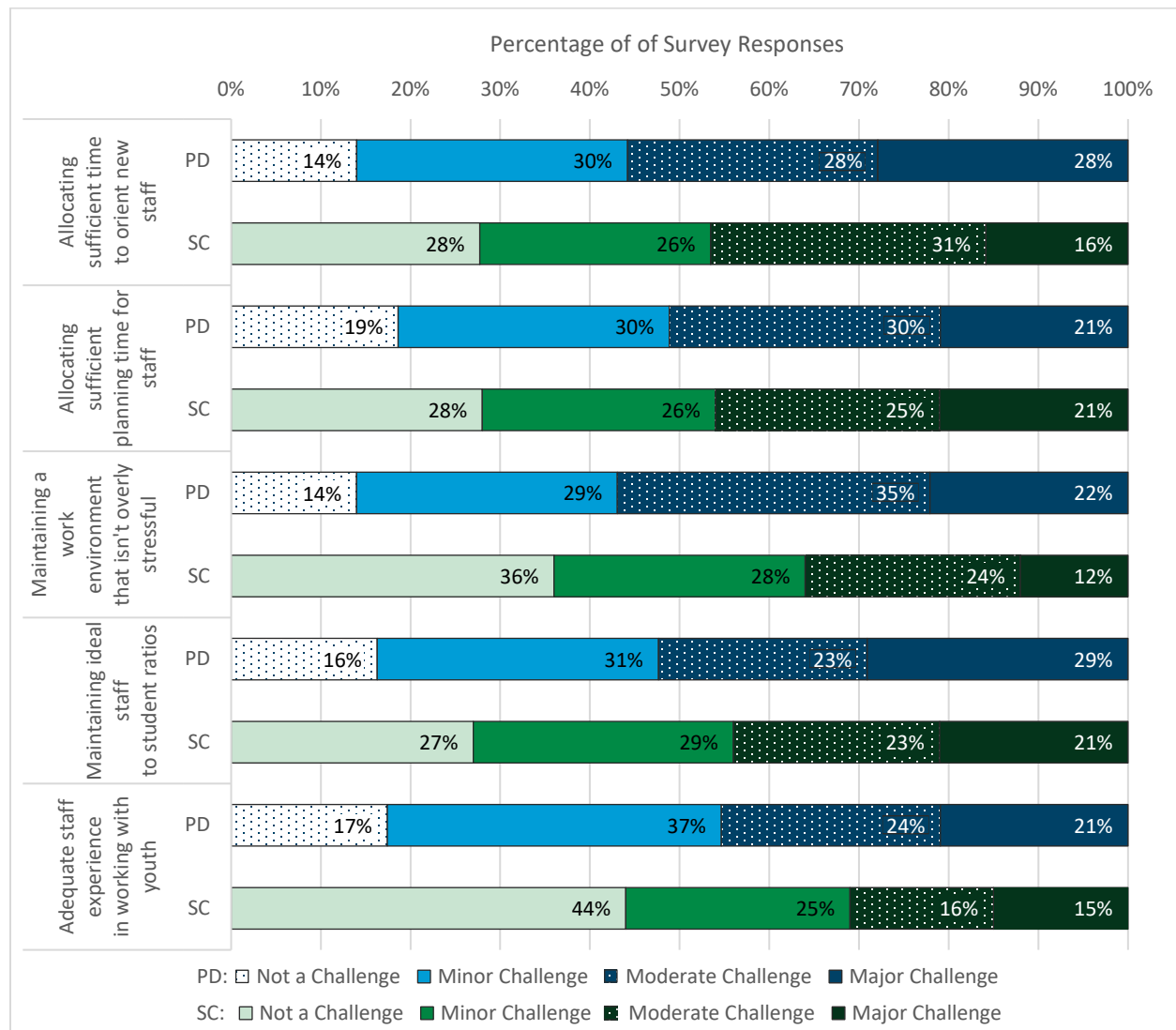
As part of the project director and site coordinator surveys—and to a lesser extent as part of the site coordinator interviews—respondents were asked about challenges related to stressful working conditions. The primary interview finding is easily summarized and provides a useful headline for these findings: Site coordinators said that their staff experienced exhaustion and burnout due to staffing shortages, not just in the Texas ACE program but also during the school day. They indicated that their staff frequently took on multiple roles or additional responsibilities to fill staffing gaps and that these efforts were not sustainable long-term. This finding aligns with the general array of challenges posed by the COVID-19 pandemic, but its succinct clarity helps set an overall tone for the survey findings that follow—all of which help detail this high-level finding.

Staff Burnout
During the interviews, site coordinators reported that their staff are burned out and exhausted due to staffing shortages. Because there are not enough staff, the existing staff take on multiple roles or additional responsibilities. Site coordinators noted that this is not a problem specific to Texas ACE but also extends to the school day.

On both the project director and site coordinator surveys, respondents were asked, “To what extent have you experienced any of the following challenges with staffing in your Texas ACE program this school year?” Respondents were then presented with a list of specific challenges, to which they could say that a potential challenge was “not a challenge,” a “minor challenge,” a “moderate challenge,” or a “major challenge.” The results are presented in Exhibit 10. Of particular note, more than half of project directors experienced a moderate or major challenge with allocating sufficient time to orient new staff (56%), allocating sufficient planning time for staff (51%), maintaining a work environment that is not overly stressful (57%), and maintaining ideal staff-to-student ratios (52%). Almost half of site coordinators reported experiencing moderate to major challenges with allocating sufficient time to orient new staff (47%),

allocating sufficient planning time for staff (46%), and maintaining ideal staff-to-student ratios (44%). This aligns with the interview finding that programs do not have enough staff: Project directors and site coordinators both indicated that there was not enough time for orientation and planning and not enough staff to maintain desirable staff-to-student ratios.

**Exhibit 10. Challenges Related to Staffing Programs as Reported by Texas ACE Project Directors and Site Coordinators**



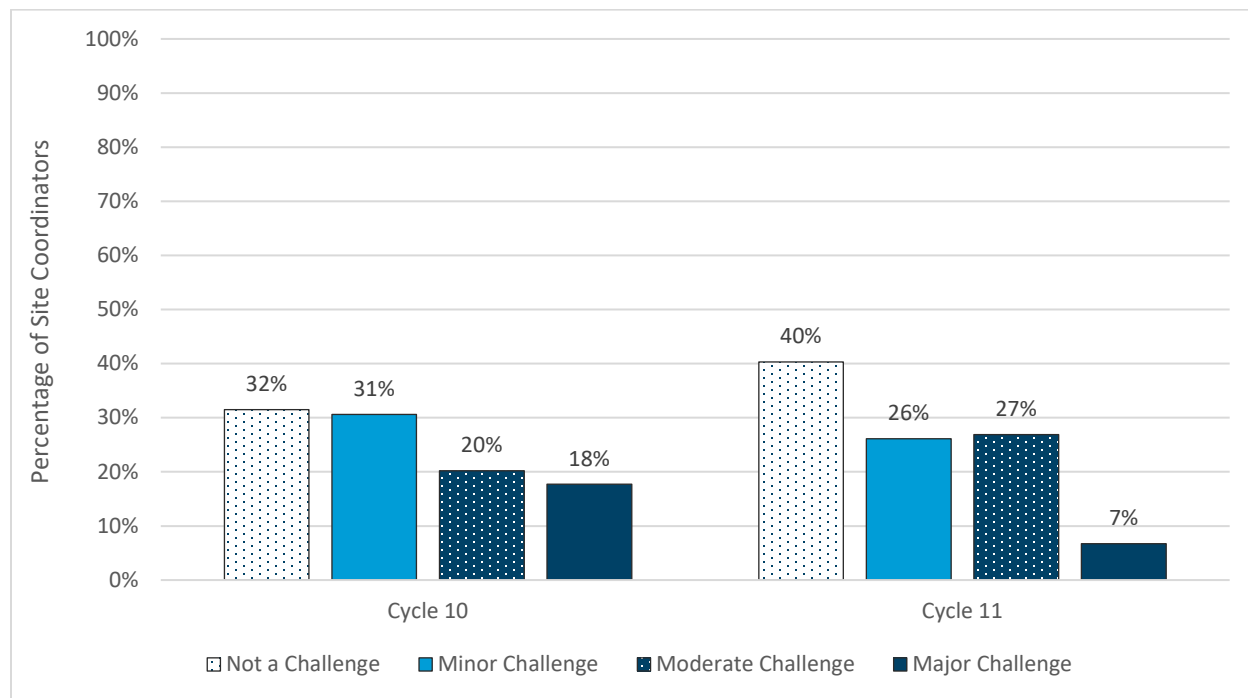
Source. Project director and site coordinator surveys collected by the American Institutes for Research during spring 2022.

Note. Project directors, N = 86; site coordinators, N = 244. PD – project director; SC – site coordinator; Texas ACE – Texas Afterschool Centers on Education.

These findings were also analyzed by center subgroups to see whether center characteristics were associated with differences in the reported challenge level. For the site coordinator

responses, there was a significant difference between Cycle 10 and Cycle 11 in terms of challenge with maintaining a work environment that is not overly stressful (chi-square test,  $p \leq .05$ ). Otherwise, the differences across subgroups were not significant. (See Exhibit 11.)

**Exhibit 11. Percentage of Texas ACE Site Coordinators Reporting Specific Challenge Levels Associated With Maintaining a Work Environment That Is Not Overly Stressful**

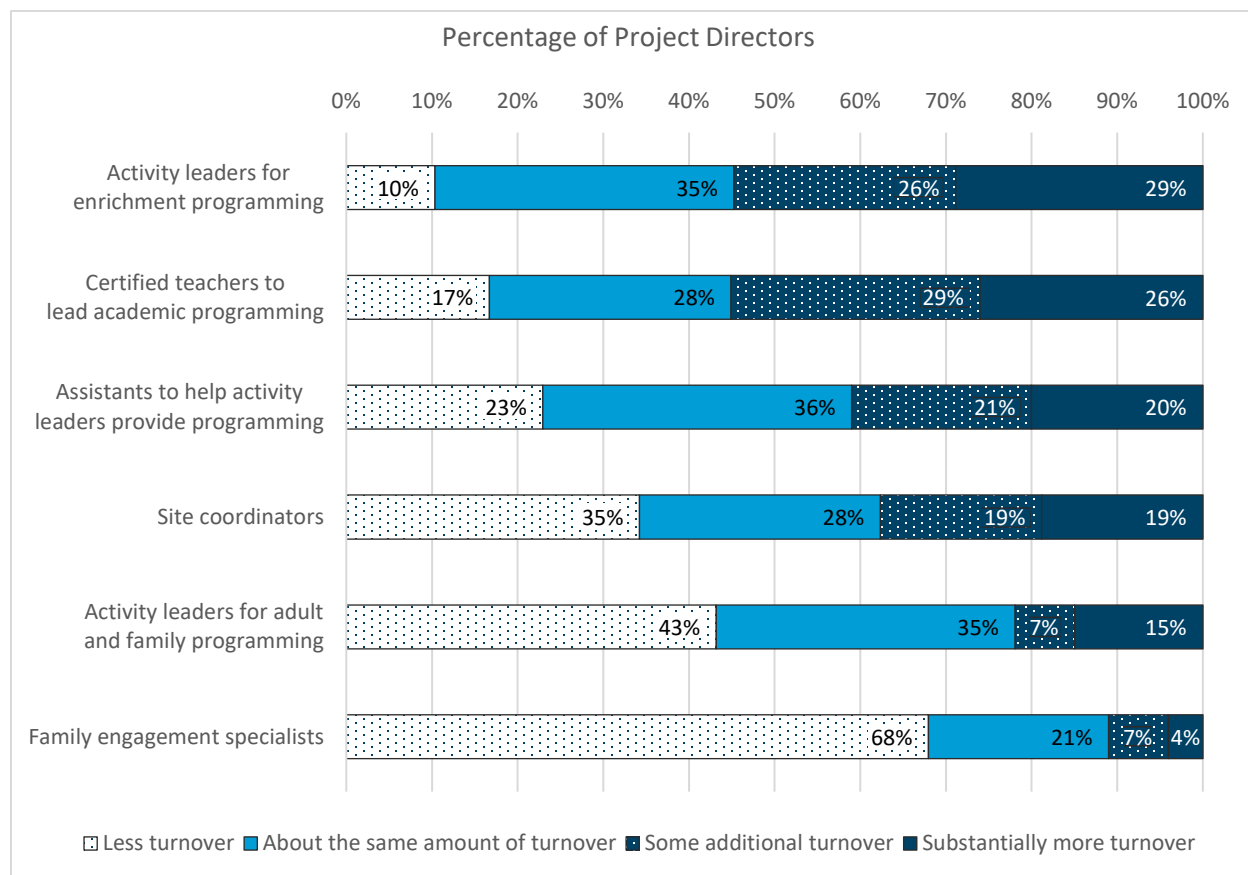


Source. Site coordinator survey collected by the American Institutes for Research during spring 2022.  
 Note. Cycle 10,  $N = 124$ ; Cycle 11,  $N = 119$ . Only statistically significant differences are shown ( $p \leq .05$ ). Texas ACE – Texas Afterschool Centers on Education.

**Challenges Related to Staff Turnover**

Finally, the project director survey included a question about staff turnover, asking respondents “To what extent has turnover in various positions changed this year compared to previous programming periods?” Project directors reported at least some additional or substantially more turnover compared to previous programming periods for activity leaders in enrichment programming (55%), certified teachers to lead academic programming (55%), and assistants to help activity leaders provide programming (41%). About a quarter reported substantially more turnover for activity leaders in enrichment programming (29%) and certified teachers (26%). (See Exhibit 12.) These answers again support the interview finding noted earlier, supporting the perceptions that there are not enough staff available to fully staff Texas ACE programs.

## Exhibit 12. Changes in Texas ACE Staff Turnover Compared to Previous Programming Periods



Source. Project director survey collected by the American Institutes for Research during spring 2022.

Note. N = 83 project directors. Texas ACE – Texas Afterschool Centers on Education.

## Effect of Staffing Challenges on Programming

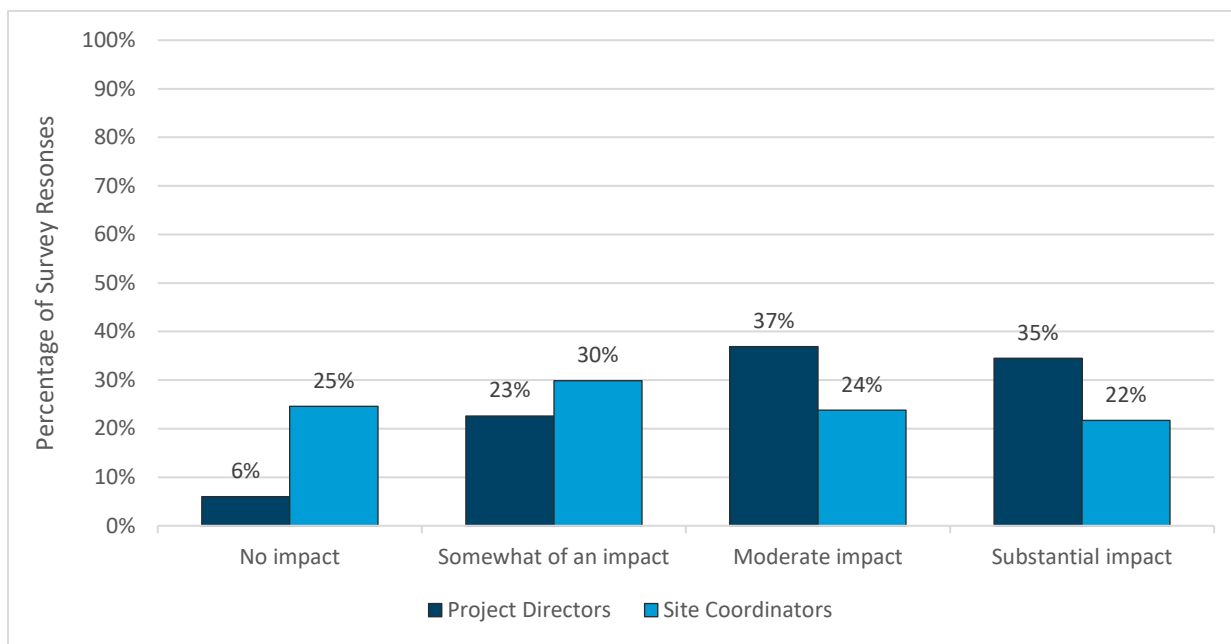
**This section addresses RQs 2.1 and 2.2:** How are Texas ACE centers adopting practices and approaches that **reflect staffing-related quality components detailed in the Texas ACE Blueprint**? How does adoption of key staffing practices and approaches related to the quality components detailed in the Texas ACE Blueprint **vary across different types of centers**?

Relevant quality indicators: 27, 29

The preceding subsection indicates that programs were having trouble maintaining stable staff levels in 2021–22. However, what impact did that staffing challenge have on the programs?

Both project directors and site coordinators were questioned about this issue as part of the surveys. Specifically, the surveys asked, “Overall, during the past year, how has staff turnover impacted the operation of your program?” The vast majority of project directors (94%) reported that staff turnover had at least somewhat of an impact on the operation of their programs during the past year (with 37% indicating a moderate impact and 35% indicating a substantial impact). Three fourths (75%) of site coordinators reported that staff turnover had at least somewhat impacted the operation of their program during the past year (24% reported that staff turnover had a moderate impact, and 22% reported a substantial impact). That is, a majority of both groups thought turnover had at least some impact on their program, but project directors were more likely than site coordinators to indicate a moderate or significant impact. This difference may have been driven by the fact that project directors oversee site coordinator hiring, which would not have been a turnover concern for site coordinators themselves. (See Exhibit 13.)

**Exhibit 13. Perceived impact of Texas ACE Staff Turnover on the Operation of Programs**



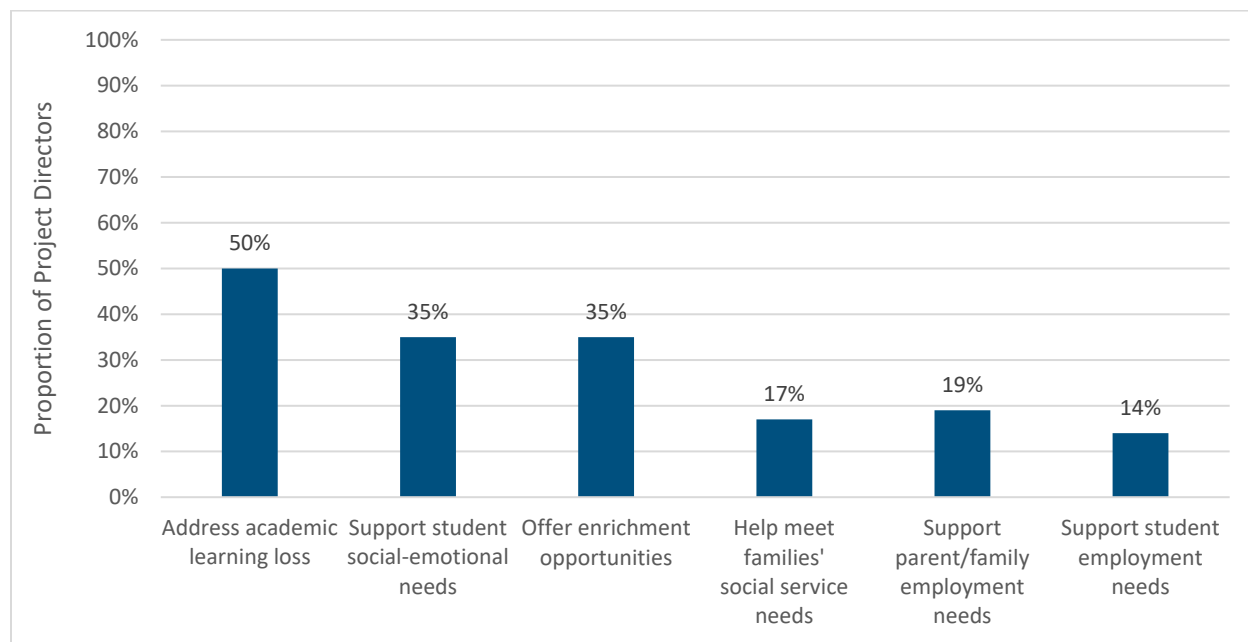
*Source.* Project director and site coordinator surveys collected during spring 2022.

*Note.* Project directors,  $N = 84$ ; site coordinators,  $N = 244$ . Due to rounding, adding somewhat of an impact, moderate impact, and substantial impact percentages may not sum exactly to figures cited in text. Texas ACE – Texas Afterschool Centers on Education.

Project directors were also asked, “What actions have you taken, or are you currently taking, in your Texas ACE program to hire additional staff to address increased student and family needs since the start of the pandemic? Please check all that apply.” Half of project directors (50%) reported that they were seeking staff to address academic learning loss but were finding it

challenging to obtain appropriate staffing. Also, about a third (35%) were finding it challenging to find staff to support student social and emotional needs or to support enrichment opportunities (also 35%). (See Exhibit 14.) This is aligned with the answers project directors provided concerning the impact of staff turnover.

**Exhibit 14. Texas ACE Project Directors Seeking Staff to Address Increased Student and Family Needs but Finding It Challenging**



Source. Project director survey collected by the American Institutes for Research during spring 2022.

Note. For this set of items, N ranges from 84 to 86 project directors. Texas ACE – Texas Afterschool Centers on Education.

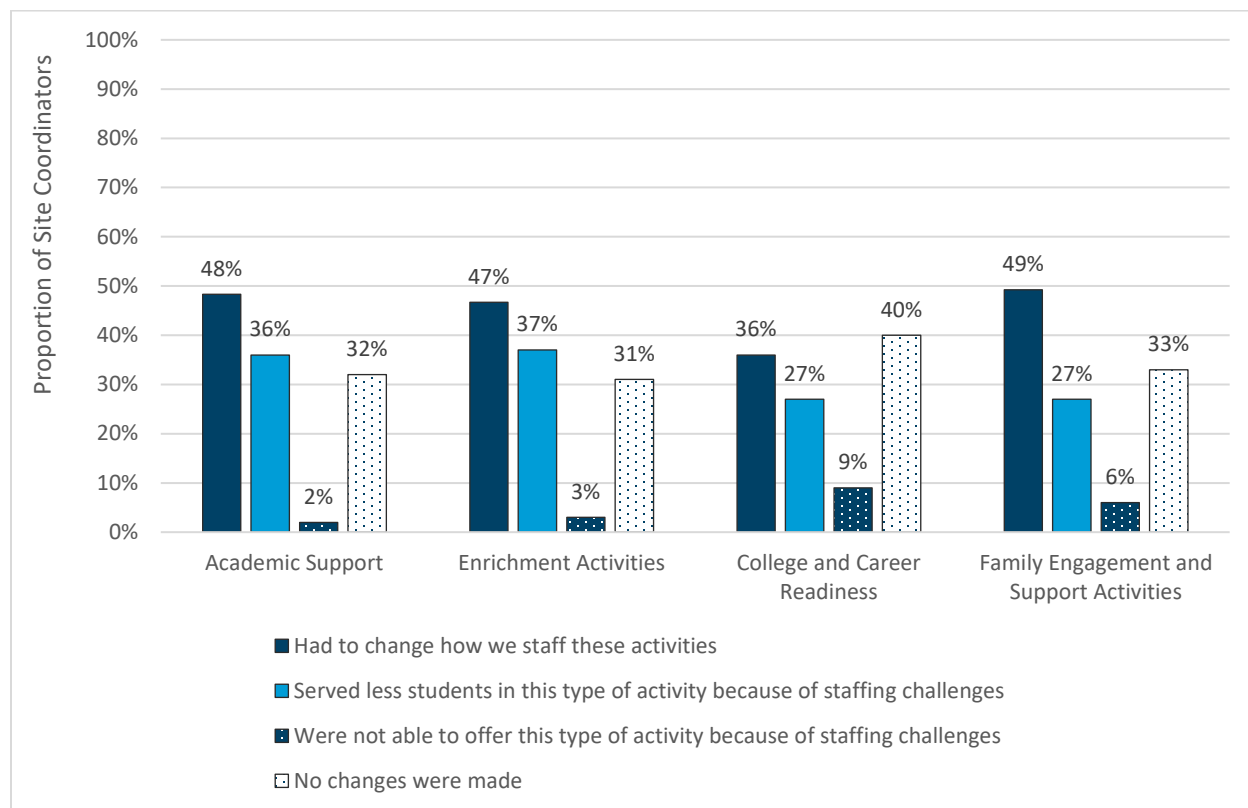
Site coordinators were also asked whether they had to change how they staff activities (noting that, in this case, the benchmark time period was prepandemic): “Please tell us if you have had to change how you staff and offer different types of activities since the start of the Covid-19 pandemic. Please check all that apply.” Respondents were shown four activity categories—academic support, enrichment activities, college and career readiness, and family engagement/support activities—and could select one of four different response options for each concerning the changes they made (including “no changes were made”). The results are shown in Exhibit 15.

The most common response was that site coordinators had to change how they staffed activities. This was true for academic support (48% of respondents), enrichment (47%), and family engagement/support activities (49%), with nearly half of all respondents indicating shifts in staffing to maintain these activity categories. A quarter to a third of respondents indicated



servicing fewer students in each activity category. Relatively small percentages (2%–9%) indicated that the activity type was simply dropped due to staffing challenges. Overall, 75% of site coordinators selected at least one change they made for one of the activity types shown, indicating the extent of program shifts during the COVID-19 pandemic.

**Exhibit 15. Changes to How Texas ACE Activities Are Staffed or Offered since the Start of the COVID-19 Pandemic, as Reported by Site Coordinators**



Source. Site coordinator survey collected by the American Institutes for Research during spring 2022.

Note. For this set of items, N ranges from 228 to 242 site coordinators. Texas ACE – Texas Afterschool Centers on Education.

These response data were analyzed by center subgroup as well, using chi-square tests. For each type of activity (Academic Support, Enrichment Activities, College and Career Readiness, and Family Engagement and Support Activities), a chi-square test was run to compare differences in site coordinators’ responses to each response option (e.g., differences in whether site coordinators had to change how they staffed academic support activities based on their locale). In terms of locale, there was a significant difference in responses of “no changes were made” with respect to college and career readiness activities ( $p \leq .05$ ): Rural programs indicated a 52% “no change” response, town-based programs indicated 47%, suburban indicated 29%, and city indicated 33%. In terms of grantee type, 23% of non-school-based programs indicated changing

how they staffed college and career readiness, compared with 41% of school-based programs ( $p \leq .05$ ). Also, non-school-based programs were more likely than school-based programs to indicate dropping college and career readiness activities entirely (17% vs. 6%, respectively;  $p \leq .05$ ). See Appendix E, Exhibits E7–E8 for significant chi-square results.

During the interviews, site coordinators were asked how staffing challenges had affected their programming. Only four site coordinators spoke about how staffing challenges negatively affected programming at their centers (although note again that the interview sample was designed to capture programs that had solved some staffing-related challenges). These site coordinators indicated that they had lost staff who taught specific subjects and that this loss made it difficult to address student academic needs. Two of the four site coordinators explained that they had to reduce the number of students they could serve because they could not meet the required staff-to-student ratio. Three of the four site coordinators grouped a large number of students together, resulting in less-than-ideal teacher-to-student ratios and less individualized attention. Two of the four site coordinators reduced the number of youths served because the center could not meet the required staff-to-student ratio. One of the four site coordinators had to rely on teachers who regularly taught subjects such as art to teach mathematics and reading during Texas ACE programming. This challenge required extra coordination and activity planning to familiarize teachers with subjects they did not teach during the school day. One site coordinator also explained that when they had high staff turnover, they would have to cancel regularly scheduled Texas ACE programming because the student-to-staff ratio was too high.

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“I don’t have those core teachers, I don’t have the teachers that work on reading all day long or math all day long. I have elective teachers. So, I’m constantly having to go back to the core teachers and be like, ‘Hey, what do you want me to work on? Hey, what do you want me to do?’ So, it is extra legwork for us as the coordinator to get that done because we don’t have the straight core teachers.”

—*Secondary Site Coordinator*

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When centers are short-staffed, the site coordinator and family engagement specialist are often the first to fill in the staffing gaps. (Note that family engagement specialists constituted the one staff type that did *not* seem to experience an increased level of turnover, per the preceding subsection.) Seven site coordinators spoke about these challenges in depth. Site coordinators and family engagement specialists most commonly, especially during the COVID-19 pandemic, filled in and led activities when centers were short-staffed. However, they would also run the front desk, distribute youth snacks, and walk students out at the end of the day. In addition, they also sometimes covered each other’s role if one of them happened to be absent or filling in elsewhere that day. According to these site coordinators, staff interdependence and staff taking on additional responsibility increased as a consequence of the COVID-19 pandemic.

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“I’ll be a teacher almost every day of the week, because somebody is out ... There’s not enough subs, or you’re already short-staffed ... So, when one person is out, oh, you feel it. That means that now I have to step in and be able to teach a class ... That means that I’m not walking around doing site checks. That means that I can’t deal with discipline issues. So it does make things harder.”

—*Secondary Site Coordinator*

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Overall, the project director and site coordinator responses to the foregoing questions suggest that there is widespread, though not universal, negative impact of staffing challenges on Texas ACE programming among Cycle 10 and Cycle 11 centers. The answers also suggest variation in how extensive the felt impact has been and how programs have sought to cope with the challenges they have experienced. The next subsection turns more explicitly to program responses to staffing challenges.

## Solutions to Staffing Challenges

**This section addresses RQs 2.1 and 2.2:** How are Texas ACE centers adopting practices and approaches that **reflect staffing-related quality components detailed in the Texas ACE Blueprint**? What especially innovative or robust staffing practices and approaches are being employed that may warrant consideration as best practices for the Texas ACE community more broadly?

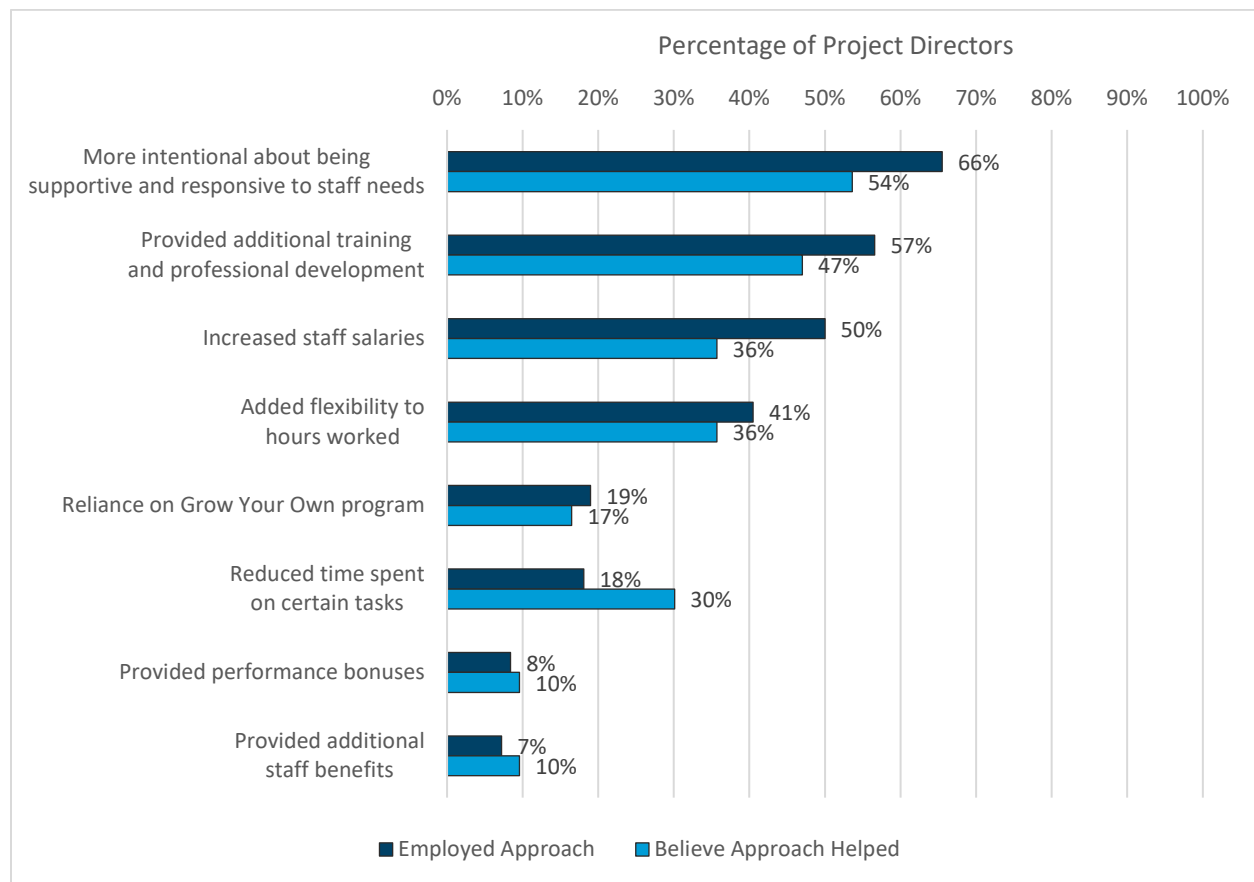
Relevant quality indicators: 27–29, 31

Given the staffing challenges programs have experienced, as well as the reported effects of those challenges on programming, what solutions have project directors and site coordinators tried, and which were effective? This subsection addresses these questions, using project director survey and site coordinator interview findings.

### ***Supporting Staff and Reducing Turnover***

Project directors were asked what strategies they employed in order to reduce staff turnover, and whether any of these approaches actually helped with staff retention. The most commonly reported strategies were being more intentional about being supportive and responsive to staff needs (66%); providing additional training and professional development (57%); and increasing staff salaries (50%). When asked what strategies actually helped reduce turnover, project directors reported that being more intentional about being supportive and responsive to staff needs was indeed effective, with 54% of all project directors reporting that this approach helped. (See Exhibit 16.)

### Exhibit 16. Percentage of Texas ACE Project Directors Reporting Use of Given Strategies to Reduce Staff Turnover and Perceived Effectiveness of Those Strategies



Source. Project director survey collected by the American Institutes for Research during spring 2022.

Note. For this set of items, *N* ranges from 79 to 84 project directors. Texas ACE – Texas Afterschool Centers on Education.

These findings were also analyzed by center subgroup to see whether different center characteristics were associated with different approaches. Cycle 10 and Cycle 11 differed significantly in terms of believing that providing additional training and professional development helped to retain staff; 36% of Cycle 10 project directors believed that this helped, compared to 59% of Cycle 11 project directors ( $p \leq .05$ ). (See Exhibit E11.)

Findings from the site coordinator interviews concerning staff support and turnover reinforce these project director survey results. Most site coordinators reported changing supports for staff as a result of the pandemic, with five site coordinators reporting that appreciating their staff members, addressing their concerns, and creating a welcoming and safe environment were successful strategies. Three site coordinators also said that they have established an open communication policy with their staff and encourage staff to come talk to them about any

concerns or questions. Generally, site coordinators reported that, due to the COVID-19 pandemic and the mental health of staff members, they have had to become more sensitive and aware of what staff are going through when they are not working.

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“I rally around my staff a lot and just be so grateful for the people who do show up and give their 100% every day. People, they have lives outside of school. You have to think about it. Most of the staff have worked some sort of full-time job during the daytime, and then you come after work and then here’s your part-time gig that you’re supposed to be able to give 110% to with a super-positive energy every day.”

—Secondary Site Coordinator

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Concerning turnover specifically, site coordinators reported that they focused on building positive relationships with staff and meeting them where they’re at each day (checking in frequently, gauging staff burnout and support needs, expressing sensitivity related to staff personal lives, and accommodating scheduling preferences as much as possible). Site coordinators reported that they sustained healthy morale among their staff members by ensuring that staff feel appreciated for the work they do and are comfortable with the level of support they receive. In short, both project directors and site coordinators reported that actively caring about staff, being aware of the stress they experience, and generally showing empathy can be effective at helping reduce staff turnover rates.

### **Hiring Success**

The project director survey also included a question about hiring efforts: “For different types of staff that work in your Texas ACE program, have you made any of the following changes to better attract and find candidates for the position you have open? Please check all that apply.” Respondents were presented different staff types (e.g., site coordinators, family engagement specialists) and given several response options for each. The response options included “increased level of pay,” “reduced candidate training or experience requirements,” “formed new partnerships in order to better identify possible candidates,” “reduced the number of hours staff were expected to work in the program,” and “did not make any of these changes.” (See Exhibit 17.)

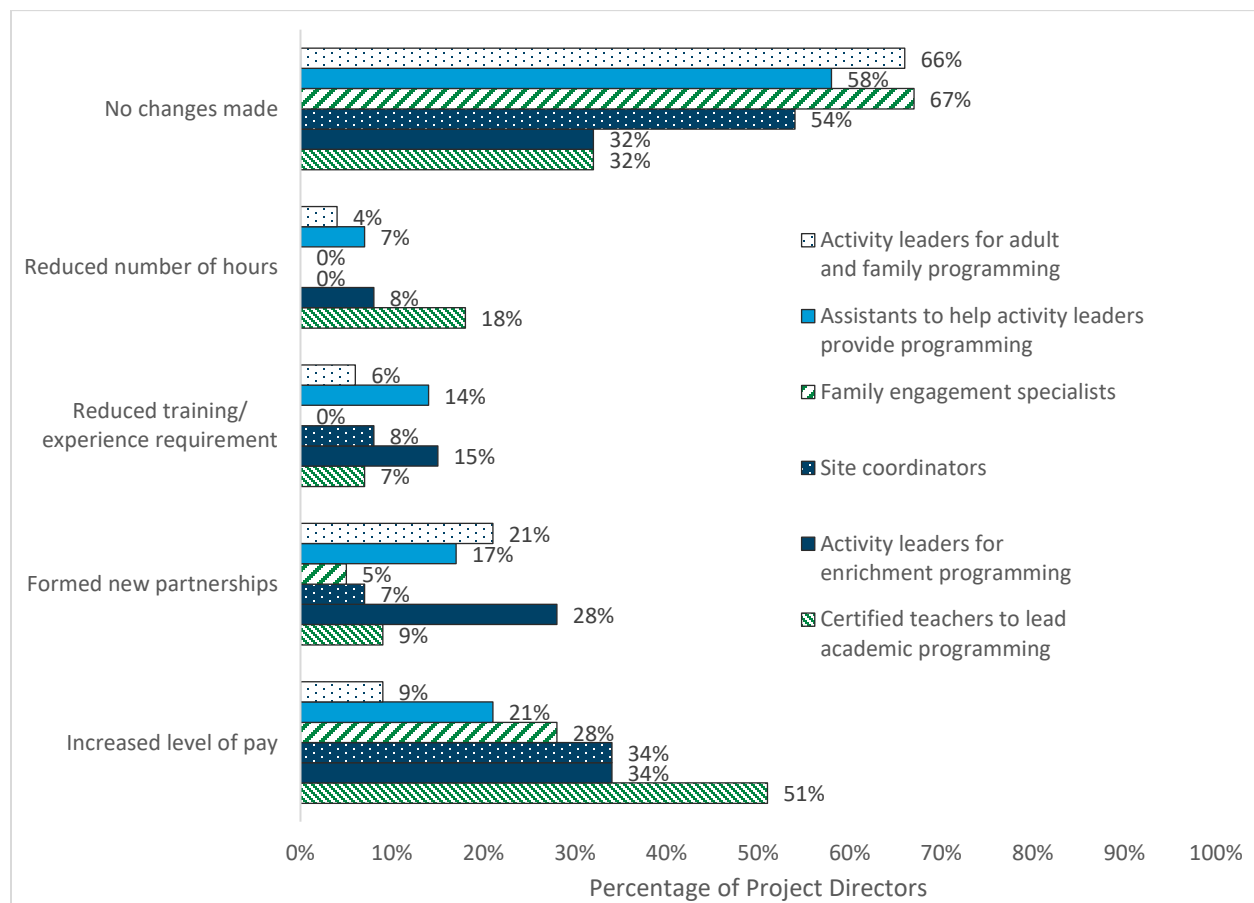
#### **Recruitment Success: Teachers**

During the interviews, site coordinators reported the following strategies for recruiting certified teachers:

- Offer higher pay
- Provide opportunity for teachers to lead an enrichment activity that aligns with their interests (e.g., gardening, math, outdoor activities)
- Foster a positive reputation as a successful site coordinator

The most common options selected for most staff types were “increased the level of pay” and “formed new partnerships in order to better identify possible candidates.” Project directors reported increasing pay for site coordinators (34%), family engagement specialists (28%), certified teachers to lead academic programming (51%), activity leaders for enrichment programming (34%), and assistants to help activity leaders provide programming (21%). Only 9% reported increasing the level of pay for activity leaders for adult and family programming, however.<sup>7</sup> About 28% of project directors reported forming new partnerships in order to better identify possible candidates for activity leaders for enrichment programming, and 21% for activity leaders for adult and family programming.

**Exhibit 17. Changes Made by Texas ACE Project Directors to Better Attract and Find Candidates for Open Positions**



*Source.* Project director survey collected by the American Institutes for Research during spring 2022.  
*Note.* For this set of items, N ranges from 84 to 85 project directors. Texas ACE – Texas Afterschool Centers on Education.

<sup>7</sup> Note that the survey did not ask respondents whether they would have liked to have increased pay levels for staff, but were unable to do so.

Site coordinators were also asked about hiring strategies as part of the interviews, specifically with respect to certified teachers, other school-day staff, college students, and partners. Concerning **certified teachers**, seven site coordinators said that pay was the main incentive for teachers to apply to the Texas ACE center, aligning with the project director survey findings. In addition, however, three site coordinators said allowing teachers to lead an enrichment activity that aligned with their interests (e.g., gardening, mathematics, outdoor activities) helped with their recruitment process. Two site coordinators also believed that their reputation as successful site coordinators contributed to their recruitment success.

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“Definitely the pay. The teachers here get paid about \$30 an hour for when they’re here in the afterschool center. The other one is being able to create a club that is their passion, so that’s something big, and then also me offering examples of different clubs that they can have that we could build on their academics, or we could build on something that the kids don’t do in the classroom that could benefit them academically, like the STEM stuff that we do.”

—Elementary Site Coordinator

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With respect to **other school-day staff**, only one site coordinator stated that additional pay helped recruit nonteaching school-day staff. Another coordinator reported engaging with nonteaching staff around their school and enticing them by offering them the opportunity to lead activities that aligned with their interests (e.g., dance), similar to the strategy noted for certified teachers.

For **college students**, four site coordinators explained that their success in recruiting college students stemmed from building and sustaining relationships with nearby universities. However, the centers used different processes when recruiting college students for their centers. For example, two centers asked colleges to send out a job posting to students, while two centers asked colleges if they could recruit on campus (e.g., setting up a table during a hiring fair). Note that college students, according to the site coordinators, are often intentionally hired because of the valued skills they bring to the center, including knowledge of how to write lesson plans and exercise classroom management.

#### Recruitment Success: College Students

Interviewed site coordinators reported the following successful recruitment strategies for college students:

- Build relationships with nearby universities
- Post job listings
- Meet students on campus
- Pursue students who already work at their school and who are looking for opportunities to apply their skills or build their resumes

Centers located near a college utilized college students most often as center assistants. The recruited college students usually studied education and were looking for teaching experience. In some cases, the college students were already employed at the school, making recruiting them easier and shortening the hiring process. In some instances, college students led center activities but also served as assistants to certified teachers. College students sometimes had unanticipated responsibilities (e.g., leading center activities) if the center was unsuccessful in hiring certified teachers or in the event that another staff member was absent.

Finally, regarding **external partners**, not many site coordinators shared successful recruitment strategies. However, one site coordinator explained that holding a vendor fair helped recruit partners for programming. Vendors could come to showcase their services for center staff and allow the center to meet them in person before using them for programming.

In more general terms, the site coordinators interviewed provided feedback concerning how to conduct a successful staff search. Site coordinators indicated that hiring managers should carefully consider who they want as part of their program staff, as these decisions impact the success of their center and the ability to meet their goals. Also, they indicated that site coordinators should strive to hire candidates who not only have past educational experience but also are familiar with the community and know how to quickly foster positive and engaging relationships with students. It is not just the number of staff to cover programming; hiring the “right people” who match programming and student population needs is critical to a center’s success. Specifically:

- Seven site coordinators emphasized the importance of staffing enthusiastic, motivated, and dedicated staff. They also noted that hiring staff, especially teachers, who are passionate about helping students succeed beyond the school day is critical to the center’s success.
- Three site coordinators reported that hiring staff who are familiar with the school campus and its students has been a successful approach. Such staff know the learning styles and the type of environment that works best for their students.
- Three site coordinators found that having a pipeline of student teachers/college students who are interested in working with children is a successful strategy that helps with recruitment efforts.

Note that the interview data showed that Cycle 11 had more reported successful recruitment strategies than Cycle 10 when recruiting college students, external partners, high school students, and other school-day staff. In addition, cities, towns, and suburban centers had the most reported successful strategies for recruiting college students, although this success may be associated, at least in part, with proximity to college campuses compared to rural centers.

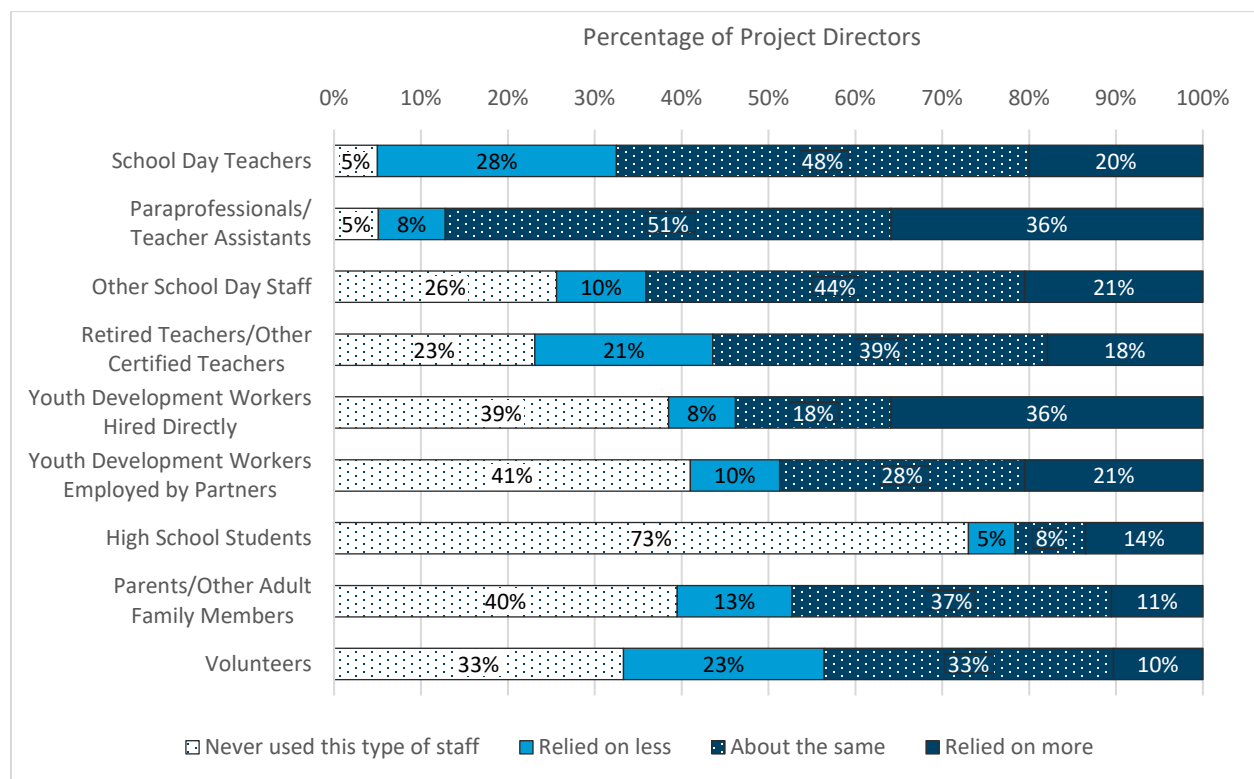


Suburban centers also had the most successful strategies for recruiting external partners, high school students, and other school-day staff.

### Shifts in Staffing Approach

As part of the survey, project directors who had been in their position before the COVID-19 pandemic started ( $N = 40$ ) were also asked how they changed their reliance on different types of staff to lead Texas ACE programming since the start of the pandemic. More than a quarter (28%) reported relying on school-day teachers less since the onset of the pandemic, but 20% relied on them more. In contrast, 36% relied more on school-day paraprofessional staff/teacher assistants, with only 8% relying less on such staff. Similarly, 36% of project directors reported relying more on youth development workers, compared once again with 8% who reported relying less on youth development workers. (See Exhibit 18.) Note, however, that these shifts in reliance do not indicate whether these changes were intentional or reactive; yet they do show how project directors resolved some of their staffing challenges since the start of the COVID-19 pandemic.

**Exhibit 18. Changed Reliance on Different Types of Texas ACE Staff since Start of the COVID-19 Pandemic**



Source. Project director survey collected by the American Institutes for Research during spring 2022.

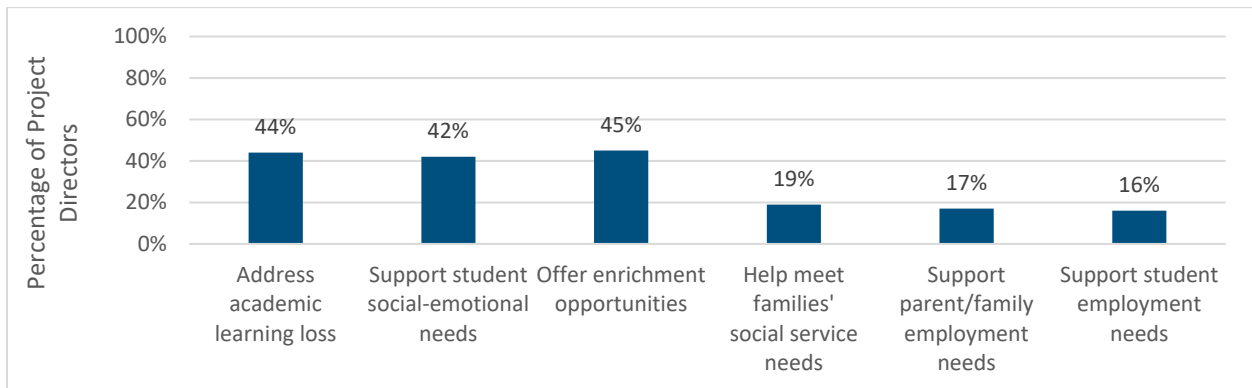
Note. For this set of items,  $N$  ranges from 37 to 40 project directors. Texas ACE – Texas Afterschool Centers on Education.

### Meeting Increased Student and Family Needs

The survey further asked project directors what staff-related actions they had taken, or were currently taking, to address increased student and family needs since the start of the COVID-19 pandemic. Respondents were provided a set of needs (e.g., “address academic learning loss”) and could select as many options as applied). Response options included “have hired additional staff to address this need,” “relying on partners more heavily to provide staff to address this need,” “seeking staff to meet this need but finding it challenging,” and “we have not taken any action to increase staff to address this need.”<sup>8</sup>

In terms of hiring additional staff, project directors were most likely to indicate that they had hired additional staff to address academic learning loss (44%), student social and emotional needs (42%), and enrichment opportunities for students to support youth development (45%). Project directors were also most likely to report relying more on partners to support student social and emotional needs (34%) but also to support parents and families (41%). (See Exhibits 19 and 20.)

**Exhibit 19. Percentage of Texas ACE Project Directors Hiring Additional Staff to Address Increased Student and Family Needs**

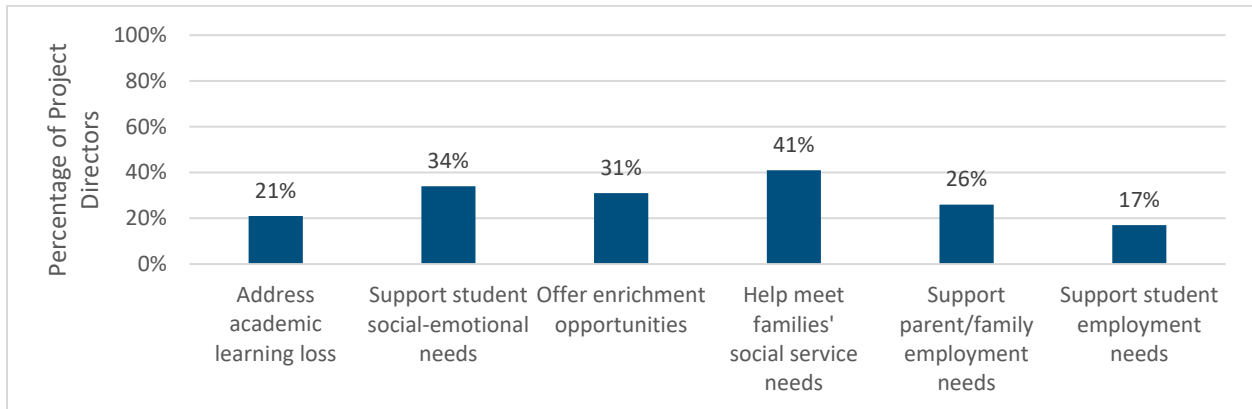


Source. Project director survey collected by the American Institutes for Research during spring 2022.

Note. For this set of items, N ranges from 84 to 86 project directors. Texas ACE – Texas Afterschool Centers on Education.

<sup>8</sup> The percentage of project directors selecting “seeking staff to meet this need but finding it challenging” is reported in the preceding subsection on staffing challenges.

**Exhibit 20. Percentage of Texas ACE Project Directors Relying on Partners More Heavily to Address Increased Student and Family Needs**

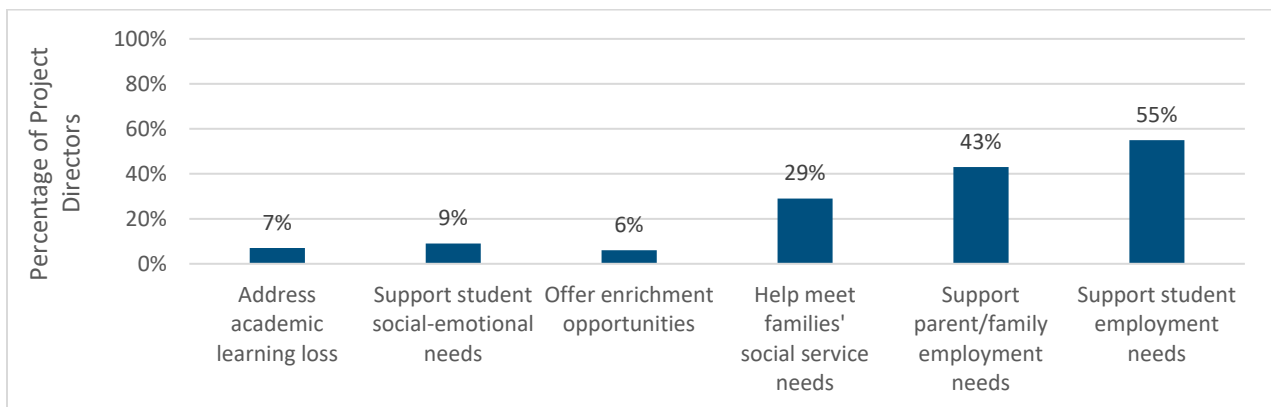


Source. Project director survey collected by the American Institutes for Research during spring 2022.

Note. For this set of items, N ranges from 84 to 86 project directors. Texas ACE – Texas Afterschool Centers on Education.

The project directors reported “we have not taken any action” to address different parent/family and student employment needs with different frequencies. Specifically, supporting student or parent/family employment needs was reported more frequently as unaddressed (55% and 43% respectively). (See Exhibit 21.)

**Exhibit 21. Percentage of Texas ACE Project Directors Reporting No Action Taken to Address Increased Parent/Family and Student Employment Needs**



Source. Project director survey collected by the American Institutes for Research during spring 2022.

Note. For this set of items, N ranges from 84 to 86 project directors. Texas ACE – Texas Afterschool Centers on Education.

## Best Practices Related to Staffing

**This section addresses RQ2.3:** What especially innovative or robust staffing practices and approaches are being employed that may warrant consideration as best practices for the Texas ACE community more broadly?

This section presents several best practices identified through the site coordinator interviews. These focus on ways that site coordinators may be able to better find and retain particular types of staffing. For that reason, the best practices shown in this section are presented by staff type—namely, high school students and school-day teachers.

Note that the best practices presented here are not likely to work well for all centers and that these practices will not, in themselves, resolve the challenges identified elsewhere in this report; these are not universal strategies, but rather experienced guidance from site coordinators who have had some success in staff hiring and retention. There is clearly a need among centers for more solutions to staffing challenges beyond what is included here, as discussed further in our conclusion to this report.

### *Recruiting (and Keeping) School-Day Teachers*

When recruiting for certified teachers, site coordinators reported that desirable schedules were essential. Four site coordinators intentionally hire more teachers than needed so that teachers do not feel pressured to participate in Texas ACE every day of the week (e.g., having teachers work a certain number of days and/or on rotation). That is, several site coordinators hire more teachers than the available positions and spread the workload across them (e.g., staff work 1–2 days a week rather than 4–5). This helps prevent burnout. The downside to this approach is that students may not have as much opportunity to build relationships with the teacher staff; it is helpful to keep this in mind when building an activity staffing schedule.

#### Importance of School Administrators for Teacher Recruitment

Of the 20 site coordinators who were interviewed, a majority said that school administrators help with teacher recruitment. One interviewee noted that obtaining school administrator help is especially important for new site coordinators, since new site coordinators typically do not have strong relationships with the school-day staff.

In addition, three of the same four site coordinators believe that flexible scheduling on a day-to-day basis is critical for recruitment and retention. For example, if there are multiple teachers on staff and one of them has a last-minute schedule change, site coordinators are positioned to adjust staffing more readily and take the stress off the teacher. Site coordinators also reported that if you

accommodate teacher availability and interests (e.g., passion projects, nonacademic skills), the teachers are more likely to be reliable and continue participation the next year.

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“I would like to say the flexibility, knowing that things do come up in our staff’s lives ... being a compassionate leader and leading with empathy really does help on my part. We do make it a little community. That’s our incentive here.”

—Elementary Site Coordinator

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Five site coordinators spoke about the importance of building relationships with teaching staff at their school as a recruitment tool. Site coordinators stressed the importance of teachers knowing what the center offers and how teachers can help. In addition, coordinators expressed the importance of staying in contact with teachers who initially turned down their offer to participate in the center. As a result, teachers often gain interest as the coordinator-teacher relationship grows more robust, and they see the center’s impact on their students.

Thirteen site coordinators also said that school administrators help them in some capacity to recruit teachers (and other school-day staff) for their centers, with seven of these stating that the school administrators are very active in their centers and the recruitment process.

### Stories from the Field: Building Relationships

One site coordinator described her intentional strategy to connect with school-day staff when she was first hired: “I went to the school counselor and really tried to understand what our demographics and population were here, and what sort of issues the students were struggling with...I [then] started with the [department] leads, because they seem to have the best idea of kind of what’s going on with their teachers on their team, and what the student needs were. So [I] met with them, talked about what I wanted to [do], what I envisioned...and so I needed to work with them and understand where we were...After I went with the teachers, I started talking to paras, because I knew I needed assistance, and talked about how important their job was too. And they sometimes see even more than what the teachers see, because teachers are dealing with so many different students.”

Another site coordinator said: “You just got to be willing to be raw and vulnerable. I really think that that’s a big part of it. You have to be willing to ask for help. I don’t come in pretending to know everything about this job. I am not a certified teacher. I make sure that my teachers know I’m not a certified teacher. I’m going to come to you because I need your help.”

Three coordinators expressed the importance of enlisting school administrators to help them recruit certified teachers. One site coordinator explained that this strategy is crucial for new site coordinators in particular, because a new site coordinator likely does not have relationships with school-day staff. In addition, school administrators can help site coordinators identify staff who can fill specific needs.

Note that one site coordinator reported that their school administrator had required teachers to participate in Texas ACE the previous school year. The site coordinator informed us that requiring teachers to participate was not a successful recruitment strategy, because several teachers were upset about the requirement. When the requirement was lifted the following year, less than half the teachers returned, and the program is now struggling to fulfill its staffing needs.

### Stories from the Field: Principal Advocate

One site coordinator described how her principal advocates for their ACE program, “Sending out emails, encouraging teachers in their staff meetings [to get involved], letting me [the site coordinator] speak to the teachers during PLC time about what activities are available. Yes, she's very vocal. She's a big believer in ACE and what we do.”

### ***Ensuring That High School Student Workers Are Successful***

Three of the 20 Texas ACE centers interviewed reported employing high school students. Four additional centers expressed interest in hiring high school students and, at the time of the interviews, were pursuing this option for future programming. Collectively, they reported that hiring high school and/or college students has been valuable in the past, because students are familiar with the community, tend to be more accepting of the pay rate, and are interested in gaining experience in education.

One center in particular has developed a successful strategy for selecting students who can excel working in the program: The high schoolers employed at this center are dual-enrollment students who are interested in a career in education. School staff highly recommend these students, and they have been a great option in a suburban area where they have less access to college students and a larger workforce.

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“So that’s what I really like to target. And then I think the recommendations from the principals, I do have some high schoolers that actually are trying to go into teaching, so I feel like it best fits, it merges with them ... At first, yes, people are like, ‘You’re going to hire high schoolers?’ But it was a great opportunity. Our project director went, sat, and talked to all principals of the high schools to try to say, ‘This is what we’re needing, this is what we’re looking for.’ ... And then we saw that that brought a lot of students from the community really interested in it.”

—Secondary Site Coordinator

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Other Texas ACE centers that employ high school students have found other successful strategies for supporting the high school staff at their centers. One center ensures that high schoolers are trained to use the same online learning platforms that the youth use during the regular school day. In addition, they teach them how to use those resources to develop academic lesson plans and activities. Lastly, this center partners high school employees with certified teaching staff so they can learn from certified teachers. Other site coordinators reported their success with partnering high schoolers working in their afterschool centers with more experienced youth development workers.

## **TCLAS Decision 11 High-Quality Afterschool**

This final subsection presents findings related to implementation of TCLAS, which is a set of funding and targeted supports available to local education agencies to accelerate student learning in the aftermath of COVID-19. Specifically, TCLAS Decision 11 supports high-quality afterschool programs by delivering targeted academic support; this targeted support is aligned with individual student needs, high-quality curriculum and instruction, and the regular school day. This funding is made available through Elementary and Secondary School Emergency Relief III. Note also that there is a separate application process for the funds, and not all districts with 21st CCLC grants have the resources. The availability of these resources is time limited.<sup>9</sup>

### ***Implementing TCLAS Decision 11 Programming***

Project directors and site coordinators were asked whether programming funded by TCLAS Decision 11 was being implemented in their programs. Twenty-one of the 86 project directors surveyed (24%) and 50 of the 255 site coordinators surveyed (20%) indicated that they had started implementing some TCLAS Decision 11 program elements in spring 2022. The site coordinator interviews provided further insight into how TCLAS Decision 11 was being implemented in programs. Of the 20 site coordinators interviewed, 10 indicated that they were implementing TCLAS Decision 11. They shared that TCLAS Decision 11 was incorporated into their Texas ACE programming, while one site coordinator explained that while TCLAS Decision 11 was being implemented at their center, it was not part of their Texas ACE program.

Of those that had started implementing TCLAS Decision 11 programming, 86% of project directors and 80% of site coordinators reported that they had implemented HIT, while 62% of project directors and 55% of site coordinators reported that their programs were making use of high-quality instructional materials (HQIM).<sup>10</sup> During the site coordinator interviews, five site coordinators using HQIM shared resources they had found useful, including Amplify, Mathia, and ST Math.

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<sup>9</sup> Funding for TCLAS Decision 11 ends August 31, 2024.

<sup>10</sup> High-impact tutoring (HIT) is a tutoring component of Texas COVID Learning Acceleration Supports (TCLAS) with well-trained, consistent tutors; high-quality instructional materials; one-to-one tutoring or small groups; and other key attributes.

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“Yes, there’s one called ST Math, and when the students go to the computer lab, they get on that website ... It has certain activities based on their grade levels. So far the third graders are really loving it, because there’s an activity they do ... There’s no written instructions, no verbal instructions. The kids just have to play around and figure it out on their own, but they are absolutely loving it.”

—*Elementary Site Coordinator*

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Project directors and site coordinators who had started implementing TCLAS Decision 11 programming were asked a set of survey items specifically about who they hired to staff TCLAS Decision 11 programs, the challenges they experienced when staffing their TCLAS Decision 11 program, and actions they had taken to address challenges. In the subsections that follow, each of these categories is examined in turn.

### ***Staffing TCLAS Decision 11 Programming***

As part of the site coordinator survey, site coordinators were asked whether they were offering academic lessons using HQIM supported by TCLAS Decision 11 and, if so, what types of staff typically lead those activities. Of the centers providing academic lessons using HQIM ( $N = 27$ ), 100% were provided by school-day staff—specifically school-day certified teachers (96%) and paraprofessionals/teaching assistants (48%). Site coordinators were asked a similar question about HIT. Staffing for HIT differed significantly when taking the cycle or grantee type of the center into consideration.<sup>11</sup> Cycle 11 centers were more likely to rely on paraprofessionals/teaching assistants (50% of Cycle 11 compared to 14% of Cycle 10), while non-school-based programs relied more on paraprofessionals/teacher assistants to provide HIT than school-based programs (56% vs. 21%). (See Exhibits E5 and E6.)

### ***Challenges With Staffing TCLAS Decision 11 Programming***

Project directors and site coordinators were asked survey questions about the extent to which they experienced specific challenges with staffing their TCLAS Decision 11 program (see Exhibits 22 and 23). Overall, project directors were more likely than site coordinators to report experiencing at least a minor challenge with staffing. Almost half of project directors experienced a moderate or major challenge with staff ability to effectively use student progress data (48%) and maintaining an environment that isn’t overly stressful (43%). About a third of project directors also indicated that maintaining ideal student-to-staff ratios (38%), allocating sufficient time to orient new staff (33%), allocating sufficient planning time for staff (33%), and staff ability to effectively use HQIM (31%) was a moderate or major challenge for their TCLAS Decision 11 program. For site coordinators, more than a third experienced a moderate or major challenge with staff ability to effectively use student progress data (38%) and allocating

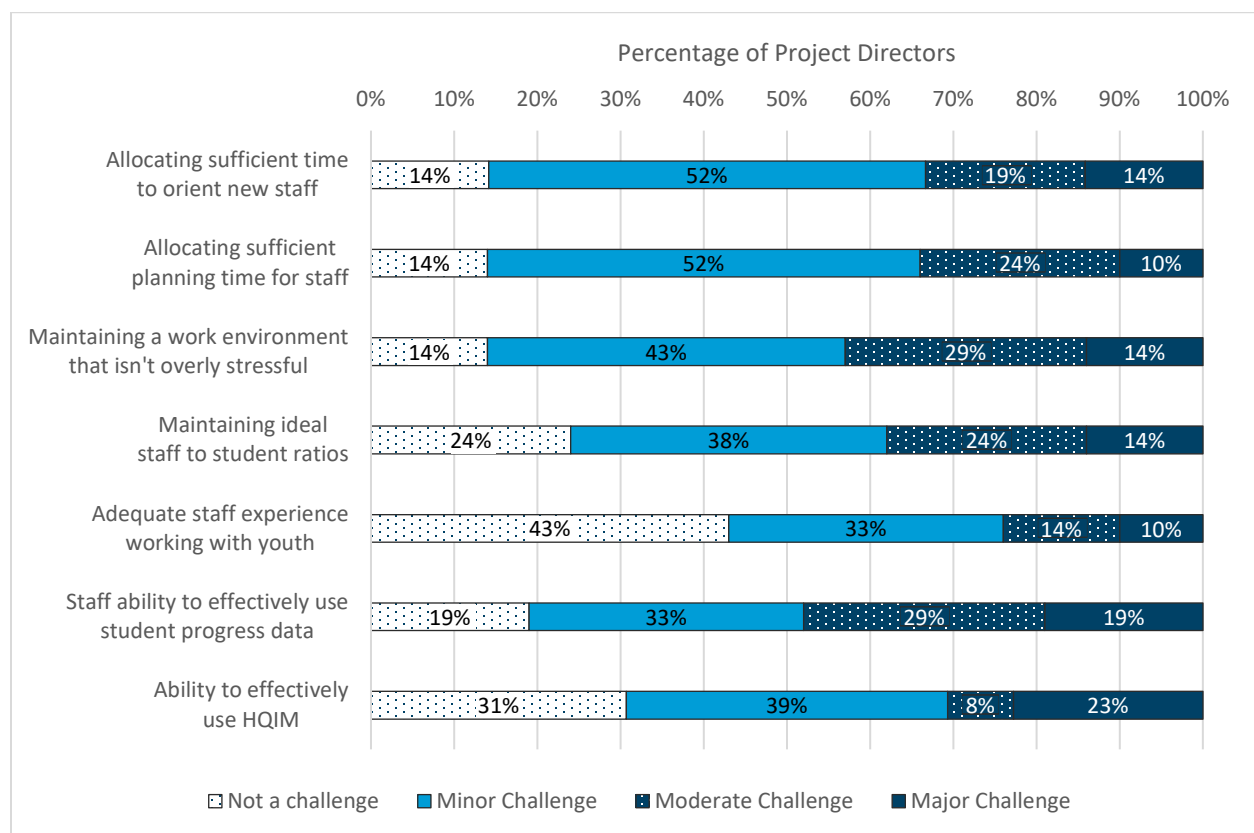
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<sup>11</sup> An important caveat when making subgroup comparisons for centers implementing the TCLAS is the small sample sizes: Cycle 10,  $N = 22$ ; Cycle 11,  $N = 18$ ; school based,  $N = 30$ ; non-school based,  $N = 10$ .



sufficient time to orient new staff (36%). About a quarter of site coordinators felt that allocating sufficient planning time for staff (29%), maintaining ideal staff-to-student ratios (25%), staff ability to effectively use HQIM (24%), and maintaining an environment that isn't overly stressful (23%) was a moderate or major challenge with staffing their TCLAS Decision 11 program. When comparing centers implementing TLCAS programming by cycle, a larger percentage of Cycle 11 site coordinators reported experiencing a major challenge in allocating sufficient time to orient new staff compared to Cycle 10 site coordinators (32% vs. 4%; Cycle 11,  $N = 22$ ; Cycle 10,  $N = 26$ ). (See Exhibit E10.)

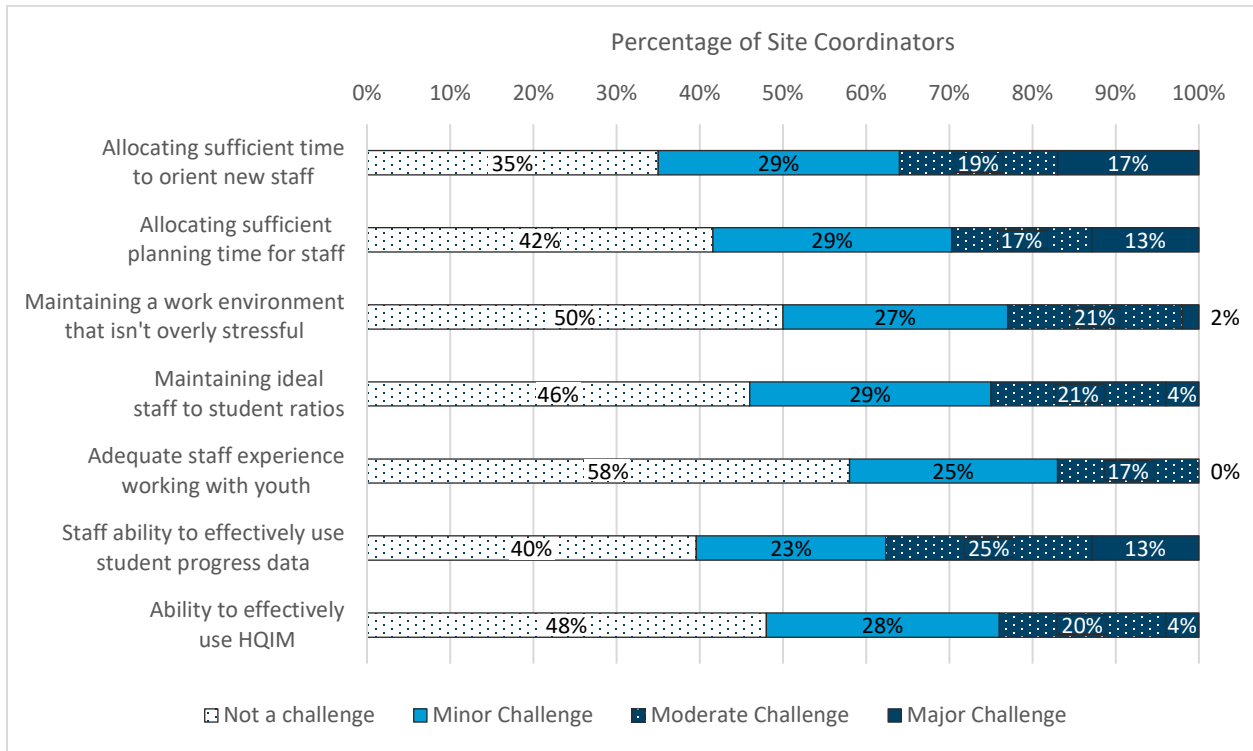
**Exhibit 22. Challenges Experienced in Staffing TCLAS Decision 11 Programming as Reported by Texas ACE Project Directors**



*Source.* Project director survey collected by the American Institutes for Research during spring 2022

*Note.* Survey results are filtered to select only those programs implementing TCLAS Decision 11. Project directors,  $N = 21$ ; for the ability to effectively use high-quality instructional materials (HQIM), project directors,  $N = 13$ . Due to rounding, adding minor, moderate, and major challenge response percentages may not sum exactly to figures cited in text. TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

**Exhibit 23. Challenges Experienced in Staffing TCLAS Decision 11 Programming as Reported by Texas ACE Site Coordinators**

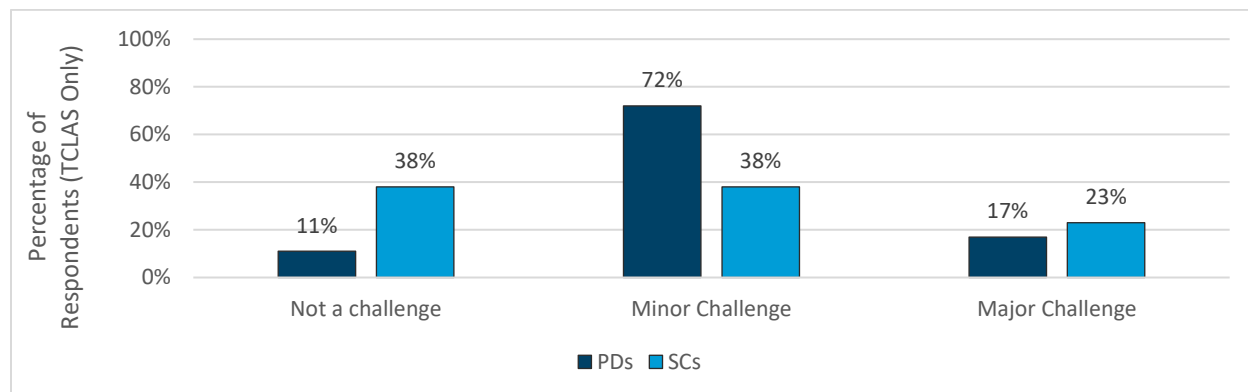


*Source.* Site coordinator survey collected by the American Institutes for Research during spring 2022

*Note.* Survey results are filtered to select only those programs implementing TCLAS Decision 11. Site coordinators, *N* = 48; for the ability to effectively use high-quality instructional materials (HQIM), site coordinators, *N* = 25. Due to rounding, adding minor, moderate, and major challenge response percentages may not sum exactly to figures cited in-text. TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

Project directors and site coordinators were also asked the extent to which they experienced challenges in hiring tutors to provide HIT. Nearly all project directors (89%) expressed a minor or major challenge with this, compared to 61% of site coordinators—although, interestingly, site coordinators were somewhat more likely to report this being a major challenge (23% of site coordinators vs. 17% of project directors). (See Exhibit 24.)

## Exhibit 24. Challenges Experienced in Hiring Tutors to Provide HIT, as Reported by Texas ACE Project Directors and Site Coordinators



*Source.* Project director and site coordinator surveys collected by the American Institutes for Research during spring 2022

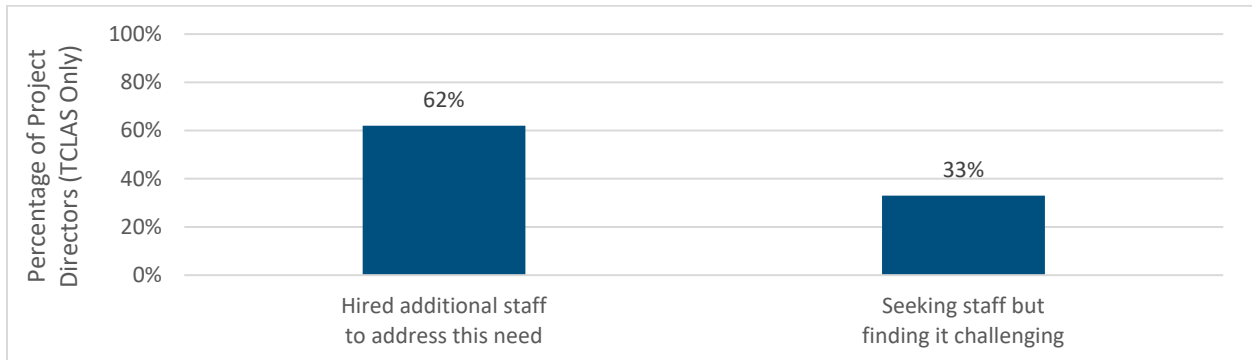
*Note.* Survey results are filtered to include only those programs implementing TCLAS Decision 11. Project directors,  $N = 18$ ; site coordinators,  $N = 42$ . HIT – high-impact tutoring; PD – project director; SC – site coordinator; TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

As a final note on staffing challenges related to TCLAS Decision 11, it bears repeating that three of the interviewed site coordinators said that TCLAS Decision 11 implementation had pulled teachers away from Texas ACE programming at their centers (as previously discussed in the Challenges subsection). Simply, TCLAS Decision 11 pays substantially more than what the Texas ACE program can offer—though note that this is not a policy position required by TEA but rather reflects local instantiation of the TCLAS Decision 11 program. To quote again what one site coordinator said, “So, at the end of the day, nobody wants to be a general enrichment teacher or a general tutorial teacher when you can make almost twice the money doing something else.” This complicates the picture of TCLAS Decision 11 implementation, at least to some extent.

### ***Solutions to Challenges in TCLAS Decision 11 Programming***

Project directors who started implementing TCLAS Decision 11 in spring 2022 were asked a survey question about the actions they had taken to address increased student and family needs since the start of the COVID-19 pandemic. Almost two thirds (62%) of project directors overseeing programs implementing TCLAS Decision 11 hired additional staff specifically supported with TCLAS Decision 11 funding to address increased needs, and 33% reported that they were seeking to hire staff supported by TCLAS Decision 11 funding but were finding it challenging (see Exhibit 25).

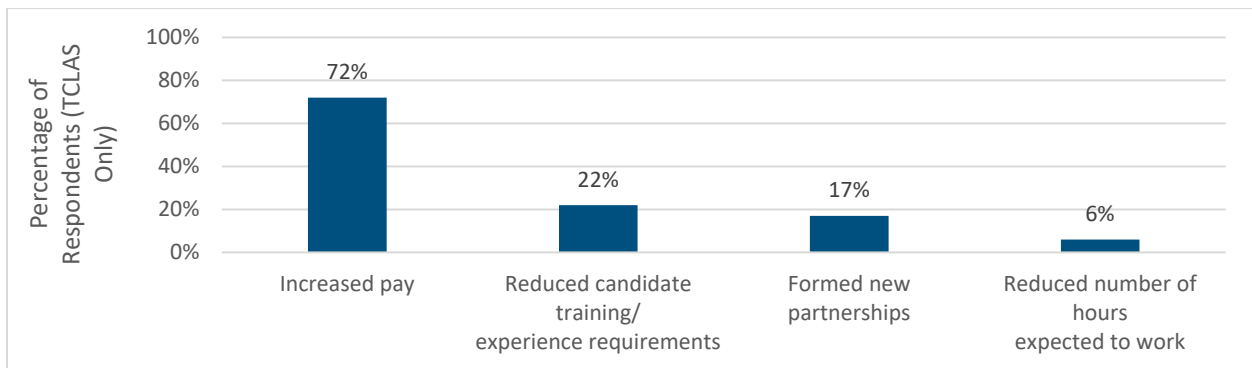
**Exhibit 25. Actions Taken by Texas ACE Project Directors to Address Increased Student and Family Needs Since the Start of the COVID-19 Pandemic: Staff Specifically Supported With TCLAS Decision 11 Funding**



*Source.* Project director survey collected by the American Institutes for Research during spring 2022.  
*Note.* N = 21 project directors. TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

Project directors were also asked whether they had made any changes in order to better attract and find candidates to offer HIT (see Exhibit 26). The strategy most commonly reported by project directors was offering increased pay: Seventy-two percent of project directors reported making this change. This theme was reflected in the site coordinator interviews as well. Most programs implementing TCLAS Decision 11 stated that they did not have problems recruiting certified teachers because of the high hourly wage. For example, one site coordinator integrated TCLAS Decision 11 into their center’s regular Texas ACE programming and paid all teachers \$35 an hour, an \$11-per-hour wage increase from the previous year. This program also had the highest number of certified teachers on staff.

**Exhibit 26. Changes Made by Texas ACE Project Directors to Better Attract and Find Candidates to Provide HIT**



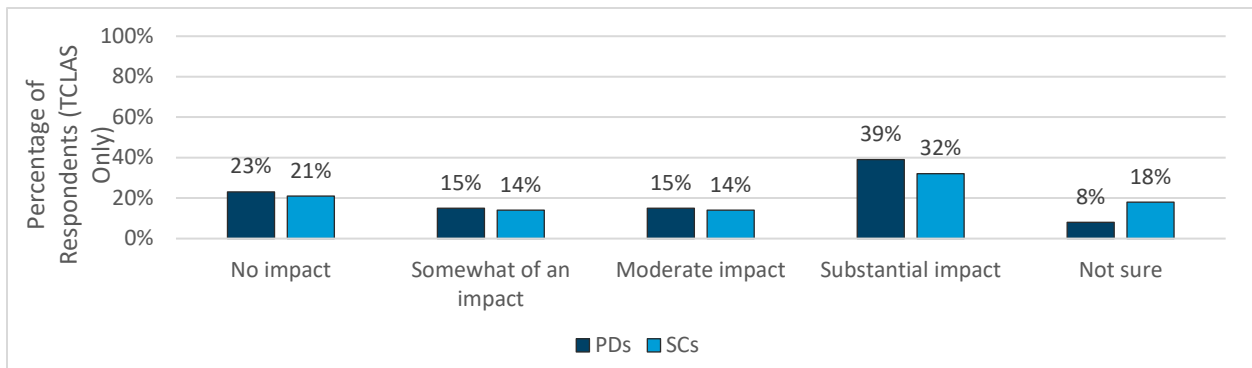
*Source.* Project director survey collected by the American Institutes for Research during spring 2022.

*Note.* Survey results are filtered to include only those programs implementing TCLAS Decision 11. *N* = 18 project directors. HIT – high-impact tutoring; PD – project director; SC – site coordinator; TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

### Perceived Impact of HQIM

The project director and site coordinator surveys also asked, “To what extent do you believe that having access to high-quality instructional materials as part of TCLAS Decision 11 funding will help you retain program staff using these materials?” Project directors were more likely to feel that access to HQIM would have a substantial impact on retaining staff (39% of project directors vs. 32% of site coordinators), while site coordinators were more likely to be unsure about the impact it may have (18% of site coordinators vs. 8% of project directors). (See Exhibit 27.)

**Exhibit 27. Impact of Having Access to HQIM on Retaining Texas ACE Program Staff Using These Materials**



*Source.* Project director and site coordinator surveys collected by the American Institutes for Research during spring 2022.

*Note.* Survey results are filtered to include only those programs implementing TCLAS Decision 11. PDs, *N* = 13; SCs, *N* = 28. HQIM – high-quality instructional materials; PD – project director; SC – site coordinator; TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

During the site coordinator interviews, two site coordinators reflected on the challenges they have encountered with working with their HQIM. One coordinator described the learning curve for students and teachers learning the digitized version of their mathematics program. Another coordinator expressed concern about adding the responsibility of training staff on the HQIM on top of her other Texas ACE responsibilities. As a solution, the coordinator staffed an interventionist to train staff on HQIM.

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“And there’s a little bit of a learning curve on that, but we’re able to do it. And that’s also, too, where I went with the interventionist to work, because they’re more qualified than I am, they know more about this material than I do. And if I had put my aides or somebody else that doesn’t have that experience in there, then I am having to train them more and then that would ... I mean, it would take up so much of my time to where it would probably affect my implementation of the regular ACE program.”

—Elementary Site Coordinator

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Overall, many of the challenges that project directors and site directors experienced in their regular Texas ACE programming were felt in TCLAS Decision 11 programming as well, including maintaining an environment that is not overly stressful and allocating sufficient time to orient new staff. While increased pay for HIT tutors helped recruit staff for these positions, it may be worthwhile to explore how this may be impacting staff availability and retention across regular Texas ACE programming.

## Discussion

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This report has focused on a range of themes related to staffing in Texas ACE programs. Of central importance, however, are findings about staffing challenges and the effect of those challenges on Texas ACE programming. The vast majority of project directors and a solid majority of site coordinators reported experiencing a range of staffing-related challenges, with “allocating sufficient time to orient new staff” and “maintaining a work environment that isn’t overly stressful” among some of the most reported. Site coordinators who were interviewed noted that staff were exhausted and burned out due to staffing shortages and, importantly, stated that such burnout extends beyond the Texas ACE program into the school day. That is, staff stress related to having too few staff is not unique to the Texas ACE program and is a major challenge for schools generally since the COVID-19 pandemic. This suggests that staffing shortages, as well as associated follow-on effects, may not be solved easily.

Solutions are needed, however, because staffing-related challenges have had a serious impact on Texas ACE programs. Nearly three quarters of project directors indicated that staff turnover has had at least a moderate impact on the operation of their programs, while nearly half of site coordinators reported having to change how they staff academic and enrichment activities. Further, over a third of site coordinators reported having to reduce the number of students served in these activities due to staffing challenges. At a basic level, staffing-related challenges, aside from creating stressful working conditions for staff, are also causing programs to change how they operate—including how many youths can be served.

What can be done to ameliorate these challenges? It bears repeating that, as shown in the staffing overview presented at the beginning of the findings section, Texas ACE programs rely heavily on school-day teachers. According to the TX21st data, school-day teachers account for about 41% of all program staff during the 2021–22 school year. Would less reliance on school-day teachers relieve staffing pressure? For at least some programs, the answer appears to be yes. Shifting reliance to other types of staff is clearly a strategy that a large number of programs have adopted, with roughly a third of project directors indicating that, since the pandemic, they had relied more on paraprofessionals/teacher assistants and youth development workers to staff activities. Finding ways to better leverage these groups of staff—along with students (both college and high school), partner staff, and community volunteers—seems one possible way to help relieve staffing pressure among Texas ACE programs.

Yet the viability of such staffing shifts may depend, at least in part, on program locale. Rural and town-based programs were more likely to report reliance on school-day teachers than were suburban and city-based programs. One explanation for this is that rural and town-based programs have fewer staffing options and are consequently forced to lean more heavily on the teaching staff at the schools they serve. This finding emphasizes the importance of further investigating programs' reliance on certified teachers while accounting for locale types.

Given this uneven reliance on certified teachers, it bears noting that over half of project directors reported that they had increased pay to certified teachers as a way of making staff positions more attractive. This solution is appealing in its simplicity and, per project director report, did help reduce staff turnover for those who tried it. The option to increase salaries may not be possible for all programs, however; and, as an added caveat, changing pay levels may in some cases be more complicated than imagined and even cause unintended consequences. With respect to TCLAS Decision 11 implementation, for example, some site coordinators reported that increased levels of pay associated with TCLAS Decision 11 implementation (as locally instantiated) made it harder to find teachers to work in other parts of the program.

If shifts in staffing and increases in pay are not live options for programs, there is another way to support staff—a way that both project directors and site coordinators report was effective and that should be available to all programs to adopt: Program leaders can intentionally be supportive of staff and provide staff with schedule flexibility. Over half of project directors reported that being more intentional about being supportive and responsive to staff needs was an effective approach to reducing turnover, while site coordinators interviewed on this subject indicated the importance of sensitivity to staff stress combined with schedule flexibility, particularly with respect to school-day teachers. That is, active empathy combined with flexibility was reported as an important and effective way to help meet staffing-related challenges, especially with respect to turnover and retention. This stands to reason: Staff who

feel cared for and whose schedules can be adjusted would presumably be more likely to continue working than those for whom this is not true.

No single solution to staffing-related challenges is likely to work for all programs. Yet staffing challenges seem likely to persist, given their prevalence across K–12 education more broadly. It may therefore be useful for TEA to further discuss the best practices contained in this report with Texas ACE grant recipients, including the findings presented in this conclusion. Given the contextual nature of staffing, it seems likely that such discussions would yield additional nuance and uncover additional solutions successfully employed by program subgroups.

In terms of next steps, AIR is currently undertaking a follow-up survey for frontline staff. This survey covers topics related to job satisfaction, Texas ACE working conditions, job-related stress, and suggestions for TEA supports. The results of that survey are likely to yield greater details and insight into the status of frontline workers, notably by staff type. These findings should, in turn, provide TEA with more concrete recommendations for helping Texas ACE programs support their staff.

## References

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## Appendix A. Report Findings Subsections by Quality Indicator Addressed

Exhibit A1 shows primary content overlap between the report findings subsections and quality indicators in the Texas Afterschool Centers on Education (ACE) Blueprint.

**Exhibit A1. Content Overlap between Findings Subsections in This Report and the Texas ACE Blueprint Quality Indicators**

Quality indicator	Staff at Cycle 10 and Cycle 11 programs	Staff training, professional development, and collaboration	Challenges related to staffing	Effects of those challenges on programming	Solutions to staffing challenges	Best practices	Findings related to TCLAS and HB 4545
24 STRATEGIC PLANNING: Stakeholder Involvement in Strategic Planning		X					
27 STAFFING: Appropriate Staffing				X	X	X	X
28 STAFFING: Staff and Student Relationships					X	X	
29 STAFFING: Ratio of Staff: Students				X	X	X	
31 PARTNERSHIPS: Partner Involvement					X	X	
10 HIGH-QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT: Social and emotional learning		X					

Quality indicator	Staff at Cycle 10 and Cycle 11 programs	Staff training, professional development, and collaboration	Challenges related to staffing	Effects of those challenges on programming	Solutions to staffing challenges	Best practices	Findings related to TCLAS and HB 4545
11 HIGH-QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT: Oversight of Activity Planning		X					
12 HIGH-QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT: Oversight of Instructional Delivery		X					
13a HIGH-QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT: Oversight of Academic Support Services		X					
33 STAFF DEVELOPMENT: Collaborative Continuous Improvement		X					
34 STAFF DEVELOPMENT: Staff Effectiveness		X					

Source. Texas ACE Blueprint.

Note. HB – House Bill; TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

## Appendix B. Interview Sample Characteristics

**Exhibit B1. Texas ACE Fall 2022 Site Coordinator Interview Sample Centers: Staff Number at Center by Program Locale**

Number of staff per center	City (N = 7)	Town (N = 6)	Rural (N = 3)	Suburban (N = 4)
1–5	4	1	1	0
6–10	3	1	0	2
11–15	0	1	0	1
16–20	0	0	2	1
21–25	0	1	0	0
26–30	0	2	0	0

*Source.* Site coordinator interviews collected by the American Institutes for Research during fall 2022.

*Note.* Texas ACE – Texas Afterschool Centers on Education.

**Exhibit B2. Texas ACE Fall 2022 Site Coordinator Interview Sample Centers: Staff Number at Center by Grade Levels Served**

Staff type	Elementary (N = 10)	Middle (N = 4)	High (N = 6)
Certified teachers	9	3	6
College students	7	2	2
Other school-day staff	7	3	3
External partners	6	1	3
Youth development workers	3	1	1
High school students	2	0	1
Other staff	1	1	0

*Source.* Site coordinator interviews collected by the American Institutes for Research during fall 2022.

*Note.* Texas ACE – Texas Afterschool Centers on Education.

## Appendix C. Center Sampling for Interviews

The purpose of this Appendix is to outline the criteria utilized to select a sample of Texas Afterschool Centers on Education (Texas ACE) grantees represented in Cycles 10 and 11 for inclusion in interviews conducted during fall 2022 related to the issue of program staffing. The primary goal of the fall 2022 interviews was to explore issues related to Texas ACE staffing in programs that have demonstrated some innovative, promising, or effective practices in relation to staffing given the challenges that emerged with the onset and continuation of the COVID-19 pandemic. Ultimately, the sample selection process was meant to result in the identification of 20 Texas ACE programs to target in the fall 2022 interviews.

The data used to guide sample selection were obtained from the administration of the project director survey on staffing in spring 2022 and, to a lesser extent, the site coordinator survey. Criteria were based on both an examination of key forced-choice response and open-ended response items appearing on the project director survey. Additionally, members of the Texas ACE program team also specified criteria they wanted to ensure were included in the sample selection process based on survey results.

For forced-choice response items, the selection criteria developed by the evaluation team were related to identifying project directors who reported the adoption of more promising approaches in a numerical sense, which are operationalized in Exhibits C1 and C2. More specifically, the evaluation team was looking for the presence of the following practices and circumstances.

### Exhibit C1. Criteria Used to Identify Texas ACE Project Director Responses from Forced-Choice Items That May Be Indicative of Adoption of Promising Practices

Concept	Data from survey	Points assigned
<b>Staffing Solutions</b>		<b>Maximum of 4 Points</b>
Demonstrates a capacity to find staffing solutions to emergent student and family needs using <i>additive</i> approaches	Q6 – One or more staff need area identified where the project director reported hiring additional staff to address the need in question Q6 – One or more staff need area identified where the project director reported relying on partners more heavily to provide staff to address the need in question	One point assigned if either of these responses were found for Question 6, for a maximum of 2 points One point assigned if either of these responses were found for Question 9, for a maximum of 2 points

Concept	Data from survey	Points assigned
	<p>Q9 – An increase in pay was made for one or more of the staff categories identified</p> <p>Q9 – One or more new partnerships were formed in order to better identify possible candidates</p>	
<b>Training and Professional Development Strategies</b>		<b>Maximum of 2 Points</b>
Reports employing multiple training and professional development strategies	<p>Q13 – Program was identified in the top quartile in terms of the number of different training approaches adopted for full-time staff</p> <p>Q13 – Program was identified in the top quartile in terms of the number of different training approaches adopted for activity leaders</p>	One point assigned if either of these responses were found for Question 13, for a maximum of 2 points
<b>Reducing Staff Turnover</b>		<b>Maximum of 5 Points</b>
Reports that strategies to reduce staff turnover were effective	<p>Q16 – Both employed increasing staff salaries and this approach was reported as effective</p> <p>Q16 – Both employed being more intentional about being supportive and responsive to staff needs and this approach was reported as effective</p> <p>Q16 – Both employed additional training and professional development and this approach was reported as effective</p> <p>Q16 – Both employed training on HQIM and this approach was reported as effective</p> <p>Q16 – Both employed the Grow Your Own program and this approach was reported as effective</p>	One point assigned if any of these responses were found for Question 16, for a maximum of 5 points
<b>TCLAS 11 Criteria</b>		<b>Automatic Inclusion</b>
Reports that TCLAS 11 HQIM are likely to have a substantial impact on staff turnover	Q19 – Selected “I expect there may be a substantial impact on retention” when asked about the impact of TCLAS 11 HQIM on staff turnover	Automatic inclusion in the sample if the criterion was met

Source.

Note. HQIM – high-quality instructional materials; TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

**Exhibit C2. Criteria Used to Identify Texas ACE Project Director Responses from Open-Ended Items That May Be Indicative of Adoption of Promising Practices**

Concept	Data from survey	Points assigned
<b>Staffing Changes</b>		
<p>Reports that changes the program made to staffing during the programming year to better respond to the needs of students and their families</p>	<p>Q7 – Responses were found that suggested notable adjustments to staffing, including, but not limited to the following:</p> <ul style="list-style-type: none"> <li>• New partnerships</li> <li>• New role for the family engagement specialist</li> <li>• Reliance on high school students</li> <li>• More involvement of retired teachers</li> <li>• More interactions with the district and community to address staffing concerns</li> <li>• Rotation of specialized staff across centers</li> </ul>	<p>A program received a point for inclusion in the sample if any of the three criteria listed in this table were met</p>
<b>Staff Development Approaches</b>		
<p>Reports that approaches the project director believed had been especially effective in supporting staff development</p>	<p>Q14 – Responses were found that highlighted promising approaches, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Multiday training sessions prior to the start of the programming period</li> <li>• Training on HQIM materials</li> <li>• Regular staff meetings</li> <li>• Resources like MyTexasACE and Y4Y websites</li> <li>• Participation in self-assessment processes</li> </ul>	<p>Same as above</p>
<b>Staff Retention Approaches</b>		
<p>Reports that approaches the project director believed had been especially effective in supporting staff retention</p>	<p>Q17 – Responses were found that highlighted promising approaches, including, but not limited to the following:</p> <ul style="list-style-type: none"> <li>• Providing more support to staff</li> <li>• Increasing staff salaries</li> <li>• Providing additional training</li> <li>• Grow Your Own programs</li> <li>• Flexible scheduling</li> </ul>	<p>Same as above</p>

Source.

Note. HQIM – high-quality instructional materials; Y4Y – You for Youth; Texas ACE – Texas Afterschool Centers on Education.

Ultimately, the final selection of interview sample candidates was based on the following utilization of the criteria outlined in Exhibits C1 and C2.

1. From the criteria outlined in Exhibit C1, the program was found to have 5 or more points based on the criteria used to assess programs adopting promising approaches related to staffing (18 or 21% of respondents met this criteria) OR met the one criterion that automatically triggered inclusion in the sample (Q18 – Selected “I expect there may be a substantial impact on retention” when asked about the impact of Texas COVID Learning Acceleration Supports [TCLAS] 11 high-quality instructional materials [HQIM] on staff turnover:  $n = 5$ , or 6% of respondents).
2. Programs selected for inclusion must have met one of the criteria specified in Exhibit C2. There were a total of 35 programs found to have met these criteria or 41% of responding project directors.
3. First, 16 programs were selected for inclusion in the sample where both Items 1 and 2 were met.
4. Finally, in order to reach the targeted level for the sample ( $n = 20$  programs) and have some alternates, another 13 programs were selected based on responses to the open-ended items outlined in Exhibit C2.
5. This resulted in the selection of 29 programs for consideration for inclusion in the interview sample. Two Cycle 11 programs were removed based on the internal risk score.

Additionally, Texas ACE program staff also wanted to be sure the programs that were using Texas ACE programming to address obligations associated with House Bill (HB) 4545 were represented in the sample. Among the 29 programs selected, a total of eight Cycle 10 programs and five Cycle 11 programs represented in the sample indicated using Texas ACE to meet HB 4545 obligations and were not experiencing extreme challenges in staffing those activities.

### **No Impact of HQIM on Staff Retention**

Finally, there were three survey respondents receiving TCLAS 11 funds that indicated that having access to HQIM would have no expected impact on staff retention (two programs from Cycle 10 and one from Cycle 11). One of these programs was already included as part of selected sample of 29 programs, while the remaining two would have been additions to the sample.

### **Final Selection of Programs and Centers**

Based on Texas Education Agency (TEA) review of the list of 29 programs, the ultimate sample selected by AIR was reduced from 29 to 20 programs. Characteristics of the 20-program sample are shown in Exhibits C3–C6.

### Exhibit C3. Texas ACE Program Interview Sample, by Region

Interviewed Programs by ESC Region (Unduplicated)	
Region 1	2
Region 3	1
Region 4	1
Region 5	1
Region 8	1
Region 10	4
Region 11	2
Region 13	2
Region 17	1
Region 19	1
Region 20	4

*Source.* Texas 21st Student Tracking System (Tx21st) program data combined with Texas Public Education Information Management System (PEIMS) data.

*Note.* ESC – education service center; Texas ACE – Texas Afterschool Centers on Education.

### Exhibit C4. Texas ACE Program Interview Sample, by ISD Status

Interviewed Programs Type (Unduplicated)	
Grantee is an ISD	14
Grantee is not an ISD	6

*Source.* Texas 21st Student Tracking System (Tx21st) program data combined with Texas Public Education Information Management System (PEIMS) data.

*Note.* ISD – independent school district; Texas ACE – Texas Afterschool Centers on Education.



**Exhibit C5. Texas ACE Program Interview Sample, by Locale**

Interviewed Programs by Locale (Duplicated)	
City	8
Suburban	6
Town	10
Rural	10

*Source.* Texas 21st Student Tracking System (Tx21st) program data combined with Texas Public Education Information Management System (PEIMS) data.

*Note.* Texas ACE – Texas Afterschool Centers on Education.

**Exhibit C6. Texas ACE Program Interview Sample, by Grade Levels Served**

Interviewed Programs by Grade Levels Served (Duplicated)	
Elementary school	18
Middle school	17
High school	9

*Source.* Texas 21st Student Tracking System (Tx21st) program data combined with Texas Public Education Information Management System (PEIMS) data.

*Note.* Texas ACE – Texas Afterschool Centers on Education.

After confirmation of the 20 programs for inclusion in the interviews, AIR contacted the project directors at each program to obtain site coordinator nominations for interview. Each project director was asked to provide AIR with the names of one to three site coordinators (with contact information) whom they recommended for interview. AIR used these recommendations to identify site coordinators for interview, selecting one site coordinator per program included in the recommended sample. The final set of 20 interview candidates represented 10 elementary programs, six middle school programs, and four high school programs. Note that one of the 20 site coordinators first contacted by AIR declined to participate and was replaced using a secondary recommendation from the project director.

## Appendix D. Significant T-Test Results: Center Staff Subgroup Differences

T tests were used to examine subgroup differences around Texas 21st Student Tracking System (Tx21st) staff types, examining staff type mean differences between groups (in terms of percentage of total staff).<sup>12</sup> Subgroups examined included locale (rural and town-based compared with suburban and city), grade levels served (elementary compared with middle and high school together), grant school-based status (i.e., whether the grant entity managing the grant funds is a school, or is some other entity such as a community-based organization), and grant program cycle (Cycle 10 versus Cycle 11).

All statistically significant results are shown in this appendix.

### Exhibit D1. Average Percentage of Total Staff Classified as a Given Staff Type, by Texas ACE Center Locale (School Year 2021–22)

Staff type	Rural/town	City/suburban
Paid school-day teacher	44%	32%
Paid college students	4%	11%
Paid youth dev. workers	3%	7%
Paid other school staff	25%	18%
Paid center admin.	9%	12%
Paid other	1%	3%
Volunteer college students	0%	1%
Volunteer parents	1%	2%

*Source.* Texas 21st Student Tracking System (Tx21st) program data associated with the 2021–22 school year.

*Note.* Based on 263 centers classified as rural or town-based, compared with 440 centers classified as city or suburban. Only statistically significant results are presented. Texas ACE – Texas Afterschool Centers on Education.

<sup>12</sup> Staff types included school-day teachers, college students, high school students, parents, youth development workers, community members, other school staff, other staff without a college degree, center administration, and other. Staff types could be paid or volunteer (paid school-day teachers, volunteer school-day teachers, etc.).

**Exhibit D2. Average Percentage of Staff Type, by Texas ACE Grade Levels Served (School Year 2021–22)**

Staff type	Elementary	Middle/high
Paid school-day teacher	33%	44%
Paid college students	10%	6%
Paid other school staff	22%	19%
Paid other school staff/no college degree	9%	7%

*Source.* Texas 21st Student Tracking System (Tx21st) program data associated with the 2021–22 school year.  
*Note.* Based on 441 centers serving elementary-age students, compared with 242 centers serving middle- or high school-age students. Only statistically significant results are presented. Texas ACE – Texas Afterschool Centers on Education.

**Exhibit D3. Average Percentage of Staff Type, by Texas ACE School-Based Status (School Year 2021–22)**

Staff type	School-based	Non-school-based
Paid school-year teachers	41%	28%
Paid college students	7%	12%
Paid youth dev. workers	4%	7%
Paid other school staff	22%	18%
Paid other school staff/no college	5%	13%
Paid other	3%	1%

*Source.* Texas 21st Student Tracking System (Tx21st) program data associated with the 2021–22 school year.  
*Note.* Based on 473 centers associated with school-based grants, compared with 231 centers associated with non-school-based grants. Only statistically significant results are presented. Texas ACE – Texas Afterschool Centers on Education.

**Exhibit D4. Average Percentage of Total Staff Classified as a Given Staff Type, by Texas ACE Program Cycle (School Year 2021–22)**

Staff type	Cycle 10	Cycle 11
Paid school-day staff	18%	23%
Paid center admin.	11%	10%
Volunteer other school-day staff	1%	0%

*Source.* Texas 21st Student Tracking System (Tx21st) program data associated with the 2021–22 school year.  
*Note.* Based on 353 centers associated with Cycle 10 grants, compared with 351 centers associated with Cycle 11 grants. Only statistically significant results are presented. Texas ACE – Texas Afterschool Centers on Education.

## Appendix E. Chi-Square Tests for Survey Subgroups

Chi-square testing was used to examine subgroup differences within the site coordinator survey and the project director survey. For the site coordinator survey, subgroups examined included locale (rural, town-based, suburban, and urban), grade levels served (elementary compared with middle and high school together), grant school-based status (i.e., whether the grant entity managing the grant funds is a school, or is some other entity such as a community-based organization), and grant program cycle (Cycle 10 versus Cycle 11). For the project director survey, subgroups only included program cycle (Cycle 10 versus Cycle 11).

All statistically significant results are shown in this appendix. Site coordinator survey results are presented first, followed by the project director survey results. If no significant differences were found, the survey question is noted along with the statement, “no statistically significant differences were observed.”

### Site Coordinator Survey Subgroup Differences<sup>13</sup>

The first site coordinator survey item examined in terms of subgroups differences was **Question 5**: “Please tell us which activities and services are provided as part of your Texas ACE [Texas Afterschool Centers on Education] program at this center and who you have hired to staff these activities. Please also tell us if you have partners that provide these activities and services.” There were many significant differences ( $p \leq .05$ ) for the types of staff hired for different activities, as shown in Exhibits E1–E6.

#### Exhibit E1. Percentage of Texas ACE Site Coordinators Who Report Hiring Specific Types of Staff for Given Activity Types, by Center Locale

Activity type and staff	Rural	Town	Suburban	Urban
<b>Academic Support</b>				
School-day certified teachers	89%	93%	76%	70%
Paraprofessionals/ teacher assistants	59%	73%	64%	45%
Youth development workers	14%	11%	27%	35%
<b>Tutoring</b>				
School-day certified teachers	91%	100%	84%	70%
Youth development workers	7%	4%	25%	28%

<sup>13</sup> To see the Site Coordinator Survey questions in their original context, please see the Site Coordinator Survey in Appendix F.

Activity type and staff	Rural	Town	Suburban	Urban
<b>Homework Help</b>				
School-day certified teachers	71%	80%	68%	47%
Paraprofessionals/ teacher assistants	79%	81%	61%	60%
Youth development workers	18%	20%	40%	47%
<b>STEM</b>				
School-day certified teachers	65%	80%	61%	46%
Youth development workers	18%	16%	36%	49%
<b>Sports/Recreation</b>				
School-day certified teachers	63%	62%	33%	33%
Paraprofessionals/ teacher assistants	71%	79%	57%	51%
Youth development workers	17%	25%	37%	48%
<b>College and Career Readiness (CCR)</b>				
School-day certified teachers	68%	67%	52%	37%
Youth development workers	15%	10%	29%	52%
<b>Service Learning</b>				
School-day certified teachers	58%	75%	47%	38%
Paraprofessionals/ teacher assistants	62%	84%	47%	48%
Youth development workers	18%	14%	34%	56%
<b>Social-Emotional Learning(SEL)</b>				
School-day certified teachers	60%	73%	52%	39%
Paraprofessionals/ teacher assistants	62%	75%	50%	52%
Youth development workers	20%	20%	40%	52%
<b>Student Health/Nutrition</b>				
School-day certified teachers	52%	42%	39%	25%
Youth development workers	14%	8%	34%	42%
<b>Arts</b>				
Youth development workers	14%	12%	37%	44%
Other school-day staff	14%	22%	35%	14%
<b>Mentoring</b>				
School-day certified teachers	60%	69%	60%	39%

Activity type and staff	Rural	Town	Suburban	Urban
Paraprofessionals/ teacher assistants	53%	81%	63%	50%
Youth development workers	20%	22%	35%	54%
<b>Poetry/Spoken Word/Writing</b>				
School-day certified teachers	74%	72%	53%	41%
Paraprofessionals/ teacher assistants	59%	63%	42%	35%
Youth development workers	15%	13%	40%	47%
<b>Languages/Culture-Related Activities</b>				
School-day certified teachers	71%	77%	58%	47%
Youth development workers	17%	8%	31%	46%
<b>Student Health/Nutrition</b>				
School-day certified teachers	60%	51%	43%	27%
Youth development workers	16%	9%	38%	46%
<b>Adult Career/Job Training</b>				
Youth development workers	13%	7%	21%	42%
<b>Adult Recreation</b>				
School-day certified teachers	49%	45%	41%	25%
Youth development workers	16%	20%	27%	39%
<b>Adult Health/Nutrition</b>				
Youth development workers	12%	16%	24%	38%

Source. Site coordinator survey collected by AIR during spring 2022.

Note. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . Texas ACE – Texas Afterschool Centers on Education.

**Exhibit E2. Percentage of Texas ACE Site Coordinators Who Report Hiring Specific Types of Staff for Given Activity Types, by Grantee Type**

Activity type and staff	Non-school-based	School-based
<b>School-Day Certified Teachers</b>		
Academic support	65%	88%
Tutoring	77%	89%
Homework help	55%	70%
Arts	34%	54%
College and Career Readiness	36%	60%
SEL	41%	60%
Counseling/behavioral health	30%	54%
Adult Career/job training	15%	38%
<b>Paraprofessionals/Teacher Assistants</b>		
Adult recreation	36%	52%
<b>Other School-Day Staff</b>		
STEM	11%	23%
Service learning	12%	30%
Poetry/spoken word/writing	11%	25%
<b>Youth Development Workers</b>		
Service learning	43%	28%
Counseling/behavioral health	35%	10%
Poetry/spoken word/writing	45%	26%
Language/culture-related activities	40%	23%
Student health/nutrition	44%	24%

Source. Site coordinator survey collected by AIR during spring 2022.

Note. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . Texas ACE – Texas Afterschool Centers on Education.

**Exhibit E3. Percentage of Texas ACE Site Coordinators Who Report Hiring Specific Types of Staff for Given Activity Types, by Center Grade Levels Served**

Activity type and staff	Elementary	Middle/high
<b>School-Day Certified Teachers</b>		
Sports/recreation	40%	56%
<b>Paraprofessionals/Teacher Assistants</b>		
Academic support	67%	43%
STEM	66%	41%
College and Career Readiness	59%	38%
Service learning	64%	49%
SEL	68%	42%
Counseling	39%	22%
Mentoring	66%	51%
Poetry/spoken word/writing	56%	30%
Languages/culture-related activities	64%	43%
<b>Other School-Day Staff</b>		
STEM	26%	8%
Poetry/spoken word/writing	26%	10%
Languages/culture-related activities	25%	12%
<b>Youth Development Workers</b>		
Academic support	28%	11%
College and Career Readiness	35%	19%
Sports/recreation	36%	23%
Service learning	38%	22%

Source. Site coordinator survey collected by AIR during spring 2022.

Note. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . Texas ACE – Texas Afterschool Centers on Education.



**Exhibit E4. Percentage of Texas ACE Site Coordinators Who Report Hiring Specific Types of Staff for Given Activity Types, by Center Program Cycle**

Activity type and staff	Cycle 10	Cycle 11
<b>Paraprofessionals/Teacher Assistants</b>		
Academic support	53%	65%
<b>Provided by Partner</b>		
College and career readiness	12%	23%
Languages/culture-related activities	6%	16%
Adult Career/job training	27%	48%

Source. Site coordinator survey collected by AIR during spring 2022.

Note. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . Texas ACE – Texas Afterschool Centers on Education.

Subgroup differences for Question 5 items relating specifically to Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 were also examined, with two significant differences found (one associated with cycle, the other with program school-based status). Note that no significant differences were found concerning locale or grade levels served). Also note that the  $n$  size for this analysis was very small, which reduces the practical significance of these results.

**Exhibit E5. Percentage of Texas ACE Site Coordinators Implementing TCLAS Decision 11 Who Report Hiring Specific Types of Staff for Given Activity Types, by Center Program Cycle**

Activity type and staff	Cycle 10	Cycle 11
<b>Paraprofessionals/Teacher Assistants</b>		
High-impact tutoring (HIT)	14%	50%

Source. Site coordinator survey collected by AIR during spring 2022.

Note. Survey results are filtered to select only those programs implementing TCLAS Decision 11. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . HIT is a tutoring component of TCLAS with well-trained, consistent tutors; high-quality instructional materials; one-to-one tutoring or small groups; and other key attributes. TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

**Exhibit E6. Percentage of Texas ACE Site Coordinators Implementing TCLAS Decision 11 Who Report Hiring Specific Types of Staff for Given Activity Types, by Program School-Based Status**

Activity type and staff	Non-school-based	School-based
<b>Paraprofessionals/Teacher Assistants</b>		
High-impact tutoring (HIT)	56%	21%

Source. Site coordinator survey collected by AIR during spring 2022.

Note. Survey results are filtered to select only those programs implementing TCLAS Decision 11. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . HIT is a tutoring component of TCLAS with well-trained, consistent tutors; high-quality instructional materials; one-to-one tutoring or small groups; and other key attributes. TCLAS – Texas COVID Learning Acceleration Supports; Texas ACE – Texas Afterschool Centers on Education.

The second site coordinator survey item examined in terms of subgroups differences was **Question 6**: “Please tell us if you have had to change how you staff and offer different types of activities since the start of the Covid-19 pandemic. Please check all that apply.” There were only a few significant differences ( $p \leq .05$ ) for the types of staff hired for different activities, as shown in Exhibits E7–E8. Note that no significant differences were found in terms of subgroup grade levels served.

**Exhibit E7. Percentage of Texas ACE Site Coordinators Who Report Changing How They Staff College and Career Readiness Activities, by Program Locale**

College and career readiness activities	Rural	Town	Suburban	City
No changes were made	52%	47%	29%	33%

Source. Site coordinator survey collected by AIR during spring 2022.

Note. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . Texas ACE – Texas Afterschool Centers on Education.

**Exhibit E8. Percentage of Texas ACE Site Coordinators Who Report Changing How They Staff College and Career Readiness Activities, by Program School-Based Status**

College and career readiness activities	Non-school-based	School-based
Had to change how we staff these activities	23%	41%
Were not able to offer this type of activity	17%	6%

Source. Site coordinator survey collected by AIR during spring 2022.

Note. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . Texas ACE – Texas Afterschool Centers on Education.

The third site coordinator survey item examined in terms of subgroups differences was **Question 7**: “To what extent have you experienced challenges in hiring the following types of staff for your Texas ACE program this school year?” There were no significant differences observed.

The fourth site coordinator survey item examined in terms of subgroups differences was **Question 8**: “To what extent have you experienced any of the following challenges with staffing in your Texas ACE program this school year?” There were significant differences when analyzing programs by cycle (Cycle 10 compared with Cycle 11). See Exhibit E9.

**Exhibit E9. Percentage of Texas ACE Site Coordinators Reporting Specific Challenge Levels With Respect to Maintaining a Work Environment That Is Not Overly Stressful, by Program School-Based Status**

Maintaining work environment that is not overly stressful	Cycle 10	Cycle 11
Not a challenge	32%	40%
Minor challenge	31%	26%
Moderate challenge	20%	27%
Major challenge	18%	7%

*Source.* Site coordinator survey collected by AIR during spring 2022.

*Note.* The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . Texas ACE – Texas Afterschool Centers on Education.

The fifth site coordinator survey item examined in terms of subgroups differences was **Question 9**: “To what extent have you experienced any of the following challenges with staffing in your TCLAS Decision 11 High-Quality Afterschool program this school year?” This question was only asked of site coordinators who indicated they were implementing TCLAS in their program. There were significant differences when analyzing programs by cycle (Cycle 10 compared with Cycle 11). See Exhibit E10.

**Exhibit E10. Percentage of Texas ACE Site Coordinators Implementing TCLAS Decision 11 Reporting Specific Challenge Levels With Respect to Allocating Sufficient Time to Orient New Staff, by Program Cycle**

Allocating sufficient time to orient new staff	Cycle 10	Cycle 11
Not a challenge	35%	36%
Minor challenge	38%	18%
Moderate challenge	23%	14%
Major challenge	4%	32%

*Source.* Site coordinator survey collected by AIR during spring 2022.

*Note.* Survey results are filtered to select only those programs implementing TCLAS Decision 11. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . Texas ACE – Texas Afterschool Centers on Education; TCLAS – Texas COVID Learning Acceleration Supports.

Finally, the sixth site coordinator survey item examined in terms of subgroups differences was **Question 11:** “Overall, during the past year, how has staff turnover impacted the operation of your program?” There were no significant differences observed, indicating that the program subgroups examined experienced staff turnover impact about the same way.

**Project Director Subgroup Differences<sup>14</sup>**

As noted above, only program cycle subgroups were examined for the project director survey items. **For the following questions no statistically significant differences were observed:**

- Question 5: “How have you had to change your reliance on different types of staff to lead Texas ACE programming since the start of the Covid-19 pandemic?”
- Question 6: “What actions have you taken, or are you currently taking, in your Texas ACE program to hire additional staff to address increased student and family needs since the start of the pandemic? Please check all that apply.”
- Question 8: “To what extent have you experienced challenges in hiring the following types of staff for your ACE program this school year?”
- Question 9: “For different types of staff that work in your Texas ACE program, have you made any of the following changes to better attract and find candidates for the position you have open? Please check all that apply.”
- Question 10: “To what extent have you experienced any of the following challenges with staffing in your Texas ACE program this school year?”

<sup>14</sup> To see the Project Director Survey questions in their original context, please see the Project Director Survey in Appendix F.

- Question 13: “Which of the following approaches does your team rely on to help orient, train, and develop new staff working in your Texas ACE program? Please provide this information separately for full-time staff (e.g., site coordinators, family engagement specialists) and frontline activity leaders/assistants. Please check all that apply.”
- Question 15: “To what extent has turnover in various positions changed this year compared to previous programming periods?”
- Question 18: “Overall, during the past year, how has staff turnover impacted the operation of your program?”

The only significant differences observed were associated with **Question 16**, “What strategies have you tried to reduce staff turnover in your Texas ACE program, and have any of these approaches helped with staff retention? Please check all that apply.” For this question, there was one statistically significant difference associated with program cycle. See Exhibit E11.

**Exhibit E11. Percentage of Texas ACE Project Directors Who Report That Additional Training and Professional Development Helped Reduce Staff Turnover, by Program Cycle**

Perceived effectiveness of strategies to reduce staff turnover	Cycle 10	Cycle 11
Believed that providing additional training and professional development helped	36%	59%

Source. Project director survey collected by AIR during spring 2022.

Note. The table shows only statistically significant results of chi-square testing,  $p \leq .05$ . Texas ACE – Texas Afterschool Centers on Education.

## Appendix F. Data Collection Instruments

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### Texas ACE Evaluation—Fall 2022 Interview Questions Related to Program Staffing

**Prior to starting the interview and recording, please read the following:**

Thank you for taking the time to join us for today’s interview. TEA has contracted with AIR to study Texas ACE programs to explore program implementation, identify approaches and practices that appear to support effective programs, and document program outcomes and impact.

The purpose of this interview is to understand your thoughts and perceptions of how the Texas ACE program is being implemented at your center, with a particular focus on staffing in your Texas ACE program. You were nominated as someone who might be able to share some insights related to staffing. During this 90-minute interview, we will ask about your program goals and staffing, the roles various types of staff and partners play in providing activities in your Texas ACE program, how you approach orientation, training, and collaboration among program staff, and staff turnover.

Your responses in this discussion will only be used to help inform our understanding of centers like yours and will not be used to evaluate your program specifically. We want to learn from you and share insights related to staffing challenges and possible promising practices you’ve implemented.

Your participation in the interview is completely voluntary, and you have the right to pass on answering any questions or to withdraw from the discussion at any time.

Information from this interview and other data we collect from your Texas ACE program will be included in a written report. That said, your responses to my questions will be kept confidential to the extent permitted by law. In our reports, none of the respondents will be identified.

Lastly, we would like to record this conversation so we can be sure that we have an accurate record of our discussion. We will not share this recording with anyone outside the research team, and we will delete the recording after the study is complete.

**Do I have your permission to record this interview?**

I am going to begin the recording now. [TURN ON THE RECORDING.] Today is [STATE FULL DATE, E.G., FRIDAY, October 11, 2022].

Please state your full name, your title, your role, and how many years you've worked at your center.

To start, I am going to ask you a few questions to learn about your center's goals and activities.

### **Program Goals and Staffing**

1. What are your center's goals for your Texas ACE programming (e.g., improving student reading scores, providing youth with access to enrichment activities they would not otherwise have access to, creating a safe and nurturing learning environment where youth feel like they matter)?
2. What activities and services do you offer to specifically address the goals you mentioned?
3. Has your center changed their goals given the challenging events that have occurred over the last couple years? If so, please explain how.
4. How do staffing decisions inform the way in which you work towards achieving your center's goals? (e.g., hiring certified teachers to provide tutoring support to achieve goals for academic improvement)?

Now, I am going to ask you a series of questions about different types of staff you may have working in your Texas ACE program and the role of partners in your program.

5. How many staff members work at your center?
6. I'm going to ask a series of questions about a variety of staff roles that you might have at your center, but first I want to check to see which types of staff you currently have working at your center.
  - a. Do you have:
    - i. Family engagement specialists?
    - ii. Certified teachers?
    - iii. youth development workers?
    - iv. high school students?

### **Site Coordinators and Family Engagement Specialists**

7. What does your role as site coordinator entail?
  - a. Can you talk about your day-to-day and responsibilities have or have not changed over the course of the last year given any staffing challenges your center has experienced?

b. Have you had to change how you support staff? If so, how? *(Interviewer note: asking this question more broadly—informed by survey findings related to staff stress, intentional supports offered, partnerships to provide specific activities, etc.)*

8. What does the family engagement specialist typically do at your center?

a. How has this role changed during the course of the last year given any staffing challenges your center has experienced?

b. Have you had the family engagement specialist put on different hats or take on specific tasks to address staffing gaps?

### **School Day Staff**

9. What do school day staff typically do at your center as part of the Texas ACE programming?

(IF NO SCHOOL DAY STAFF WORK IN THE PROGRAM, SKIP TO QUESTION 12.)

a. What role does the principal or school administration play in recruiting school day staff to work in the program, if any?

10. What role, if any, do certified teachers play in activities you provide in your Texas ACE program (e.g., help accelerate student learning, provide enrichment offerings) (IF NO CERTIFIED TEACHERS WORK IN THE PROGRAM, SKIP TO QUESTION 10)?

a. What value does having certified teachers in these roles bring to your Texas ACE program?

11. Have you had any challenges in hiring the certified teachers you need for the program? (FOR ALL PROGRAMS, IF THERE HAVE BEEN CHALLENGES):

a. What have these challenges meant for your program's ability to meet student learning needs?

b. How have you tried to address these challenges?

c. How effective have these approaches been in addressing these challenges?

(FOR ALL PROGRAMS, IF NO CHALLENGES), Why do you think you have been successful in finding the teachers you need for your Texas ACE program? What approaches do you use to incentivize or attract teachers to work for your program?

(IF THE CENTER IS IMPLEMENTING TEXAS COVID LEARNING ACCELERATION SUPPORTS (TCLAS) DECISION 11 HIGH-QUALITY AFTERSCHOOL HIGH IMPACT TUTORING (HIT)) Can you describe how successful you have been in recruiting teachers to provide TCLAS Decision 11 High Impact Tutoring?



12. What do other non-teaching school day staff typically do at your center?
13. Have you had to rely more heavily on other school day staff to provide Texas ACE activities than what you had intended? If so, how?

### **Youth Development Workers**

14. What do youth development workers typically do at your center as a part of Texas ACE programming? (e.g., provide enrichment offerings, support social and emotional needs, and development)?

(IF NO YOUTH DEVELOPMENT WORKERS WORK IN THE PROGRAM, SKIP TO QUESTION 17)?

15. Have you had to rely more heavily on youth development workers to provide Texas ACE activities than what you had intended? If so, how?
16. How do the youth development workers that work in the program interact with school day staff in general (not only school-day staff who may work in the program), if at all?
17. Have you had any challenges in hiring the youth development workers you need for the program over the last couple of years?
  - a. (IF NO CHALLENGES), why do you think you have been successful in finding the youth development workers you need for your Texas ACE program? What approaches do you use to incentivize or attract teachers to work for your program?

(IF THERE HAVE BEEN CHALLENGES):

- a. What have these challenges meant for your program's ability to meet student learning needs or to provide the types of enrichment opportunities you want to?
- b. How have you tried to address these challenges?
- c. How effective have these approaches been in addressing these challenges?

### **High School Students**

18. What do high school students typically do at your center as a part of Texas ACE programming? (IF HIGH SCHOOL STUDENTS ARE NOT EMPLOYED, SKIP TO QUESTION 20) What activities do they support?
  - a. Did you decide to employ high school students as a results of staffing challenges you've experienced over the last year or so?

19. What types of supports and scaffolding do you provide to high school students to prepare them to work at your center?
20. What lessons have you learned about employing high school students to support programming?

### **External Partners**

21. Do you have external partners who help with staffing activities for your Texas ACE program? If so, how are they involved? (IF NO EXTERNAL PARTNERS INVOLVED IN PROVIDING ACTIVITIES, SKIP TO QUESTION 22)
22. Have you had to rely more heavily on external partners to provide Texas ACE activities than what you had intended? If so, how?

The next series of questions relate to how you go about orienting and training new staff and encouraging collaboration among staff.

### **Orientation, Training, and Collaboration**

23. What processes do you implement for onboarding and training new staff that you think have been especially successful?
  - a. Are there resources or tools that you have found to be especially effective in orienting and training new staff?
  - b. How has the Covid-19 pandemic impacted your approach to orienting, training, and supporting new program staff?
  - c. What role do school day staff play in supporting the orientation and training of new staff, if at all?
  - d. Are staff from external partners involved in these orientation and training processes? If so what role(s) do they play?
24. Can you describe how staff typically go about the process of planning youth activities for a given program session? What aspects of that process are especially effective?
  - a. Do you provide feedback to staff on their activity plans? If so, how do you provide feedback?
  - b. What other ways do staff get feedback that help them improve the activities they provide?

25. What kind of opportunities do your staff have to collaborate?
- Are there regular meetings you have with your staff to discuss specific topics or address any issues in particular?
  - What other approaches have you found to be effective in supporting staff communication and collaboration?
26. (IF THE CENTER IS IMPLEMENTING TEXAS COVID LEARNING ACCELERATION SUPPORTS (TCLAS) DECISION 11 HIGH-QUALITY AFTERSCHOOL HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)) To what extent have your Texas ACE staff been able to make use of the High-Quality Instructional Materials provided through TCLAS Decision 11?
- What HQIM are being used?
  - How has access to HQIM impacted your approach to program planning and delivery?
  - How has access to HQIM impacted your ability to recruit and retain staff, if at all?

The next series of questions relate to staff turnover in your program.

#### **Staff Turnover**

27. Has staff turnover impacted your program over the last year? If so, how?
28. How have you gone about reducing staff turnover? What approaches have you tried?
- What's approaches have been successful? Why?
  - What approaches didn't work out? Why?
  - Are there things you are trying to do differently this year to reduce staff turnover?

Finally, I have a couple of final questions to wrap up our conversation.

#### **Wrap-Up**

29. Do you have any goals for this school year in relation to staffing your Texas ACE program or any strategies you plan to adopt to help staffing in your program?
30. Is there anything else we really need to know to understand how staffing works in your Texas ACE program that we have not discussed today?

## Introductory Survey Language

The survey you are being asked to complete is part of the 21st Century Community Learning Centers evaluation being conducted by the American Institutes for Research (AIR). TEA has contracted with AIR to evaluate the 21st CCLC programs (also known as Texas Afterschool Centers on Education (Texas ACE) program) in order to assess programs, student participation and outcomes, and to learn more about the activities and supports of high-quality programs. The purpose of the project is to better understand how centers funded by 21st CCLC support positive youth outcomes and the role program quality and different approaches to program design and delivery play in this process.

This survey asks about issues related to **staffing** in your Texas ACE program. If your Texas ACE program also receives funding through the Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 High-Quality Afterschool, additional questions will be asked about staffing for this initiative as well.

It is important to note that this effort is not an evaluation of you or your program specifically. All responses you provide in taking this survey will be kept confidential to the extent permitted by law. No identifiable survey results will be made to anyone outside the study team at AIR.

There are no foreseeable risks to you based on your participation in this survey. The survey should take approximately 30 minutes to complete. The survey is voluntary. You can opt not to answer any question and can stop participating at any time.

Any questions about the study should be addressed to Matt Vinson at [mvinson@air.org](mailto:mvinson@air.org). If you have questions about your rights as a research participant, please contact AIR's Institutional Review Board (IRB), which is responsible for the protection of survey participants, at [IRB@air.org](mailto:IRB@air.org), toll-free at 1-800-634-0797, or c/o IRB, American Institutes for Research, 1400 Crystal Drive, 10th Floor, Arlington, VA 22202.

## Project Director Staffing Survey

### Survey Questions

1. Is your program also implementing programming funded by Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 High-Quality Afterschool?
  - Yes, we started implementing some program elements in spring 2022
  - Yes, we are in a planning process currently and will start to implement programs in fall 2022
  - No
  - I do not know

2. [If the answer to the preceding questions is YES, we started implementing some program elements in spring 2022] Please tell how you are using TCLAS Decision 11 funds. Please check all that apply.

- Implementing high impact tutoring (HIT)
- Making use of high-quality instructional materials (HQIM)

3. Please provide a description of the progress you have made this school year in implementing programming supported with TCLAS Decision 11 funds.

4. Were you in your position as the Texas ACE Project Director before the start of the Covid-19 pandemic?
  - Yes
  - No

5. If the answer to the preceding question is YES] How have you had to change your reliance on different types of staff to lead Texas ACE programming since the start of the Covid-19 pandemic?

Staff Type	Since the start of the pandemic, I am relying on this type of staff to lead Texas ACE programming ...			We have not ever used this type of staff in our program
	less	about the same	more	
a. School day teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School day paraprofessional staff/teacher assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other school day staff (e.g., counselors, social workers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Retired teachers/other certified teachers not associated with the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Youth development workers my organization hires directly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Youth development workers employed by partners/ vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. High school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Parents/other adult family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Volunteers from the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What actions have you taken, or are you currently taking, in your Texas ACE program to hire additional staff to address increased student and family needs since the start of the pandemic? Please check all that apply.

Staff that provides programming to:	Have hired additional staff to address this need	Relying on partners more heavily to provide staff to address this need	Seeking staff to meet this need but finding it challenging	We have not taken any action to increase staff to address this need
a. Address academic learning loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.1. Staff specifically supported with TCLAS Decision 11 funding [Displayed if the YES, we started implementing some program elements in spring 2022 option is endorsed in Q1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Support student social and emotional needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Offer enrichment opportunities to students to support youth development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Help meet families' social service needs (e.g., accessing food assistance, rental assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Support parent and family employment needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Support student employment needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please describe any changes you have made to staffing this programming year to better respond to the needs of students and their families.

8. To what extent have you experienced challenges in hiring the following types of staff for your ACE program this school year?

Staff Type	Not a challenge	A minor challenge	A major challenge	We do not hire this type of staff
a. Site coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Family Engagement Specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Certified teachers to lead academic programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Activity leaders for enrichment programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Tutors to provide High Impact Tutoring funded by TCLAS Decision 11 [Displayed if the HIT option is endorsed in Q2]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Activity leaders for adult and family programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Assistants to help activity leaders provide programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. For different types of staff that work in your Texas ACE program, have you made any of the following changes to better attract and find candidates for the position you have open? Please check all that apply.

Staff Type	Increase the level of pay	Reduced candidate training or experience requirements	Formed new partnerships in order to better identify possible candidates	Reduced the number of hours staff were expected to work in the program	Did not make any of these changes
a. Site coordinators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Family engagement specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Certified teachers to lead academic programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Activity leaders for enrichment programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Staff Type	Increase the level of pay	Reduced candidate training or experience requirements	Formed new partnerships in order to better identify possible candidates	Reduced the number of hours staff were expected to work in the program	Did not make any of these changes
e. Tutors to provide High Impact Tutoring funded by TCLAS Decision 11 [Displayed if the HIT option is endorsed in Q2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Activity leaders for adult and family programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Assistants to help activity leaders provide programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. To what extent have you experienced any of the following challenges with staffing in your Texas ACE program this school year?

Staffing Challenge	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Allocating sufficient time to orient new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Allocating sufficient planning time for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Maintaining a work environment that is not overly stressful for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Maintaining ideal staff to student ratios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Adequate staff experience in working with youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. [If the YES, we started implementing some program elements in spring 2022 option is endorsed in Q1] To what extent have you experienced any of the following challenges with staffing in your TCLAS Decision 11 High-Quality Afterschool program this school year?

Staffing Challenge	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Allocating sufficient time to orient new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Allocating sufficient planning time for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Maintaining a work environment that is not overly stressful for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Maintaining ideal staff to student ratios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Adequate staff experience in working with youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Staff ability to make effective use of student progress data to customize learning sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability of staff to make effective use of High-Quality Instructional Materials (HQIM) [Displayed if the HQIM option is endorsed in Q2]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In addition to you, who else is involved in the process of hiring Texas ACE program staff employed by your organization (e.g., recruiting staff, participating in interviews, involved in the hiring process)? Please provide this information separately for full-time staff (e.g., site coordinators, family engagement specialists) and frontline activity leaders/assistants. Please select all that apply.

Involved in the process of hiring Texas ACE program staff	Hiring Full-Time Staff (e.g. site coordinators, family engagement specialists)	Hiring Frontline Activity Leaders/ Assistants
a. Texas ACE site coordinator	<input type="checkbox"/>	<input type="checkbox"/>
b. Principals/assistant principals	<input type="checkbox"/>	<input type="checkbox"/>
c. Representatives from key partner agencies	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents	<input type="checkbox"/>	<input type="checkbox"/>
f. Students	<input type="checkbox"/>	<input type="checkbox"/>
g. Community members	<input type="checkbox"/>	<input type="checkbox"/>
h. Other school staff (Please describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>
i. Other district staff (Please describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>
j. Other (Please describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

13. Which of the following approaches does your team rely on to help orient, train, and develop new staff working in your Texas ACE program? Please provide this information separately for full-time staff (e.g., site coordinators, family engagement specialists) and frontline activity leaders/assistants. Please check all that apply.

Staff Development Approaches	Approaches for Full-Time Staff (e.g. site coordinators, family engagement specialists)	Approaches for Frontline, Activity Leaders/Assistants
a. Multi-day training sessions held before the start of a programming period sponsored by my organization	<input type="checkbox"/>	<input type="checkbox"/>
b. Regularly held staff meetings	<input type="checkbox"/>	<input type="checkbox"/>
c. Training related to the use of high-quality instructional materials (HQIM) provided by the material vendors [If endorsed in Q2]	<input type="checkbox"/>	<input type="checkbox"/>
d. Training related to one or more quality assessment tool (e.g., Youth Program Quality Assessment, Assessment of Program Practices tool)	<input type="checkbox"/>	<input type="checkbox"/>
e. Training related to the Texas ACE Quality Assessment Process	<input type="checkbox"/>	<input type="checkbox"/>
f. Participation in meetings where self-assessment tools are completed and where program improvement plans are developed	<input type="checkbox"/>	<input type="checkbox"/>
g. Training provided through MyTexasACE website	<input type="checkbox"/>	<input type="checkbox"/>
h. Participation in statewide or national conferences	<input type="checkbox"/>	<input type="checkbox"/>
i. Utilization of the You for Youth (Y4Y) website	<input type="checkbox"/>	<input type="checkbox"/>
j. Other (Please describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

14. Which of the approaches you selected above do you believe has been especially effective in supporting staff development? Why?

15. To what extent has turnover in various positions changed this year compared to previous programming periods?

Staff Type	Less turnover	About the same amount of turnover	Some additional turnover	Substantially more turnover	Not a position in our program
a. Site coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Family Engagement Specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Certified teachers to lead academic programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Activity leaders for enrichment programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Activity leaders for adult and family programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Assistants to help activity leaders provide programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. What strategies have you tried to reduce staff turnover in your Texas ACE program, and have any of these approaches helped with staff retention? Please check all that apply.

Retention strategies	Employed this approach	Believe this approach helped with staff retention	Did not try this approach
a. Increased staff salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provided additional staff benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Added flexibility to the number of hours worked/ how long staff are scheduled to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reduced the time staff have to dedicate to certain tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Have been more intentional about being supportive and responsive to staff needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provided performance bonuses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provided additional training and professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. g.1. Training on high-quality instructional materials (HQIM)[Displayed if endorsed in Q2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Reliance on the Grow Your Own program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other. Please describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. [If any item is endorsed in the Believe this approach helped with staff retention column]  
Which of the approaches you selected above do you believe has been especially effective in supporting staff retention? Why? (PD)

18. Overall, during the past year, how has staff turnover impacted the operation of your program?

- No impact
- Somewhat of an impact
- A moderate impact
- A substantial impact

19. [If high quality instructional materials is endorsed in Q2], To what extent do you believe that having access to high quality instructional materials as part of TCLAS Decision 11 funding will help you retain program staff using these materials?

- I expect there will be no impact on retention
- I expect there may be somewhat of an impact on retention
- I expect there may be a moderate impact on retention
- I expect there may be a substantial impact on retention
- I am not sure if having access to these materials will have any impact on staff retention

20. Does the school district associated with your Texas ACE program intentionally use 21st CCLC programming to meet the district's accelerated learning obligations under HB 4545 recently passed in the 87th Regular Legislative Session?

- Yes
- No
- I do not know

21. [If the answer to the preceding questions is YES] How challenging has it been to hire and retain the staff needed to provide programming for students in need of supplemental instruction or tutoring under the requirements of HB 4545?

- It has not been a challenge
- It has been somewhat of a challenge
- It has been moderately challenging
- It has been extremely challenging

22. How many years have you worked in this afterschool program in any capacity?

- Less than 1 year
- 1 to 2 years
- 3 to 4 years
- 5 years or more

23. How many years have you worked in your current position for this afterschool program?

- Less than 1 year
- 1 to 2 years
- 3 to 4 years
- 5 years or more

## Site Coordinator Staffing Survey

### *Introductory Survey Language*

The survey you are being asked to complete is part of the 21st Century Community Learning Centers evaluation being conducted by the American Institutes for Research (AIR). TEA has contracted with AIR to evaluate the 21st CCLC programs (also known as Texas Afterschool Centers on Education (Texas ACE) program) in order to assess programs, student participation and outcomes, and to learn more about the activities and supports of high-quality programs. The purpose of the project is to better understand how centers funded by 21st CCLC support positive youth outcomes and the role program quality and different approaches to program design and delivery play in this process.

This survey asks about issues related to **staffing** in your Texas ACE program. If your Texas ACE program also receives funding through the Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 High-Quality Afterschool, additional questions will be asked about staffing for this initiative as well.

It is important to note that this effort is not an evaluation of you or your program specifically. All responses you provide in taking this survey will be kept confidential to the extent permitted by law. No identifiable survey results will be made to anyone outside the study team at AIR.

There are no foreseeable risks to you based on your participation in this survey. The survey should take approximately 15 minutes to complete. The survey is voluntary. You can opt not to answer any question and can stop participating at any time.

Any questions about the study should be addressed to Matt Vinson at [mvinson@air.org](mailto:mvinson@air.org). If you have questions about your rights as a research participant, please contact AIR's Institutional Review Board (IRB), which is responsible for the protection of survey participants, at [IRB@air.org](mailto:IRB@air.org), toll-free at 1-800-634-0797, or c/o IRB, American Institutes for Research, 1400 Crystal Drive, 10th Floor, Arlington, VA 22202.

### Proposed Survey Questions

1. Is your program also implementing programming funded by Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 High-Quality Afterschool?
  - Yes, we started implementing some program elements in spring 2022
  - Yes, we are in a planning process currently and will start to implement programs in fall 2022
  - No
  - I do not know



2. [If the answer to the preceding questions is YES, we started implementing some program elements in spring 2022] Please tell how you are using TCLAS Decision 11 funds. Please check all that apply.

- Implementing high impact tutoring (HIT)
- Making use of high-quality instructional materials (HQIM)

3. Please provide a description of the progress you have made this school year in implementing programming supported with TCLAS Decision 11 funds.

4. Were you in your position as the Texas ACE Site Coordinator before the start of the Covid-19 pandemic?

- Yes
- No

5. Please tell us which activities and services are provided as part of your Texas ACE program at this center and who you have hired to staff these activities. Please also tell us if you have partners that provide these activities and services. Please check all that apply.

Activities and Services	Staff Employed by Your Organization				Provided by a Partner(s)	Activity Not Provided
	School Day/ Certified Teachers	School day paraprofessional staff/teacher assistants	Other school day staff	Youth Development Workers		
<b>Programming for participating youth</b>						
a. Academic lessons using high quality instructional materials (HQIM) supported by TCLAS Decision 11 [ [Displayed if HQIM endorsed in Q2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Academic support activities in Reading or Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. b1.1 High impact tutoring supported by TCLAS Decision 11 [Displayed if HIT endorsed in Q2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities and Services	Staff Employed by Your Organization				Provided by a Partner(s)	Activity Not Provided
	School Day/ Certified Teachers	School day paraprofessional staff/teacher assistants	Other school day staff	Youth Development Workers		
e. Homework help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Visual Art/music/drama/dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. STEM/STEAM activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Sports/recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. College and career readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Service learning/character education/social justice/leadership activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Deliver social and emotional learning curriculum/ programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Counseling/Behavioral health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Poetry/Spoken Word/Other writing activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Languages/culture-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Health/Healthy choices/Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programming for parents and adult family members</b>						
a. Career/job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. GED/HS Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parenting skills/Parenting support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Counseling/Behavioral health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Health/Healthy choices/Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please tell us if you have had to change how you staff and offer different types of activities since the start of the Covid-19 pandemic. Please check all that apply.

Activities and Services	Had to change how we staff these activities	Served less students in this type of activity because of staffing challenges	Were not able to offer this type of activity because of staffing challenges	No changes were made
a. Academic support (e.g., tutoring, homework help, direct instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Enrichment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. College and career readiness activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Family engagement and support activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. To what extent have you experienced challenges in hiring the following types of staff for your Texas ACE program this school year?

Staff Type	Not a challenge	A minor challenge	A major challenge	We do not hire this type of staff
a. Certified teachers to lead academic programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Activity leaders for enrichment programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tutors to provide High Impact Tutoring funded by TCLAS Decision 11 [Displayed if HIT endorsed in Q2]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Activity leaders for adult and family programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assistants to help activity leaders provide programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent have you experienced any of the following challenges with staffing in your Texas ACE program this school year?

Staffing Challenge	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Allocating sufficient time to orient new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Allocating sufficient planning time for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Maintaining a work environment that is not overly stressful for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Maintaining ideal staff to student ratios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Adequate staff experience in working with youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. [If the YES, we started implementing some program elements in spring 2022 option is endorsed in Q1] To what extent have you experienced any of the following challenges with staffing in your TCLAS Decision 11 High-Quality Afterschool program this school year?

Staffing Challenge	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Allocating sufficient time to orient new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Allocating sufficient planning time for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Maintaining a work environment that is not overly stressful for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Maintaining ideal staff to student ratios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Adequate staff experience in working with youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Staff ability to make effective use of student progress data to customize learning sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability of staff to make effective use of High-Quality Instructional Materials (HQIM) [Displayed if the HQIM option is endorsed in Q2]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How frequently do you engage in the following tasks with staff working in your Texas ACE program?

Tasks	Never	A Couple of Times Per Year	Quarterly to a few of times per semester	About Once a Month	Nearly Every Week
a. Review afterschool program data with staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Set program improvement goals with staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observe afterschool staff delivering programming to provide feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Share ideas on how to make programming more engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Discuss how best to meet the needs of individual youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discuss how the program could better support student academic needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Discuss how the program could better support the social and emotional needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Overall, during the past year, how has staff turnover impacted the operation of your program?

- No impact
- Somewhat of an impact
- A moderate impact
- A substantial impact

12. [If high quality instructional materials is endorsed in Q2], To what extent do you believe that having access to high quality instructional materials as part of TCLAS Decision 11 funding will help you retain program staff using these materials?

- I expect there will be no impact on retention
- I expect there may be somewhat of an impact on retention

- I expect there may be a moderate impact on retention
- I expect there may be a substantial impact on retention
- I am not sure if having access to these materials will have any impact on staff retention

13. How many years have you worked in the afterschool program at this site in any capacity?

- Less than 1 year
- 1 to 2 years
- 3 to 4 years
- 5 years or more

14. How many years have you worked in your current position for the afterschool program at this site?

- Less than 1 year
- 1 to 2 years
- 3 to 4 years
- 5 years or more

## About the American Institutes for Research®

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