

Texas 21st CCLC Grant Evaluation: Overview of Participation in Texas Afterschool Centers on Education Program and Quality Assurance Process Metrics



Introduction

This report provides a first look at Cycle 11 program participation and program quality measures in the Texas Afterschool Centers on Education (Texas ACE) program. The report uses preliminary data from the 2021–22 fall term from the Texas 21st Century Community Learning Centers (21st CCLC) Student Tracking System (TX21st), demographic data from the Public Education Information Management System (PEIMS), and data from the Quality Assurance Process (QAP) from the Texas Education Agency (TEA).¹ The purpose of this analysis was to describe the extent to which students and adult family members participated in Texas ACE programming and the types of activities in which they were engaged, and to provide preliminary data on QAP metrics derived from grantee self-assessments and external monitoring of program quality.

Overall, data analysis included information on 351 centers and 46 grantees in Cycle 11 for fall 2021.² A total of 36,715 students participated in more than 3.1 million hours of 21st CCLC programming across different activity types and subject areas. The Texas ACE program included 3,722 staff, and programming usually lasted 14 weeks and took place 4 days per week.

Frequency and Duration of Student Participation in Cycle 11 Texas ACE Programs in Fall 2021

Measures of attendance and participation include the number of days and hours of Texas ACE program participation, which are shown in Table 1. In fall 2021, 40% of Texas ACE students participated in programming for 45 or more days, and 25% of Texas ACE students participated in 133 or more hours (or approximately 3 hours of attendance per day for 45 days) of programming.³ On average, students participated in 35 days and 83 hours of programming. Table 1 also documents the proportion of

¹ TX21st data reported here are for the fall term of the 2021–22 school year. Full 2021–22 TX21st data will be described in the implementation report to be published in the spring of 2023.

² During fall 2021, Cycle 11 grantees were in the first year of their grant, which extended from July 1, 2021, to July 31, 2022.

³ Attending 90 or more days of 21st CCLC programming during a full regular school year is associated with better academic outcomes in Texas and in other states (as found in other statewide evaluations of the 21st CCLC program). The 45 days referenced in this report for fall 2021 represent half of the regular school year target.

students participating in various numbers of activities.⁴ On average, students participated in 73 different Texas ACE program activities in fall 2021.

Table 1. Student Participation Levels by Measure of Participation, Fall 2021

Attendance level	Number of students	Percentage of students
Number of days attended		
<22 days	13,464	37%
22–29 days	3,176	9%
30–44 days	5,539	15%
45–59 days	7,037	19%
60+ days	7,499	20%
Number of hours attended		
<66 hours	17,079	47%
67–87 hours	3,546	10%
88–132 hours	6,843	19%
133–177 hours	5,396	15%
178 hours or more	3,851	10%
Number of activities (quartiles)		
1–18	9,264	25%
19–57	9,233	25%
58–116	9,062	25%
117 or more	9,156	25%

Student Participation Levels by Student Characteristics

It is also important to understand whether program attendance (i.e., number of days attended and number or hours of program participation) varies across different populations of participating students (e.g., at-risk students,⁵ economically disadvantaged students, and emergent bilingual/English learners [EBs/ELs]). Table 2 includes the percentage of students participating in the lowest number of days and

⁴ The number of activities includes each unique activity in which students participated (e.g., participating in math three times in a week would count as three unique activities).

⁵ “At-risk” refers to students who are identified as being at risk for dropping out of school using state-defined criteria only (Texas Education Code §29.081, 2001). A total of 16 criteria to determine at-risk conditions are defined in the statute. For further detail, please refer to <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm#29.081>.

hours (i.e., less than 22 days and less than 33 hours) and the highest number of days and hours (i.e., 60 days or more and 178 hours or more) of Texas ACE programming during fall 2021.

As Table 2 shows, regardless of student characteristics, a substantial proportion of students attended fewer than 22 days or 33 hours of programming, while smaller percentages of students attended 60 days or more or 133 hours or more. Although only small differences in program attendance were observed for at-risk students versus students who were not at risk, economically disadvantaged students versus non-economically disadvantaged students, and EB/EL students versus non-EB/EL students, a larger percentage of Black students attended more than 60 days and more than 133 hours of fall programming compared with their Hispanic and White counterparts.

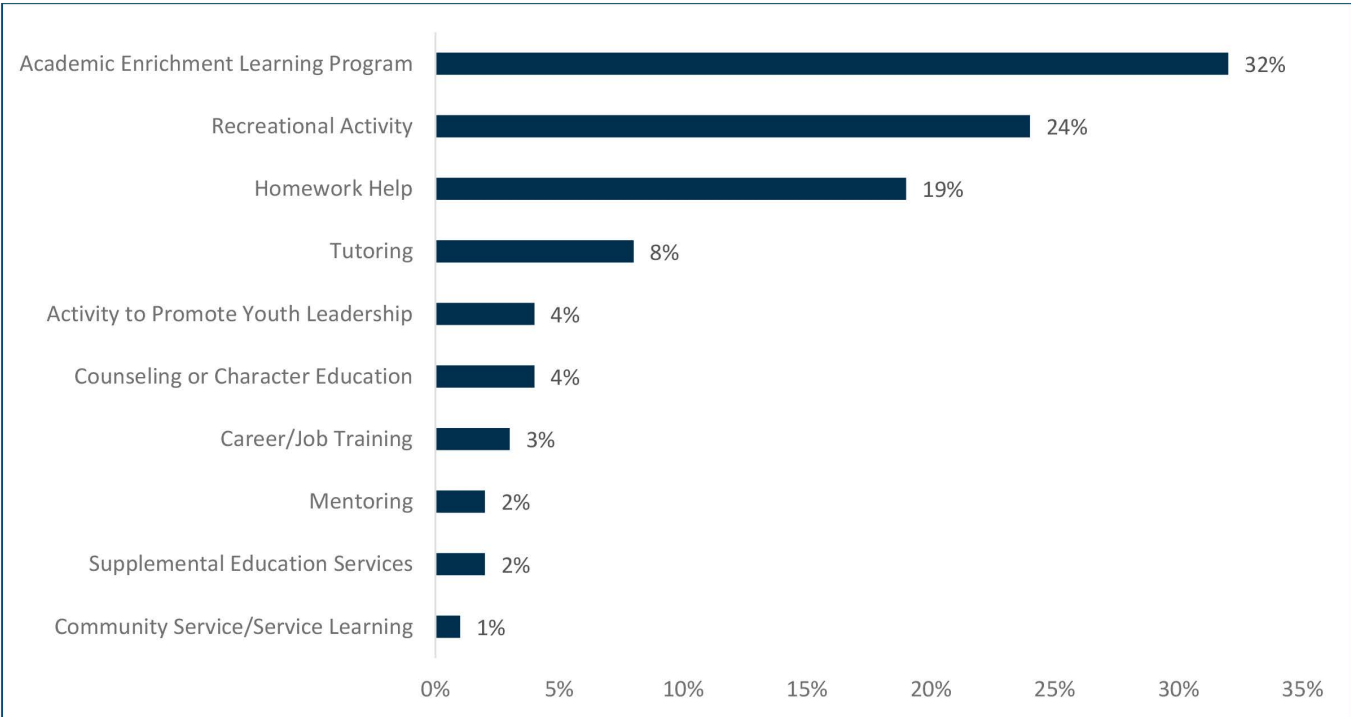
Table 2. Student Participation Levels (Days and Hours Attended) by Student Characteristics, Fall 2021

Status	Fewest number of days attended (Less than 22)	Highest number of days attended (60 or More)	Fewest number of hours attended (Less than 33)	Highest number of days attended (178 or more)
At-risk				
At-risk	37%	20%	47%	10%
Not at-risk	35%	23%	44%	12%
Economically disadvantaged				
Economically disadvantaged	37%	20%	47%	10%
Not economically disadvantaged	33%	27%	43%	14%
Emergent bilingual/English learners				
Emergent bilingual students/English learners	39%	17%	50%	9%
Not emergent bilingual students/English learners	35%	22%	45%	11%
Race/ethnicity				
Black	27%	27%	36%	13%
Hispanic	38%	19%	48%	10%
White	38%	19%	46%	11%

Percentage of Time Spent by Students and Adult Family Members in the Cycle 11 Texas ACE Program in Fall 2021

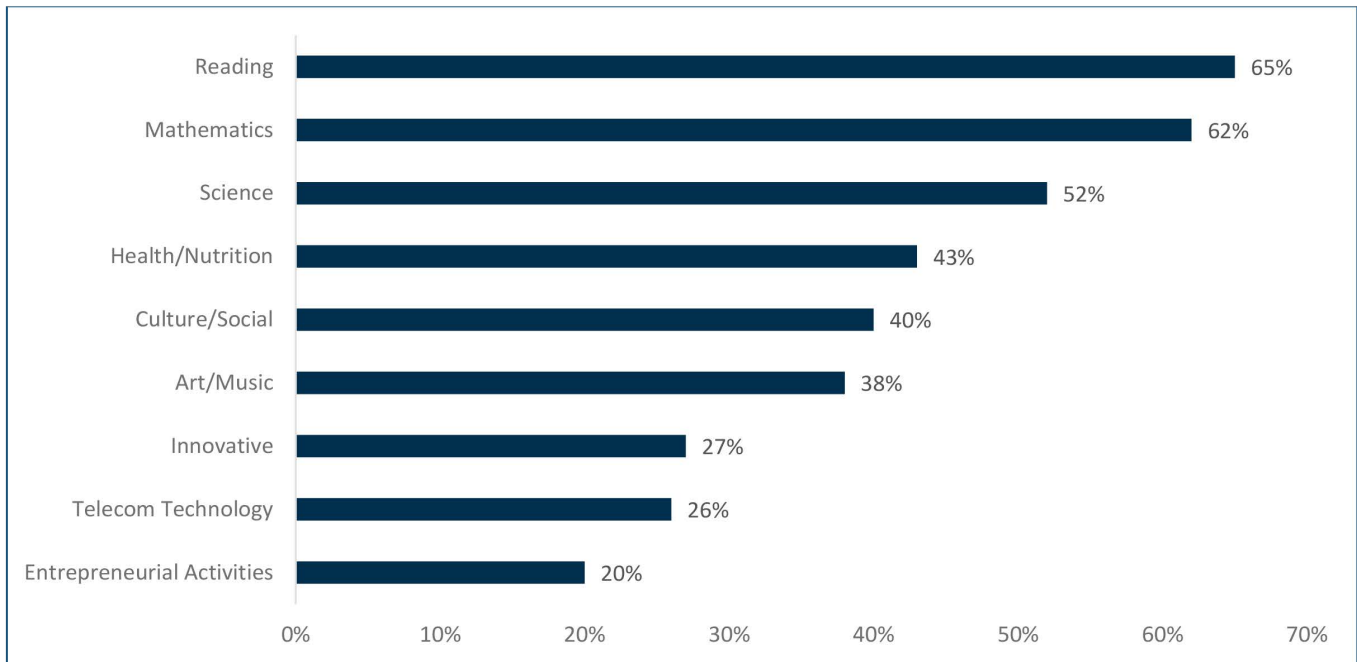
In terms of the percentage of time spent on a primary activity in Texas ACE programs, the three activities that consumed the largest proportion of students' time were academic enrichment learning programs (32%), recreational activities (24%), and help with homework (19%). Tutoring accounted for 8% of students' time in Texas ACE programs while 4% of students' time was spent in youth leadership activities and 4% of students' time was spent in counseling and character education (Figure 1).

Figure 1. Percentage of Time Spent on Texas ACE Program Activities by Primary Activity, Fall 2021



When the subject matter of afterschool sessions was examined, the three subject areas that consumed the largest proportion of students' time were reading (65%), mathematics (62%), and science (52%). These subjects were followed by enrichment activities related to health and nutrition (43%), cultural or social activities (40%), and arts or music (38%) (Figure 2).

Figure 2. Percentage of Time Spent on Texas ACE Program Activities by Subject, Fall 2021



In addition to student programming, adult and family activities are an important component of the Texas ACE program. In fall 2021, 334 of the 351 centers offered adult activities as part of their Texas ACE program. A total of 1,424 unique activities were offered.⁶ In addition, a total of 11,284 different adult family members attended Texas ACE events in fall 2021, accounting for a cumulative total of 37,646 hours of participation.

In fall 2021, most centers (59%) offered fewer than five activities for adult family members of students participating in the Texas ACE program. Thirty-one percent of centers offered 5–10 activities for adult family members of Texas ACE participants, and 10% offered more than 10 activities during the fall 2021 semester (Figure 3).

Figure 4 presents the percentage of time spent by adult family members of Texas ACE program participants in various activities. The largest percentage of adult family member time was spent on activities related to reading or literacy (42%), cultural/social events (42%), art/music (42%), and health/nutrition (40%).

⁶ This includes a particular activity that was offered multiple times during the fall 2021 period (e.g., financial literacy offered Monday, Wednesday, and Friday for 2 weeks would count as six unique activities).

Figure 3. Percentage of Texas ACE Centers by Number of Adult Activities Offered, Fall 2021

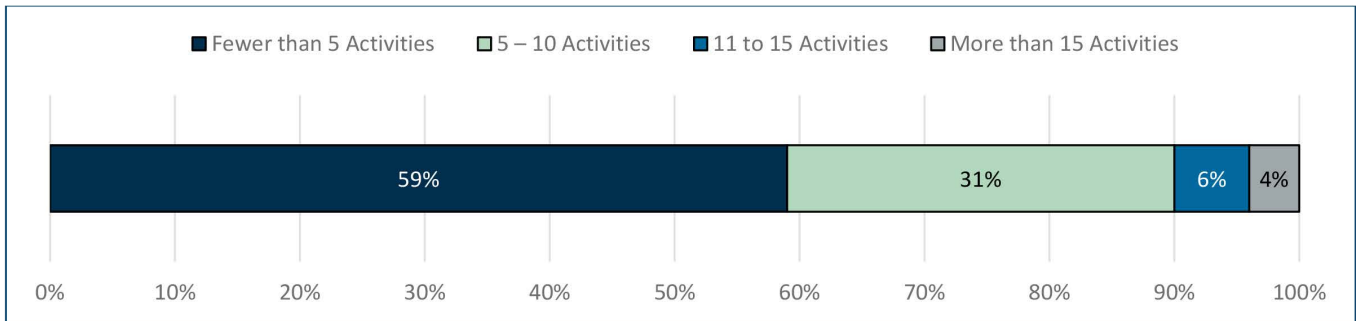
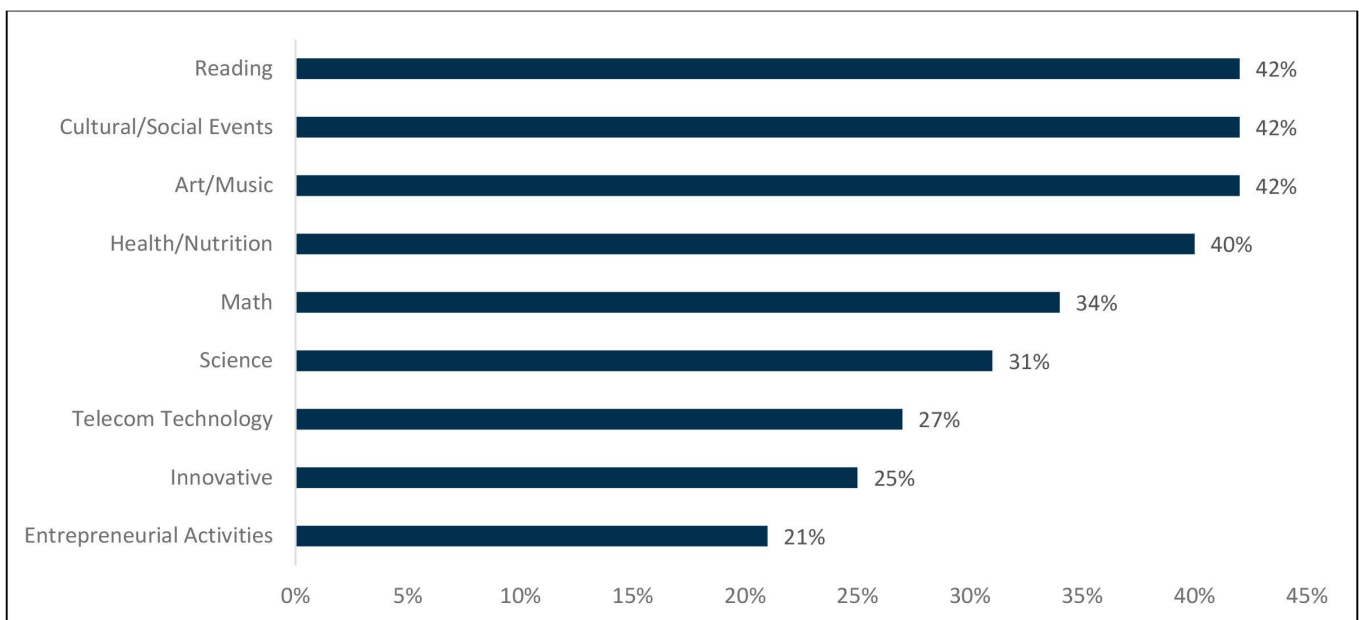


Figure 4. Percentage of Time Spent on Specific Activities by Adult Family Members of Texas ACE Program Participants, Fall 2021

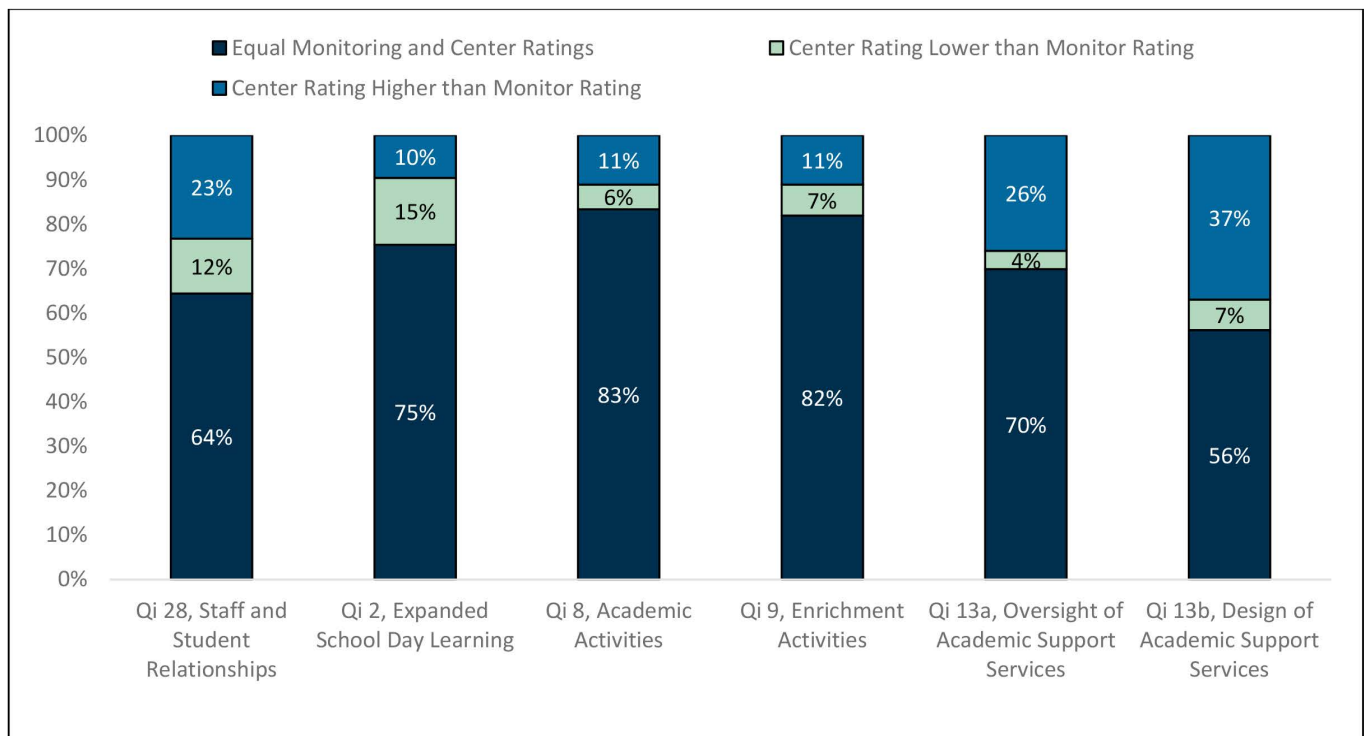


Performance of Cycle 11 Grantees and Centers on Quality Assurance Process Metrics

All grantees and centers in Texas participate in a new Quality Assurance Process (QAP). This is an annual process, with QAP self-assessment data reported during November (fall data), February (winter data), and May (spring data). The three time points cover different quality indicators (Qis), with feedback on the reports provided by the TEA. Center-level data are also reviewed by quality-assurance monitors, who assign scores for each quality indicator reviewed. This section presents self-assessment and monitoring scores for fall 2021 Qis associated with Cycle 11 grantees and centers.

The majority of self-assessment and monitor ratings were in agreement for all six Qis included for fall 2021.⁷ There is evidence of a sizeable disconnect for three of the six Qis, however. For Staff and Student Relationships (Qi 28), 23% of centers self-rated higher than the monitor rating; for Oversight of Academic Support Services (Qi 13a), 26% of centers rated themselves higher than the monitor; and for Design of Academic Support Services (Qi 13b), 37% rated themselves higher than the monitor. Additionally, for Oversight of Academic Support Services (Qi 13a), only 1% of centers self-rated as “non-compliant” but 32% rated as “optimizing,” while quality assurance monitors rated 15% of centers as “non-compliant” and 22% as “optimizing.” Similarly, for Design of Academic Support Services (Qi 13b), only 1% of centers self-rated as “non-compliant,” while monitors rated 34% of centers as “non-compliant” (Figure 5).

Figure 5. Agreement Between Center Self-Assessed Ratings and Quality Assurance Monitor Ratings (74-Center Subset With Both Scores Available)



Further exploration of these disconnects is warranted. At minimum, the disconnects suggest that programs need additional guidance concerning indicator levels, including what serves as evidence for having attained a given level of performance. This seems especially true for indicators relating to academic support.

⁷ Indicators are rated with scores of 0 (non-compliant), 1 (compliant), 2 (implementing), 3 (progressing), or 4 (optimizing). “Agreement” as used here means the center and monitor gave the program the same rating.