Texas 21st Century Community Learning Centers Grant Evaluation: Texas Afterschool Centers on Education

Descriptive Study of Site Coordinator Perspectives on Program Goals, Recruitment, Activity Provision, School-Day Linkages, and District Support (2022–23)

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List of Acronyms

American Institutes for Research (AIR)

high-impact tutoring (HIT)

high-quality instructional materials (HQIM)

research question (RQ)

social-emotional learning (SEL)

technical assistance (TA)

Texas Afterschool Centers on Education (Texas ACE)

Texas COVID Learning Acceleration Supports (TCLAS)

Texas Education Agency (TEA)

21st Century Community Learning Centers (21st CCLC)

Youth Program Quality Assessment (YPQA)

Executive Summary

Findings Highlights

- Site coordinators responding to the site coordinator survey were asked to choose their top three program goals from a predefined list. The most selected goal was "raise the academic performance levels of all participating students" (62%), followed by "support the social and emotional development of students" (61%).
- Site coordinators were also asked to indicate what they thought their school principal's top three goals were for the program. Seventy-three percent said that "raise the academic performance levels of all participating students" was a top goal, whereas 46% said that "support the social and emotional development of students" was a top goal.
- Two thirds of survey respondents said that they focused recruitment efforts "a lot" on students in need of support in mathematics or reading/language arts. About the same proportion said that they focused recruitment on students in need of "a safe place to be after school" (64%), whereas 53% said that they focused "a lot" on students needing support "developing social and emotional skills."
- In terms of how programs recruit, 62% said that they rely "a lot" on students, whereas 56% said that they rely "a lot" on school-day teachers. Activity leaders were also commonly cited (52% "a lot"), followed by parents/adult family members at 39%.
- About half of survey respondents (51%) said that half or more of their program's activities were led by a school-day teacher. Of those coordinators reporting less than half of activities led by a school-day teacher, 36% said that they did not have procedures in place for program staff to meet regularly with school-day staff to review the academic progress of individual students.
- Most of the interviewed site coordinators (14) reported having access to the school-day data they need. They mentioned primarily accessing disciplinary data, academic data, and positive behavioral intervention and supports data.
- Nearly all site coordinators responding to the survey (96%) said that feedback from students was "very important" for developing content for activities. About 95% said that program staff discussion was also "very important."
- Site coordinators associated with suburban programs were more likely than site coordinators associated with other locales to say that use of the results of a program quality assessment tool (e.g., Youth Program Quality Assessment) was "very

Findings Highlights

important" for activity design (82%, compared with 69% for city, 58% for town, and 65% for rural site coordinators).

- A vast majority of site coordinators responding to the survey indicated that the school district supports their program through provision of building space (81%). The next highest supports reported were staffing (62%), data analysis/analytic support (62%), and transportation (60%). The least-reported type of district-provided support was funding, with only 33% of site coordinators saying that they receive this type of support.
- Compared with site coordinators associated with school-district grants, site coordinators associated with non-school-district grants were less likely to report district supports in terms of curricula provision (30% vs. 54%), supplies (33% vs. 55%), funding (17% vs. 42%), professional development and technical assistance (TA; 36% vs. 69%), transportation (48% vs. 66%), data provision (47% vs. 56%), data analyses or analytic support (50% vs. 68%), or staffing (50% vs. 68%).

Best Practices

- **Establish effective communication strategies.** Interviewed site coordinators stressed the importance of establishing effective communication strategies with stakeholders, noting that "stakeholders" includes school district staff, school-day staff, students, caregivers, and community partners. It is also important to regularly assess communication strategy effectiveness relative to each stakeholder type. This is a foundational best practice; with effective communication it is easier to recruit and retain students, establish linkages to the school day, obtain and interpret data, form activities that are relevant to student need and interest, and establish buy-in from the school and stakeholders.
- **Build a visible school presence**. Recruitment and retention rely on effective communication, but also require visibility within the school or schools served. This could involve displays, advertisements, meetings, and so forth. Working with school counselors or athletic coaches may also help with recruitment and retention.
- **Show school-day staff how program goals support school goals.** As part of effective communication, it is important to clearly communicate how the program's vision and mission align with and support school and district goals. This helps school-day staff understand how Texas ACE programming is relevant for their own work and makes continued communication and information sharing easier.
- **Data literacy.** Site coordinators who effectively communicate with school-day staff are also more likely to obtain the school-day data they need and are more likely to be able to talk

Best Practices

through that data with knowledgeable school-day staff. This kind of side-by-side learning is essential for interpreting and using school-day data effectively, and is a powerful tool for planning activities and establishing stakeholder buy-in.

- **Provide engaging activities.** Active listening is essential for creating high-quality, engaging activities. Site coordinators need to know and consider stakeholder interests (including those of youth participants and activity leaders) while also considering overall program goals. Finding out about activity leader interests can help provide ideas for enrichment activities, since activity leaders who find their activities personally interesting will more effectively convey that interest and excitement to participants.
- **Establish district support.** Site coordinators who were interviewed said that attendance at district meetings or setting up virtual meetings with the superintendent can be effective for building district support. As part of this communication, however, the site coordinator needs to show how the program can support overall district goals. Using data to show how Texas ACE participants are being supported can be an effective and efficient way to do this.

Recommended Next Steps

1. It may be useful for Texas Education Agency (TEA) program staff to discuss the best practices material provided in this report with a broader audience of Texas Afterschool Centers on Education (Texas ACE) grant- or center-level staff (e.g., project directors and frontline staff). Discussions of this sort may confirm, clarify, correct, or otherwise detail specific best practices as outlined in this report and foster sharing of best practices among centers.
2. TEA may want to investigate the extent to which centers not associated with school-district grants have difficulty obtaining school-district support, as well as the extent to which these centers have access to alternative resources not asked about as part of the survey or interview.
3. In keeping with previous reports submitted to TEA by the American Institutes for Research® (AIR®), staffing challenges continue to emerge as a theme. TEA may want to continue exploring solutions to frontline staff-related challenges to help programs identify workable solutions.

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. Texas ACE, funded by the federal 21st CCLC

grant program, provides 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 TEA is required to conduct a statewide evaluation of Texas ACE. TEA has contracted with 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.

This report presents survey and interview data concerning program characteristics and implementation. The surveys were collected from Cycle 10 and Cycle 11 centers during spring 2023. At that time, the Texas ACE program was operating at **701 centers** (350 Cycle 10 and 351 Cycle 11) that are mostly school campuses. The programs were managed by 96 subgrantees (50 Cycle 10 and 46 Cycle 11) that were awarded funding in 5-year cycles. Cycle 10 ended July 31, 2023, and Cycle 11 will end July 21, 2026, if funding remains available.[1] The interviews, which were designed as exploratory follow-up to the survey, were conducted with site coordinators in fall 2023. In total, 15 site coordinators from Cycle 11 were interviewed, along with five site coordinators from Cycle 12 (which began operating in fall 2023).

This report provides answers to three specific research questions (RQs), which follow. The first two specifically reference the Texas ACE Roadmap, a TEA guide designed to help grantees implement high-quality programming at the center level.

- **RQ2.1.** How are Texas ACE centers approaching the adoption of practices and approaches that reflect the quality components detailed in the Texas ACE Roadmap?
- **RQ2.2.** How does adoption of key practices and approaches related to the quality components detailed in the Texas ACE Roadmap vary across different types of centers?[2]
- **RQ2.3.** What especially innovative or robust practices and approaches are being employed that may warrant consideration as best practices for the Texas ACE community more broadly?

[1] Cycle 12 began operating in fall 2023. Cycle 12 programs will be included in future evaluation reports. The number of centers and grants active during spring 2023 is based on TX21st System data.
[2] Research questions (RQs) RQ1 and RQ2 have been adjusted from versions shown in the *2021–22 Perspectives on Staffing Report* to reflect the new emphasis of the Texas Education Agency (TEA) on the Texas Afterschool Centers on Education (Texas ACE) Roadmap.

Although this report is organized by theme rather than RQ, notations are included to indicate which questions each section addresses.

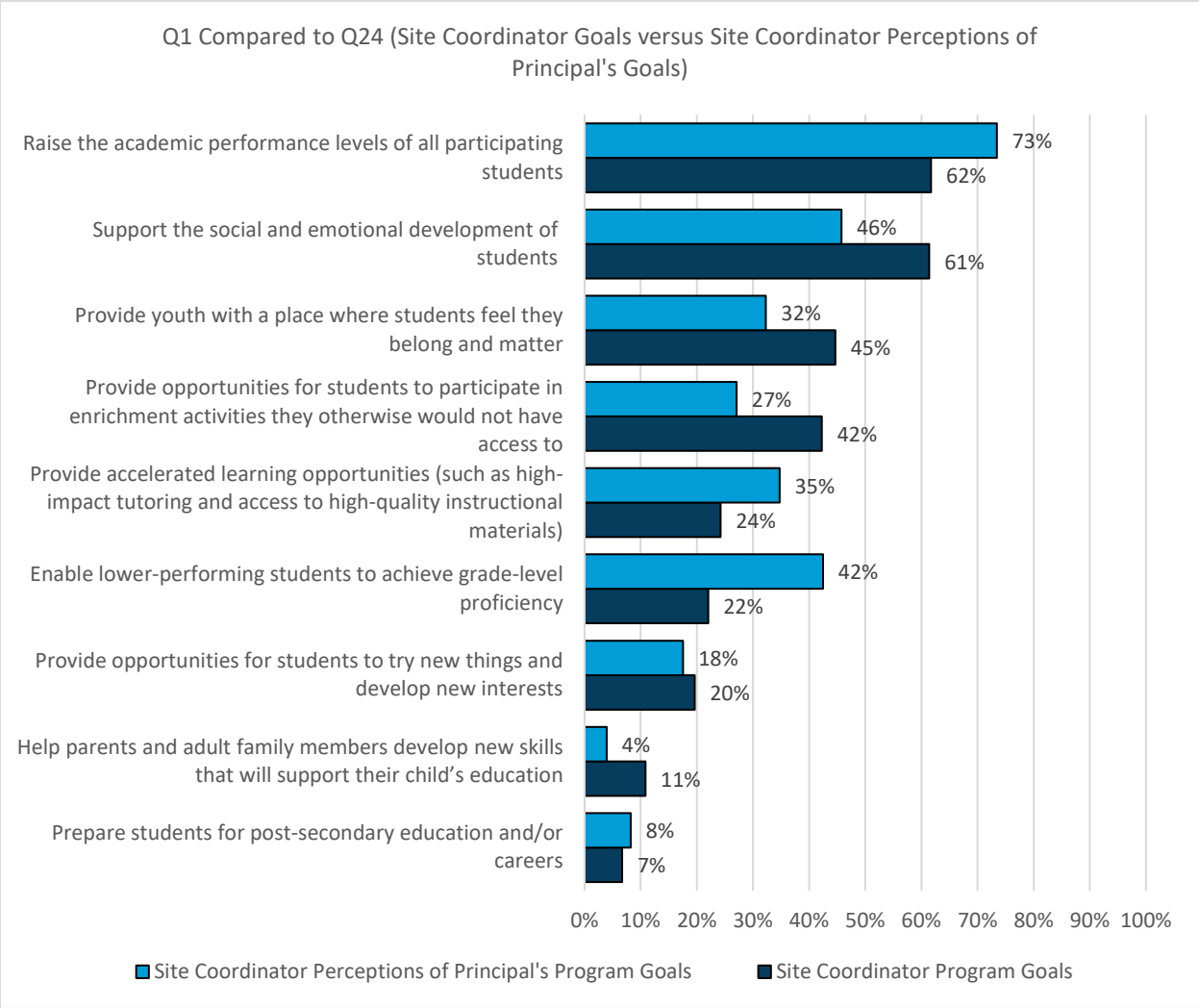
Program Goals

On the survey, site coordinators were asked to select **their top-three program goals** from a predefined list. The most selected goal was "raise the academic performance levels of all participating students" (62%), followed by "support the social and emotional development of students" (61%). Using the same list of goals, site coordinators were also asked to indicate what they thought their school principal's top three goals were for the Texas ACE program. The responses revealed discrepancies, as shown in Exhibit ES1.

The interview protocol included questions about **goal formation**. Interviewed site coordinators tended to cite student needs (13 coordinators) or school needs (16 coordinators) as primary drivers for goals. A minority of coordinators mentioned considering district needs (four site coordinators), whereas only two mentioned considering caregiver or family needs. Fifteen of the 20 site coordinators interviewed said that they included school administrators in goal setting, and half said that they included school-day teachers.

Site coordinators were asked about **challenges** to accomplishing their program goals. About 14% of respondents said that they were having difficulty finding resources to meet a need for health-related resources for families, and about the same percentage indicated that they were having difficulty finding resources to meet a need for counseling resources for parents/adult family members. Additionally, site coordinators taking the survey provided 233 open-ended

Exhibit ES1. Site Coordinator Perceptions of Principal Program Goals, with Site Coordinator Goals for Comparison



Source. Texas ACE Site Coordinator Survey, Spring 2023.

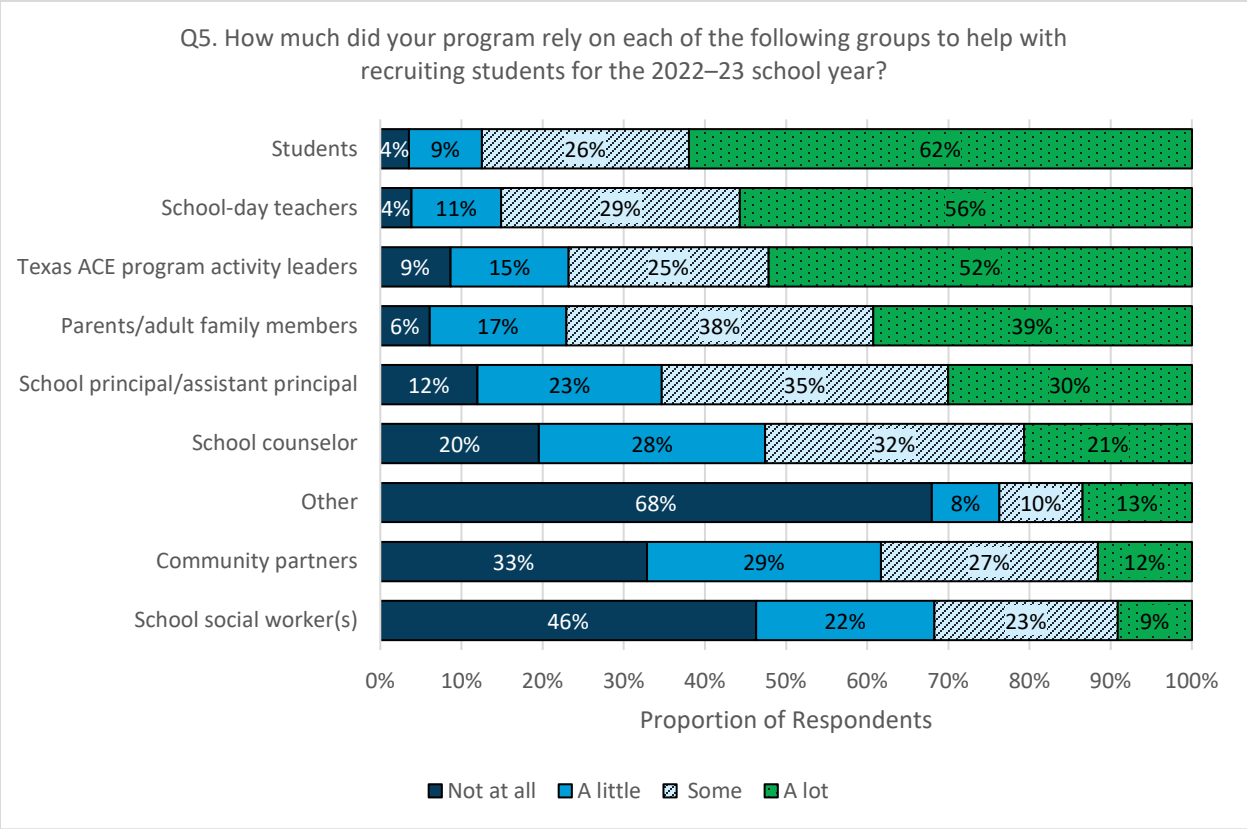
Note. N = 610. Texas ACE – Texas Afterschool Centers on Education.

answers concerning the types of challenges they've faced in trying to meet their program goals, and of these, 78 (or about a third) said that staffing was a challenge. For example, one site coordinator said, "There has been an unprecedented turnaround for all levels of staff at this site. Establishing meaningful structure and lessons has been difficult." Another said, "It's hard to find staff. Teachers are significantly exhausted by [end of day]." These quotes are representative of the answers received.

Student Recruitment and Retention

Two thirds of survey respondents said that they focused **recruitment** efforts "a lot" on students in need of support in mathematics or reading/language arts. About the same proportion said that they focused recruitment on students in need of "a safe place to be after school" (64%), whereas 53% said that they focused "a lot" on students needing support "developing social and emotional skills." In terms of how programs recruit, 62% said that they rely "a lot" on students, whereas 56% said that they rely "a lot" on school-day teachers. Activity leaders were also commonly cited (52% "a lot"), with parents/adult family members at 39%. See Exhibit ES2.

Exhibit ES2. Recruitment at Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N ranged from 621 to 626, with 409 for "Other." Texas ACE – Texas Afterschool Centers on Education.

Additionally, site coordinators who were interviewed mentioned that they also rely on stakeholders other than school staff and students. Six site coordinators reported that program staff participate in the recruitment process, whereas several site coordinators mentioned that a common mechanism for recruitment is family and community events. Some site coordinators said that they found success working with school counselors (three site coordinators) and athletic coaches (two site coordinators) to help them recruit students for the program as well.

In terms of **retention**, site coordinators who were interviewed said that they work to foster a sense of community and belonging. Specifically, they work to provide students with opportunities to make choices and give feedback on their programs through the use of student "voice and choice" (nine site coordinators) and offering interesting enrichment activities aligned to student interests (six site coordinators). Five site coordinators stated that providing social-emotional learning programming and support to students helped them feel more welcome in the program and created a sense of belonging. Four site coordinators mentioned actively building relationships with the students by greeting them at the door and checking in to see how they're doing, whereas four site coordinators noted that hosting family and community events helped students stay engaged and committed to the program. A majority of site coordinators (12) specifically mentioned using student feedback surveys to help increase engagement (and thereby retention), whereas eight mentioned using caregiver surveys for a similar purpose.

Linkages to the School Day

About half of survey respondents (51%) said that half or more of their program's activities are led by a school-day teacher. Respondents who indicated that less than half of their activities are led by a school-day teacher were asked follow-up questions concerning school-day linkages. Of particular note, **more than a third of these respondents (36%, or about 17% of all respondents) said that they do not have procedures for program staff to meet regularly with school-day staff to review the academic progress of individual students**.

Site coordinators who were interviewed described using both formal and informal communication strategies to discuss student academic and social progress with school-day staff, specifically mentioning communicating with administrators, teachers, counselors, leadership teams, and front office staff. Sixteen site coordinators described formally communicating with school-day staff through **regular meetings**, although the frequency of these meetings varied from daily or weekly to monthly or bimonthly. Regardless of meeting frequency, site coordinators use these meetings to provide programming updates and schedule changes to school staff, and also to discuss student needs around attendance, discipline, and academic progress. Additionally, site coordinators said that they use these meetings to better understand student communication preferences, engagement, and family or home life. Several site coordinators noted that these discussions provide needed context to ensure that programming is meeting student needs and to identify emerging needs.

Finally, most of the interviewed site coordinators (14) reported having access to the **school-day data** they need. They mentioned primarily accessing disciplinary data, academic data, and positive behavioral intervention and supports data. Site coordinators said that they gain access to these types of data through a data management system that the school or district uses or

that they ask for specific reports that are run by school administrators, data clerks, or other staff who manage data at the school. Accessing these data can be challenging, however—especially if the site coordinator has to ask a school staff to pull data or run a report. On the other hand, three site coordinators mentioned that working with school staff on data requests has helped them improve their data literacy skills.

Activity Provision

Survey respondents were asked to indicate what information they consider when developing the content for activity sessions. The most selected option was "feedback from students," with 96% of site coordinators saying that this was "very important." About 95% of respondents also said that program staff discussion was very important, and about 89% said that specific learning goals were very important. Interestingly, only 42% of respondents said that copies of lessons from the school day were very important. See Exhibit ES3.

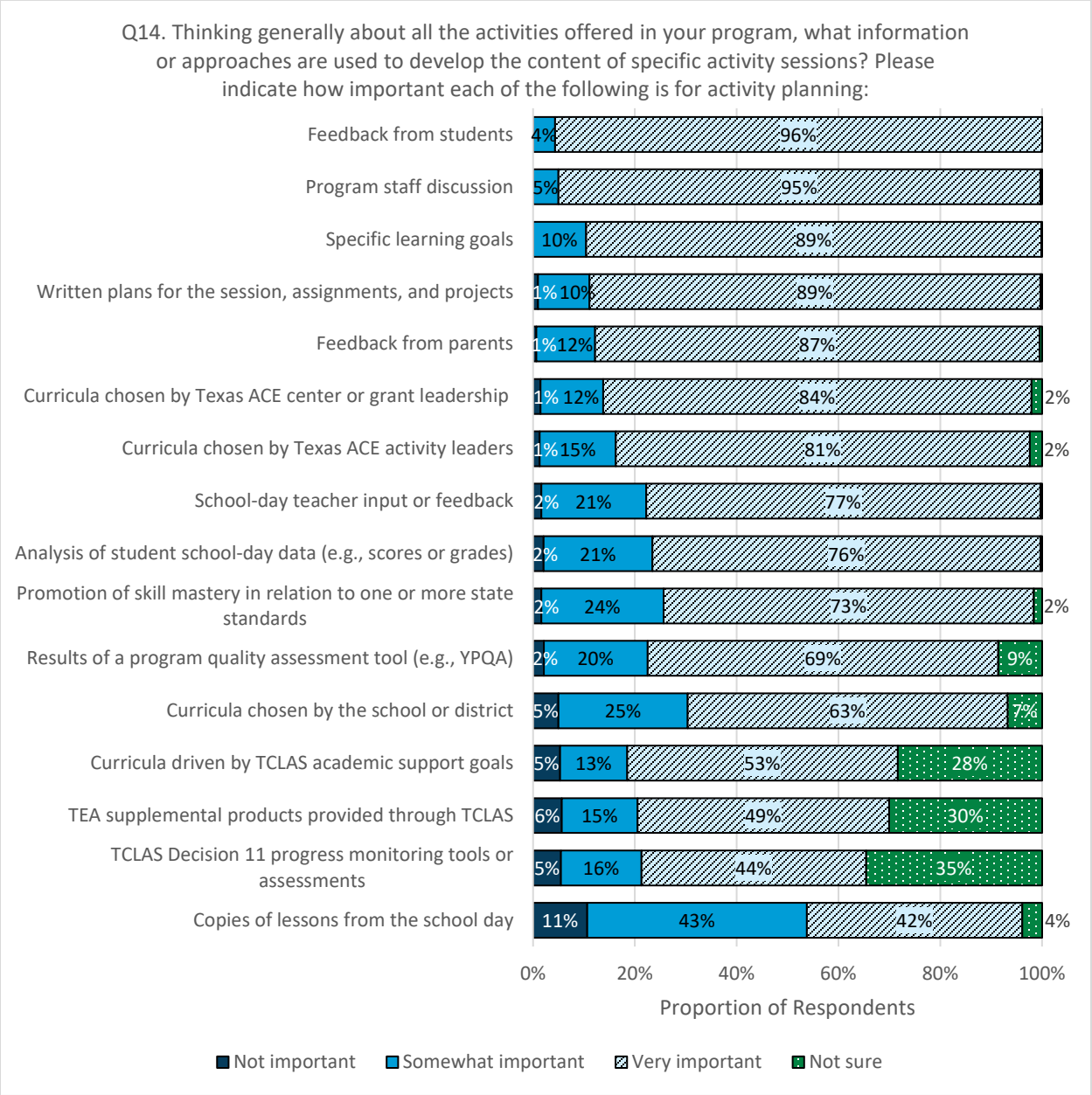
In terms of carrying out the activities themselves, seven site coordinators who were interviewed said that they make sure that academic content is reinforced in the program through a variety of activity types and that doing so provides students with academic content that is aligned to what they receive during the school day. Additionally, site coordinators said that they design their activities to develop specific skills such as typing and leadership, to address social issues such as bullying, or to face health concerns such as smoking/vaping. Coordinators emphasized the importance of having a good pulse on the school community to better tailor program offerings that not only address but also anticipate student needs.

Role within the District

A vast majority of site coordinators responding to the survey indicated that the school-district supports their program through provision of building space (81%). The next highest supports reported were staffing (62%), data analysis/analytic support (62%), and transportation (60%). The least-reported type of district-provided support was funding, with only 33% of site coordinators saying they receive this type of support.

There were notable support differences when looking at site coordinator responses by school-district grant status (i.e., whether the agent managing the 21st CCLC grant funds is or is not a school district). Site coordinators associated with a school-district grant were more likely to report receiving district support than were site coordinators not associated with a school-district grant. This response is expected, but the consistency and extent of the disparity is worth highlighting. See Exhibit ES4.

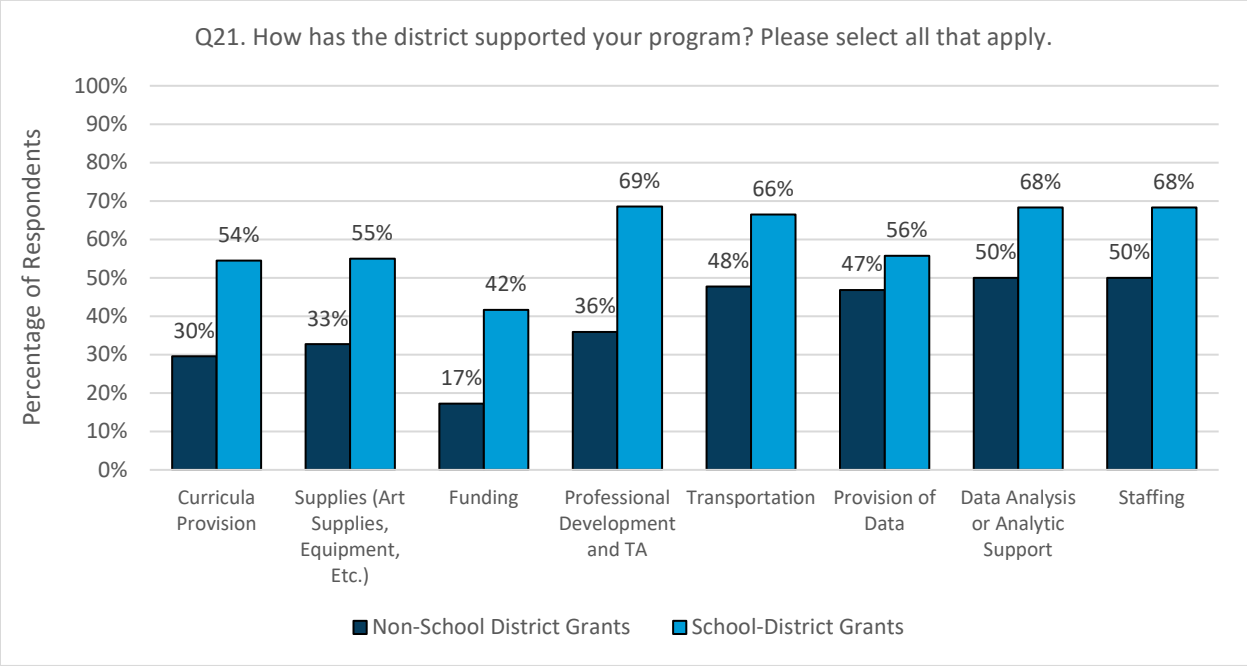
Exhibit ES3. Activity Development in Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. N ranged from 618 to 624 for this set of items. TCLAS – Texas COVID Learning Acceleration Supports, TEA – Texas Education Agency, Texas ACE – Texas Afterschool Centers on Education, YPQA – Youth Program Quality Assessment.

Exhibit ES4. District Support for Texas ACE Programs, by School-District Grant Status



Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. N = 220 for non-school-district grants, N = 391 for school-district grants. Only statistically significant differences are shown ($p \leq .05$). TA – technical assistance, Texas ACE – Texas Afterschool Centers on Education.

Perhaps of particular relevance to programs not associated with school-district grants, site coordinators who were interviewed said that they worked to overcome challenges obtaining district support by establishing a presence outside of program time. They said that they did this by attending district meetings and/or setting up virtual meetings with the superintendent. They also said that clearly communicating program goals and showing the alignment between Texas ACE and district goals helps establish buy-in, as does periodic sharing of program data and outcomes to demonstrate the benefits of the program.

Texas COVID Learning Acceleration Supports (TCLAS) Decision 11

Only 20% of respondents said that their program is receiving funding for TCLAS Decision 11 High-Quality Afterschool, but more than half the respondents were not sure (55%). Respondents who said that their program received funding by TCLAS Decision 11 were presented with two additional questions. First, they were asked whether they were using the high-quality instructional materials (HQIM) provided through TCLAS Decision 11 in Texas ACE tutoring supports. The vast majority of respondents said that they were (80%), whereas 13% said that they were not sure. Only 7% said "no." Second, respondents who said that they were funded by TCLAS Decision 11 were asked how effective HQIM have been in terms of accelerating learning for students. The majority of respondents indicated that HQIM themselves were at least moderately

effective (82%) and that tools or assessments included with HQIM designed to monitor student progress were at least moderately effective as well (72%). Respondents also indicated that professional development and training related to using HQIM was at least moderately effective (73%).

Discussion

Several themes emerge from these findings. First, ***program alignment with stakeholder interests*** is very important. Within the broader goals of 21st CCLC statewide and nationally, program goals need to be aligned with school and district goals, while program services need to be aligned with individual student and community interests and needs. Aligning the program in these ways is essential to building stakeholder buy-in, which in turn is important for ensuring material and staffing support from schools and districts while keeping attendance numbers high. This is, of course, easier framed conceptually than it is practically, especially in cases where stakeholder priorities are ordered differently.[3] Additionally, alignment cannot be taken to mean mere reflection of district or school goals over against student or adult family member needs; rather, district, school, parent/family member, and student priorities should be aligned within a cohesive system of supports, of which Texas ACE programming is a part.

Instrumental in successful alignment is the second emergent theme, **strong communication**. Strong communication is necessary for good alignment to take place. Discussing the Texas ACE program goals with school and district administrative staff—and doing so with an active listening approach—can enable Texas ACE programs to prioritize certain goals, highlight areas of goal overlap, and explain how all program goals support school or district primary goals. Participating in this type of communication can also provide an opportunity to convey student and adult family member needs to the school or district that are either attendant to academic goals or are logically prior to academic learning (e.g., nutrition, positive relationships, or mindsets). This in turn helps build school and district buy-in, since it enables them to see how the Texas ACE program can help them accomplish goals that are important to them. To convey this, however, program staff have to arrange for discussion time with school and district leaders—and do so on a regular basis for the purpose of keeping the program visibly relevant.

Communication with community stakeholders is also necessary, including with partners and parent/family members. Such communication is essential for assessing community strengths and needs, setting student development goals, and for telling stories of program success. Enabling caregivers to provide feedback in an ongoing way is also important; such opportunities need to be designed to enable adults to provide sincere, fully articulated feedback (e.g., using

[3] Note that this is suggested by the comparison of site coordinator top-three program goals with site coordinator perceptions of principal top-three program goals.

anonymous suggestion boxes in addition to formal and informal information gathering approaches). Communication with students, and especially allowing for student voice and choice, is also a highlight: Students who have a say in the activities (what they are or how they go about them) will help students stay engaged.

Finally, the third theme, implicit in the previous two, is **effective data use**. Close review of school-day data is extraordinarily important for planning activities, because using school-day data to identify areas of general student need helps keep the program focused and relevant. Interest survey data can also be helpful during planning, both in terms of staff interest (what enrichment activities are possible) and in terms of participant interest (whether student or adult). Keeping track of program attendance and using indicators for potential program leavers can help with retention, and using school-day outcome data can be useful for telling the story of Texas ACE program impact. These things in turn further stakeholder buy-in.

None of these emergent themes are new or unknown. Furthermore, aligning programs, establishing effective communication, and using data well will all require careful tailoring to local factors, with no one-size-fits-all approach. However, these broad themes can perhaps provide a high-level way for programs to reflect about their overall program strengths and identify areas in which they may need to improve. Considered alongside the material provided in the Best Practices section, these themes could be useful as frameworks for discussion about program quality.

Introduction

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 Texas ACE. 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.

This report presents survey and interview data concerning program characteristics and implementation. The surveys were collected from Cycle 10 and Cycle 11 centers during spring 2023. At that time, the Texas ACE program was operating at **701 centers** (350 Cycle 10 and 351 Cycle 11) that are mostly school campuses. The programs were managed by 96 subgrantees (50 Cycle 10 and 46 Cycle 11) that were awarded funding in 5-year cycles. Cycle 10 ended July 31, 2023, and Cycle 11 will end July 21, 2026, if funding remains available.[4] The interviews, which were designed as exploratory follow-up to the survey, were conducted with site coordinators in fall 2023. In total, 15 site coordinators from Cycle 11 were interviewed, along with five site coordinators from Cycle 12 (which began operating in fall 2023).

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

- **RQ2.1.** How are Texas ACE centers approaching the adoption of practices and approaches that reflect the quality components detailed in the Texas ACE Roadmap?

[4] Cycle 12 began operating in fall 2023. Cycle 12 programs will be included in future evaluation reports. The number of centers and grants active during spring 2023 is based on TX21st System data.

- **RQ2.2.** How does adoption of key practices and approaches related to the quality components detailed in the Texas ACE Roadmap vary across different types of centers?[5]
- **RQ2.3.** What especially innovative or robust practices and approaches are being employed that may warrant consideration as best practices for the Texas ACE community more broadly?

Although this report is organized by theme rather than RQ, notations are included to indicate which questions each section addresses.

[5] Research questions RQ1 and RQ2 have been adjusted from versions shown in the *2021–22 Perspectives on Staffing Report* to reflect the TEA's new emphasis on the Texas ACE Roadmap.

Overview of Data Collection

This report relies on two sources of data: a site coordinator survey and site coordinator interviews. This subsection presents a short description of each of these data types, along with notes concerning response rates and data limitations.

Site Coordinator Surveys (Spring 2023)

During March and April 2023, AIR collected surveys from Texas ACE site coordinators. Surveys were collected from staff associated with Cycle 10 and Cycle 11 grantees. The purpose of the survey was to ask site coordinators about their program goals, recruitment strategies, connections with the school day, activities, and role within their school district. The survey also included a set of questions concerning Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 implementation.

Role Definition for Site Coordinator

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. Each site coordinator reports to a project director (who oversees administration of Texas ACE grant funds), although sometimes these roles can be held by the same person.

Overall, AIR invited all 701 site coordinators associated with Cycle 10 and Cycle 11 to take the survey. A total of 619 complete surveys were collected (88% response rate), along with 17 partial surveys (91% response rate). Of these, 310 were Cycle 10 respondents (49%) and 325 were Cycle 11 respondents (51%). All surveys were administered online. A copy of the survey is included in Appendix A. Additional information about survey respondent characteristics is presented in Appendix B.

Site Coordinator Interviews (Fall 2023)

Based on the spring 2023 site coordinator survey data, AIR identified 15 site coordinators associated with Cycle 11 programs for follow-up interviews. The primary goal of these interviews was to further explore the topics covered by the site coordinator survey, selecting site coordinators for interview based on survey responses indicating innovative, promising, or effective practices in relation to program goals, recruitment, school-day linkages, activity provision, and role within the school district. Additionally, AIR selected five site coordinators associated with Cycle 12 for participation in the interviews. Because Cycle 12 site coordinators did not participate in the spring 2023 site coordinator survey, these sites were selected

primarily to find out how new grants have approached the topics covered by the survey, with an interest in uncovering areas of particular challenge or need.

The data used to guide sample selection were therefore primarily obtained from the responses to the site coordinator survey. Criteria were based on an examination of key forced-choice responses to items appearing on the 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, program locales, and grade levels served). Site coordinators associated with Cycle 12 were selected primarily based on TEA recommendation, although with the specification that the five site coordinators selected should represent a variety of program locales and grade levels served.

The survey items used in this sampling effort, along with notes concerning the specific sampling criteria for both Cycle 11 and Cycle 12 site coordinators, are included in Appendix C.[6] A copy of the interview protocol is included in Appendix D. All interviews were conducted during fall 2023.

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 provide answers they think are socially acceptable even if the answers are not completely true. Also, the interviews associated with Cycle 11 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. It is helpful to keep this intention in mind when reviewing interview findings.

[6] 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.

Presentation of Findings

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

This section presents findings from the spring 2023 site coordinator survey and fall 2023 interviews, organized by theme:

- Program Goals
- Student Recruitment and Retention
- Linkages to the School Day
- Activity Provision
- Program Role in District Education Strategy
- TCLAS Decision 11 and High-Impact Tutoring[7]

Exploration of each theme includes presentation of data from both the site coordinator survey and from the interviews (noting that, due to time constraints and question priorities, the interviews did not include questions about the role of the program in district education strategy or TCLAS Decision 11). Additionally, significant subgroup differences in survey response patterns are presented where relevant (with all statistically significant differences presented in Appendix E, with significance determined via chi-square at $p \leq .05$). Subgroups analyzed included program cycle, locale (i.e., rural, town, suburban, or urban), grade levels served (primarily elementary vs. primarily middle or high school), and grant type (i.e., whether the entity that applied for and received the 21st CCLC grant is a school district or some other type of entity).

Program Goals

The national 21st CCLC program has a broad, overarching goal (as outlined in Title IV Part B of the Elementary and Secondary Education Act) to "provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools" (U.S. Department of Education, n.d.). The program is also intended to offer "literacy and other education services to the families of participating children." Within this

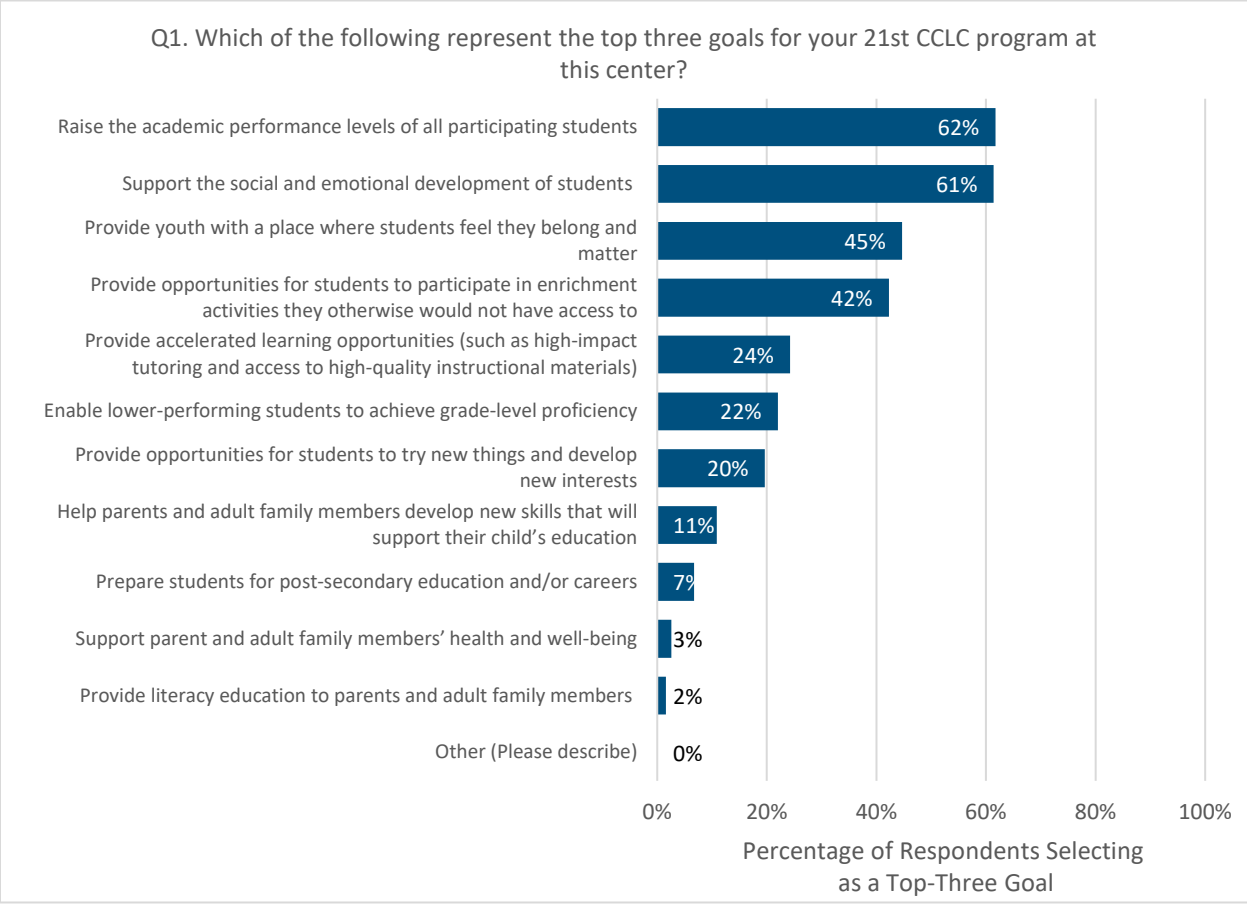
[7] Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 supports high-quality afterschool programs by delivering targeted academic support. This targeted support is aligned with individual student needs, high-quality curriculum and instruction, and the regular school day. This funding is made available through Elementary and Secondary School Emergency Relief III.

high-level purpose, and within aligned priorities as set by TEA, each individual Texas ACE program sets site-specific goals. To gain a sense of these local goals, the site coordinator survey presented site coordinators with several questions around program priorities and goal formation. Additionally, the interviews included a series of questions that sought to explore how programs set their goals, how they assess progress toward those goals, and how those goals are adjusted over time. This section presents results of these questions.

Goals of Texas ACE Programs

The first question of the site coordinator survey presented respondents with a list of predefined goal types and asked them to select three that represent the highest priorities for their center. The most selected goal was "raise the academic performance levels of all participating students" (62%), followed by "support the social and emotional development of students" (61%). The third and fourth most selected goals were "provide youth with a place where students feel they belong and matter" (45%) and "provide opportunities for students to participate in enrichment activities they otherwise would not have access to" (42%). See Exhibit 1.

Exhibit 1. Program Goals Identified by Texas ACE Site Coordinators



Source. Texas ACE Site Coordinator Survey, Spring 2023. *N* = 622.

Note. Texas ACE – Texas Afterschool Centers on Education, 21st CCLC – 21st Century Community Learning Centers.

Site coordinators associated with rural programs were more likely than site coordinators associated with other locales to select "raise the academic performance level of all participating students" as a top-three goal (72% for rural, compared with 65% for town, 61% for suburban, and 56% for city-based respondents). Site coordinators at centers primarily serving elementary students were also more likely to select this goal than were site coordinators at centers serving primarily middle or high school students (65% compared with 56%). However, site coordinators at centers primarily serving middle or high school students were more likely to select "prepare students for post-secondary education and/or careers" as a top goal (14% compared with 2%). Additional subgroup comparison data are presented in Appendix E, Exhibits E1–E3.

During the interviews, site coordinators were asked about their student achievement and development goals in particular. Of the 20 site coordinators interviewed, 11 mentioned that improving state assessment scores was a primary goal, and 10 said that improving student grades was a primary goal; 17 site coordinators mentioned that at least one of these was a priority goal. Additionally, 10 site coordinators said that improving student attendance was a primary goal, seven indicated that decreasing the number of student behavior incidents was a primary goal, and five said that providing social-emotional learning (SEL) support for students was a primary goal. These findings align with the survey data presented in Exhibit 1. However, several site coordinators also described primary goals and objectives that went beyond the typical academic or behavioral goals. These goals often seemed tailored for specific community needs such as reducing food insecurity, increasing nutrition education, or facilitating language acquisition.

Goal Development

The preceding raises a question about how site-specific goals are developed. During the interviews, site coordinators described goal formation as a response to needs, primarily student needs (13 site coordinators) or school needs (16 site coordinators). As detailed by the coordinators, student needs included both academic and social needs, whereas school needs focused on improving academic achievement and school attendance. A minority of site coordinators also mentioned that they consider district needs (four site coordinators), which overlapped with school needs with a focus on improving academic achievement and school attendance. Only two site coordinators mentioned that they consider caregiver needs, specifically mentioning that they sought ways to increase family engagement. These interview responses did not vary meaningfully across site locales or grade levels served.

> "In my mind, I think what I always look at first is, what is the campus needs? When I look at the campus needs, I'm trying to find out what is exactly that we can align with our program to the campus regular school-day learning?"
>
> *– High school site coordinator*

"So, my first line of defense is always the campus improvement plan … I go through that, and I just see what goals my principal and the administrators have set. And then we also have the district improvement plan. So I always make sure that I'm real familiar with that during the summer months. And then I base everything based off of that just so that I make sure that they see the value in the program and we're partnering up and making sure that we're utilizing this program and these funds to meet their goals as well. So that's most important for me."

– K–8 site coordinator

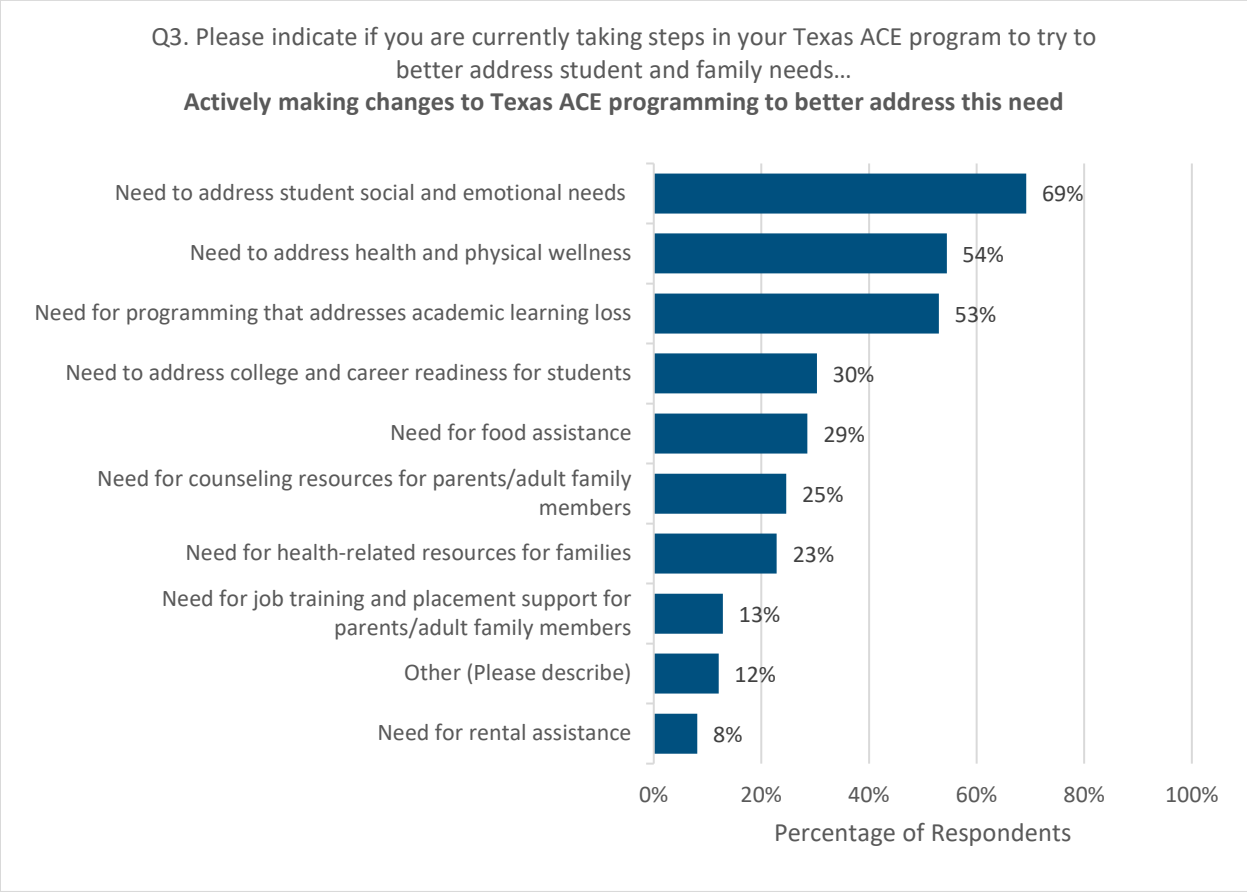
When asked how they go about assessing these needs, site coordinators said that they access and review different types of data. This includes data such as student grades (11 site coordinators) and state assessment scores (seven site coordinators); behavioral data such as attendance (11 site coordinators) and discipline data (seven site coordinators); and perception data provided through caregiver surveys (12 site coordinators), student surveys (seven site coordinators), and conversations with school-day staff (five site coordinators). Site coordinators noted that review of academic data helps them determine what topics to focus on in their programming (e.g., reading and math), whereas student behavior data help them identify social-emotional competencies to target. Perception data collected through surveys or conversations help site coordinators understand how program goals can address issues that families are struggling with, while also providing a gauge of stakeholder interest.

"I look very closely at all my students' grades, but not just their grades. I ask every six weeks. I ask about attendance, which I can see, but I still ask about participation in class. So I look every six weeks at all of that, getting all that information gathered from the teachers and even disciplinary actions."

– Middle school site coordinator

Related to the use of perceived needs for goal setting, the site coordinator survey included a question about adjustments to programming relative to perceived needs. As shown in Exhibit 2, 69% of all site coordinators who answered this question indicated that they were actively making changes to their programming to better meet student social and emotional needs (despite only 61% of respondents indicating that supporting social and emotional development of students was a primary program goal, as shown in Exhibit 1). Interestingly, the second-most selected response to this question concerned changes to address health and physical wellness needs (with about 54% selecting this option). The third-most selected adjustment concerned need for programming to address academic learning loss (about 53% of respondents), an adjustment that fits well with known challenges associated with the post-pandemic context.

Exhibit 2. Changes Made by Texas ACE Site Coordinators to Meet Student and Family Needs



Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. N ranged from 593 to 630, with 401 for "Other." Percentages shown are calculated using 630 as the denominator, however, because Question 3 consisted of multiple checkbox options making it somewhat unclear what the precise denominator should be. Texas ACE – Texas Afterschool Centers on Education.

In terms of the stakeholders involved in the goal-setting process, during the interviews, site coordinators mentioned including a variety of individuals. Fifteen site coordinators said that they included school administrators in the process, 10 said that they included the Texas ACE program director, and 10 said that they included other school-day staff (e.g., counselors). These were the most frequently mentioned groups included in setting program goals. Site coordinators involving school administrators said that they connected with them about the campus improvement plan and schoolwide performance data. These site coordinators indicated that involving school administrators helps align program goals to school needs. Site coordinators who mentioned including the program director said that the director helped by reviewing program outcomes from the previous year, along with student data (e.g., STAAR data). Other school-day staff were involved as curriculum coaches and instructors to ensure that Texas ACE and school-day goals are aligned.

Additionally, eight site coordinators reported that school-day teachers (not working in the program) are involved in the goal-planning process, and eight reported that they include center staff (with two site coordinators saying that they include both teachers and center staff). School-day teachers are involved via goal-setting meetings or by being asked to provide access to class data and information related to their foci for the school year. Center staff are involved through discussion of the team's needs and how they can improve to better serve Texas ACE students. Further, some coordinators mentioned including caregivers (six site coordinators), students (four site coordinators), or district staff (four site coordinators) in the goal-planning process.[8] Site coordinators reported that involving students and caregivers in particular helps to better understand what students and families would like to accomplish, what they are interested in, and what academic and nonacademic support would be helpful. Finally, one site coordinator reported that involving district staff can be useful because it helps them understand the district's vision for the program and student needs. Another site coordinator mentioned leveraging an advisory group that includes multiple types of stakeholders to provide input and weigh in on program goals.

Soliciting Feedback

Two site coordinators mentioned utilizing a suggestion box at their sites to allow community members (e.g., caregivers and teachers) to voice opinions that might otherwise go unheard. One site coordinator reported that they appreciated the opportunity to receive anonymous feedback that helps them better serve their school communities.

Using the interview data, stakeholder involvement in goal setting was considered in terms of center characteristics as well. Although the differences were minor when comparing strategies by locale and school type, elementary school sites seemed to take a more collaborative approach and included a variety of stakeholders in the goal-planning process. This is reflected in the quotes that follow.

"The people that are involved in our goal-setting process, of course, we're going to be utilizing our team in terms of the 21st CCLC Program director, the family engagement specialist, school staff, which also includes the instructional leadership team. I meet frequently with these people to make sure that they're engaged in the planning and implementing of the program. I get to interact with them to get their feedback and their perspective on different areas and ways that we can improve as well as just keep them engaged in the process. We also have our parents. We have our parent center that allows parents to offer feedback and suggestions."

– Elementary school site coordinator

[8] This is somewhat at odds with the fact that only two site coordinators mentioned considering caregiver needs in goal setting. However, this may indicate an implicit prioritization (i.e., school needs figure more heavily than caregiver needs) or could be the effect of imperfect recall.

"So we all kind of work collectively to establish these goals, especially with the input from the teachers since they know the students best, and we go from there."

– Elementary site coordinator

"We have an advisory group that we have where we have two parents. There's administrators still on that group, and then we have some teachers, and then we actually have two students [who] are on our advisory group."

– High school site coordinator

"I try to get as many community partners involved as possible, and that way, they can have a little bit more buy-in and they feel more like stakeholders and that they're a part of the school. Especially in a small community, the school is usually the pillar of the community. So, I try to make sure that they're very much involved."

– K–8 site coordinator

Note that four site coordinators also mentioned that student feedback is important to goal setting and adjustment.

Measuring Progress toward Goals

As with goal setting, site coordinators pointed to the importance of using data to assess progress toward goals. As could be expected, the kind of data used aligns with the type of goal. Site coordinators mentioned using student grades and state assessment data to assess progress toward academic performance goals, student attendance data to assess student participation, and the number of behavioral incidents to assess progress toward social goals. Perhaps of more importance than the exact type of data used to assess progress, however, is the frequency of such review. According to the interviewees, regularly assessing progress toward goals helps site coordinators identify programming strengths and areas of improvement, which can inform programming pivots such as activity design and offerings as well as staffing and/or community partner needs. Additionally, site coordinators mentioned that showing positive progress toward goals can also help show district and school leaders how the Texas ACE program may be helping students, which can go a long way toward garnering buy-in and future support from these leaders.

When asked to share examples of recent achievements or milestones that demonstrate center success, six site coordinators shared that they saw improvement in academic performance (targeted through homework help and tutoring), and five said that they saw an increase in program attendance (which was attributed to student input in designing engaging activities).

"That's the only way we know if we're doing any good … So the data is extremely important. We need to know where we are, who we need to reach out to, who we can put more effort in with. That's why I look [at the data] every six weeks at what's going on. That way I know A, B, and C students, I really need to focus on them, reach out to them while continuing to focus on my other students."

– Middle school site coordinator

"Last year we exceeded our goal, not only for attendance, but also with raising the grades … So, I was very proud of our students ... Right now [it's] October 31st. We actually have several students at our [target] number ... Our principal gets involved ..., where we do a little celebration, candy that they normally wouldn't get in school for doing things like that."

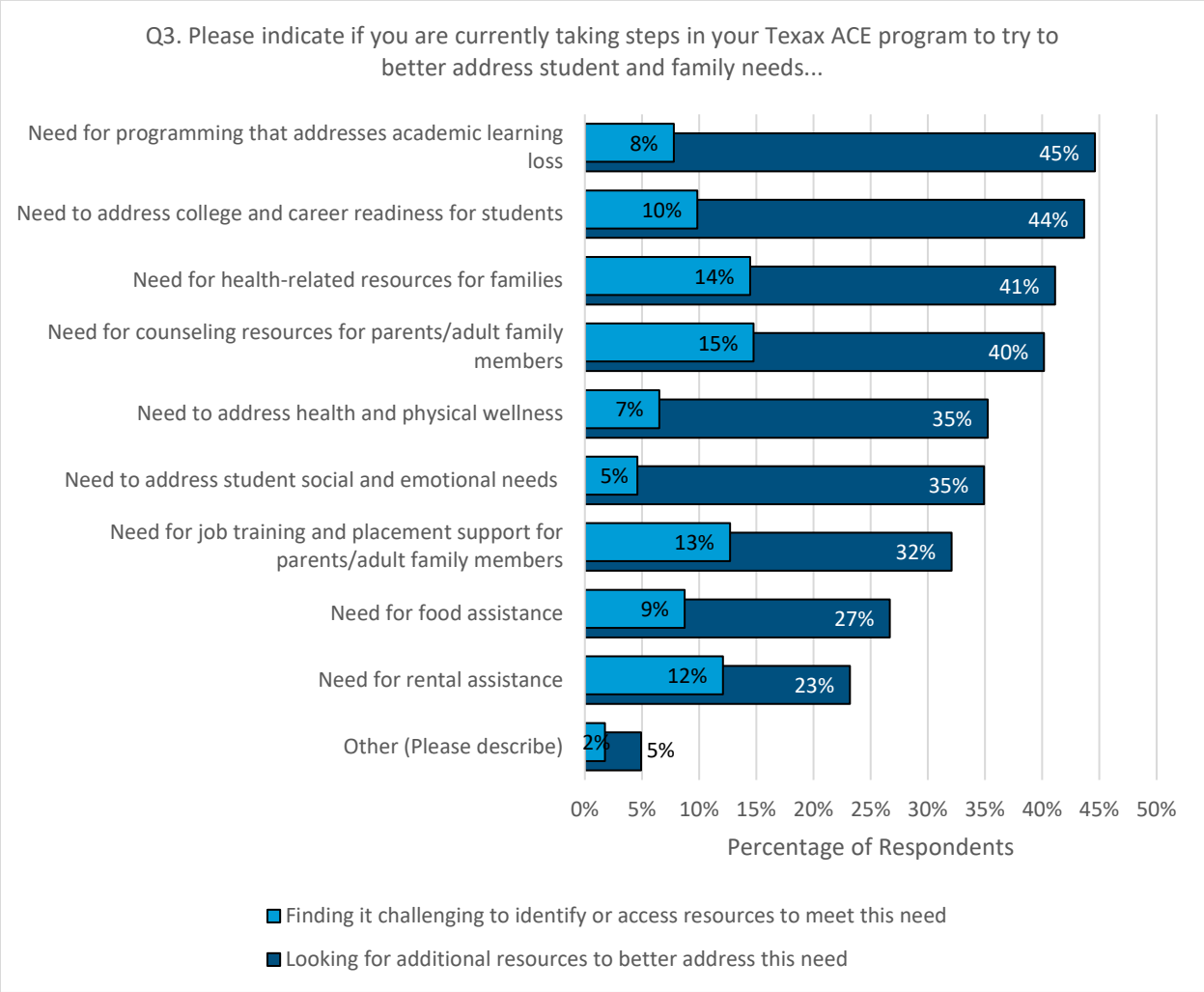
– Middle school site coordinator

Challenges to Goal Attainment

Both the site coordinator survey and the interview protocol included questions related to challenges to goal attainment. Based on the survey data, 281 respondents (or about 45% of all coordinators providing an answer to this question) said that they were looking for additional resources to support programming that addresses academic learning loss, with 49 (or about 8%) saying that they were finding it challenging to identify or access additional resources to meet this need. A total of 275 (about 44% of site coordinators answering this question) indicated that they were looking for additional resources to support college and career readiness, with 62 (about 10%) saying that they were finding this search challenging. A total of 259 (about 41%) indicated that they were looking for additional resources to provide health-related resources to families, with 91 (about 14%) saying that they were finding this challenging. See Exhibit 3. Significant subgroup differences are presented in Appendix E, Exhibits E4–E16.

As a follow-up question concerning primary program goals, the survey asked respondents to type in any challenges they have experienced as they seek to accomplish their identified goals. A total of 233 responses were received to this question. Of these, 78 (or about a third of all responses) had to do with staffing. For example, one respondent said, "It's hard to find staff. Teachers are significantly exhausted by the [end of day]." Another responded, "There has been an unprecedented turnaround for all levels of staff at this site. Establishing meaningful structure and lessons has been difficult." Yet another indicated that "without proper staff-to-student ratios and dependable instructors, it's impossible to plan and give the students the high-quality programming that they deserve." These types of comments were, by far, the most common responses.

Exhibit 3. Areas of Additional Resource Need Identified by Texas ACE Site Coordinators



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N ranged from 593 to 630, with 401 for "Other." Texas ACE – Texas Afterschool Centers on Education. Percentages shown are calculated using 630 as the denominator, however, because Question 3 consisted of multiple checkbox options making it somewhat unclear what the precise denominator should be.

Site coordinators who were interviewed also mentioned staffing difficulties as hindering progress toward goals. For example, six site coordinators indicated that they are still struggling simply to find staff for their sites. Two site coordinators mentioned that teachers at their sites have expressed wanting to participate in the program but felt too burned out from working during the school day. Another site coordinator mentioned that finding certified teachers has been challenging, and thus they

Challenge to Meeting Program Goals: Finding Staff

"It's hard to find staff. Teachers are significantly exhausted by the [end of day]."

– Site Coordinator Survey response

have relied on college students who are pursuing a career in education to lead activities. Combined with the survey response data, this indicates that there is a sizeable minority of centers that are struggling to meet their program goals due to challenges related to staffing.[9]

Challenge to Meeting Program Goals: Schedule Changes and Competing Activities

Changes in school schedules and competition with other after-school activities can present a challenge for site coordinators trying to meet attendance goals. For instance, a shift to a longer school day leaves less time for Texas ACE programming, while school sports can pull students away from the Texas ACE program.

In addition to staffing-related challenges, five site coordinators explained that they are struggling with student attendance. In one instance, a site coordinator mentioned that a change in the school's schedule affected the attendance of their Texas ACE program. Students now have longer school days (Tuesday–Friday), which reduces the number of hours they can participate in Texas ACE activities. Additionally, other site coordinators reported that competing with sports and other afterschool activities has made it challenging to meet their attendance goals (although note that this is a well-known challenge for afterschool program attendance generally, especially for programs serving older youth).

Lastly, one site coordinator mentioned the challenge of changing the bad reputation of Texas ACE at their school site. Students and parents had previously held a negative view of Texas ACE. To overcome this challenge the site coordinator engaged the community, listened to their concerns, and ultimately partnered with another program from the local school district to strengthen their current ACE program. In addition, the site changed the name of the program to give it a fresh start. By doing so, the site coordinator expressed that they are starting to see positive change at their site and an increase in participation.

Student Recruitment and Retention

Both the survey and the interviews included questions about center recruitment and student retention. This section presents data on these topics.

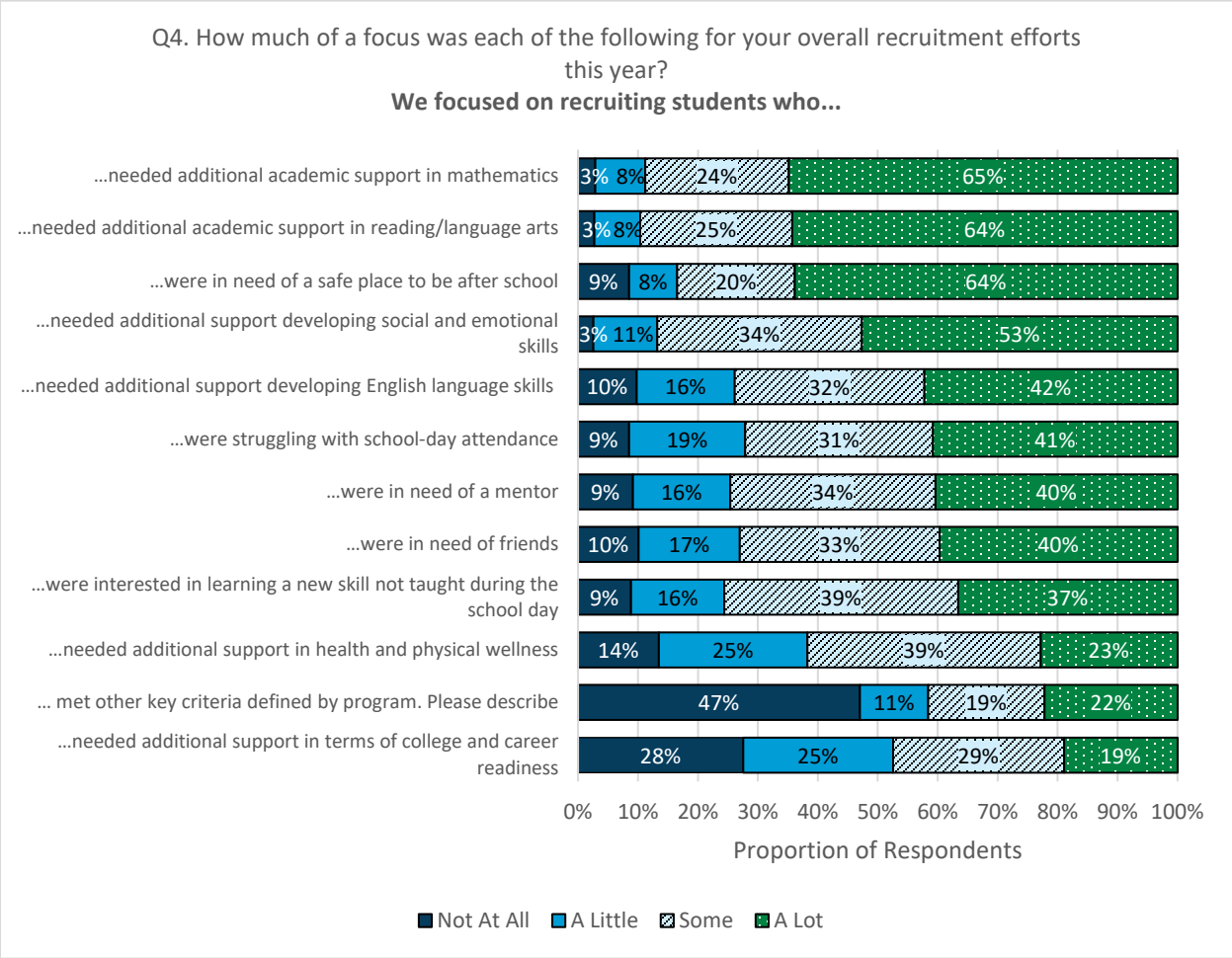
Recruitment and Enrollment Priorities

Given national, state, and local program goals, as well as resource limitations and community needs, programs may have different recruitment priorities. The survey asked a series of questions about this, beginning with a question concerning recruitment focus in terms of student needs. As shown in Exhibit 4, just under two thirds of respondents said that they

[9] For similar previously reported findings, see Vinson et al. (2023).

focused recruitment efforts “a lot” on students in need of support in mathematics or reading/language arts. About the same proportion said that they focused recruitment on students in need of “a safe place to be after school” (64%), whereas 53% said that they focused “a lot” on students needing support “developing social and emotional skills.”

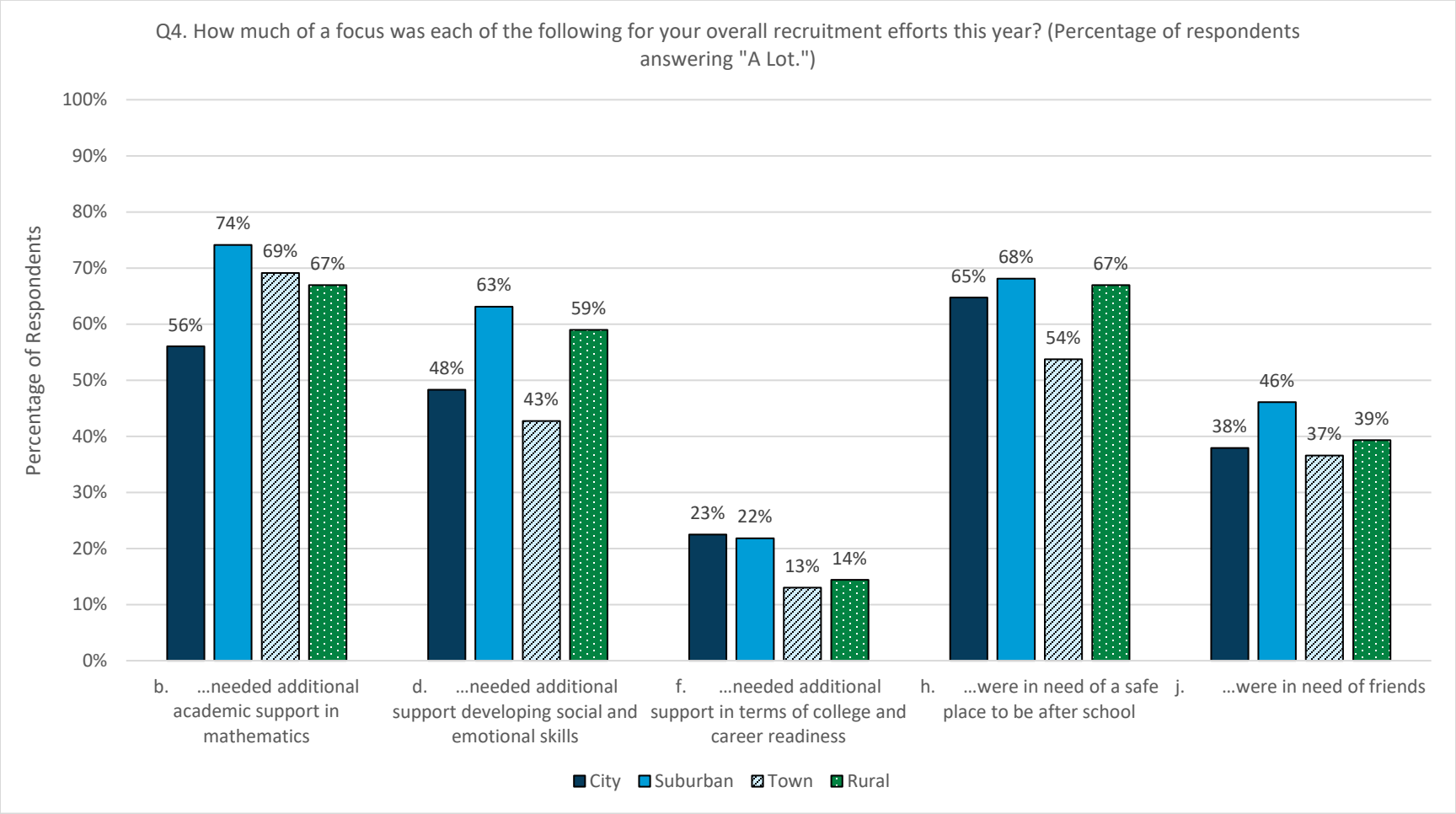
Exhibit 4. Recruitment Priorities at Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023. N ranged from 621 to 627, with 500 for “Other”. Texas ACE – Texas Afterschool Centers on Education.

These answers did vary somewhat by program locale. City-based site coordinators were least likely to say that they recruited “a lot” based on need for academic support in mathematics, whereas site coordinators associated with suburban and rural programs were more likely than those associated with city- or town-based programs to say that they focused “a lot” on recruiting students in need of “additional support developing social and emotional skills” (63% and 59% for suburban and rural, respectively, compared with 48% and 43% for city and town, respectively). See Exhibit 5.

Exhibit 5. Statistically Significant Differences in Recruitment Priorities at Texas ACE Programs, by Locale



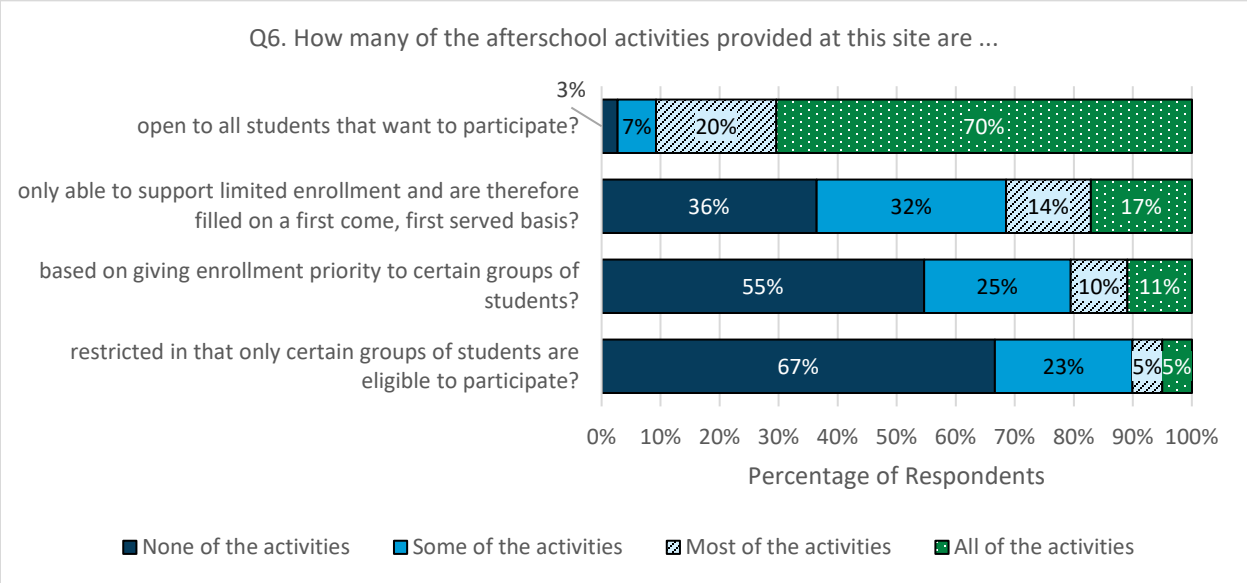
Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. City *N* = 241, suburban *N* = 143, town *N* = 124, and rural *N* = 118. Texas ACE – Texas Afterschool Centers on Education. Results are based on chi-square testing, $p \leq .05$. Only statistically significant differences are shown (i.e., data varied significantly when comparing data across locales).

There were also significant differences in terms of grade levels served. Site coordinators at programs primarily serving elementary-age students were more likely to say that students needing reading/language arts support constituted "a lot" of their recruitment focus (69%, compared with 56% for site coordinators at programs primarily serving middle or high school students). Figures for mathematics support were nearly identical, with 69% of site coordinators associated with elementary sites saying that they focused on this "a lot" for recruitment, versus 57% for site coordinators associated with middle or high-school centers. Conversely, site coordinators associated with middle or high school centers were more likely to say that they put "a lot" of focus on recruiting students in need of college- and career-readiness support than were site coordinators associated with centers serving elementary-age students (30% compared with 13%, respectively). Additional subgroup differences are shown in Appendix E, Exhibits E17–E33.

Similar to recruitment priorities, the survey also included a question about enrollment limitations. Although not strictly about recruitment or retention per se, enrollment limitations necessarily have an impact on recruitment. As shown in Exhibit 6, 70% of site coordinators indicated that all of their activities are open to any students who want to participate. However, this leaves a sizeable minority of site coordinators who indicated that at least some of their activities had enrollment restrictions. Also, as indicated by the response patterns to this multi-item question, it seems evident that a center's activities could be open to all students while still having a limited number of slots (filled either on a first-come-first-served basis or with enrollment by priority groups).

Exhibit 6. Enrollment Priorities at Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N ranged from 617 to 628. Texas ACE – Texas Afterschool Centers on Education.

There was a difference in enrollment priorities in terms of locale, with site coordinators from city and suburban programs more likely to say that at least some of their activities had limited enrollment (70% for city and 73% for suburban site coordinators, compared with 54% for town-based site coordinators and 50% for rural site coordinators). Similarly, 24% of town-based site coordinators and 28% of rural site coordinators said that at least some of their activities were restricted to certain groups of students, compared with 39% for city-based site coordinators and 36% for suburban site coordinators. Additional statistically significant subgroup differences are shown in Appendix E, Exhibits E40–E46.

Recruitment Procedures

As part of the site coordinator interviews, the AIR evaluation team sought to explore how programs go about recruiting students. Half of the site coordinators (10) mentioned reviewing student performance data (e.g., grade and assessment scores) to identify students who would benefit most from Texas ACE programming. Six site coordinators also stated that they were involved in identifying student needs, with six site coordinators saying that they receive input from school-day staff. Two site coordinators mentioned that they try to recruit students who are disengaged or labeled as "bad kids." Site coordinators identify these students by being present during the school day and engaging with students who they believe need extra support and could benefit from Texas ACE.

> "Every time we have progress reports, I'm in with the teachers, okay, what kids do we need to send an invitation stating that, 'Hey, we see that your kid is struggling.' And then it's a very personalized invitation, 'Hey, we see that so-and-so is struggling with math … Here's a tailored plan that your child will be receiving.' Not only tutoring, but tutoring that is specifically based off of what they need to get them to where they need to be."
>
> *– Elementary and middle school site coordinator*

> "And I hate when teachers tell me … 'He's a bad kid'… I don't want to hear that ... I want to give this kid his own chance, and I want to see how he responds with me, because sometimes those bad kids are completely different after school … I don't see those kids as bad kids. I see them as kids that need a lot more help ... and if I can provide that, I try my best to do that … I want my program to be inviting. So that's part of the recruitment also, is being inviting to every student, not just the ones that you think should be here."
>
> *– Middle school site coordinator*

Site coordinators also emphasized the importance of having a presence on campus during the school day—that students and staff need to "know who you are." Beyond review of school data and relational recruitment strategies, then, site coordinators reported using word of mouth around the school; emails to school-day staff asking whether they would recommend specific students who

might benefit from extra academic help or enrichment opportunities; flyers posted in the school; job announcements on websites and social media; and leveraging campus and community events such as back to school night, open house, meet the teacher, and Texas ACE summer programming. In general, word of mouth was reported as the most successful of these strategies, because students relay their positive experiences to their friends, and staff share improvements they have observed from students in the program with other students and families.

> "Definitely you want to hit the ground running. So the more that you can get that face time at the beginning of the school year, the better. So definitely whatever campus events that are held, that site coordinator wants to make sure that they're there, they've got applications, they've got maybe a table set up, something that's going to highlight what kids have made in the program, so some type of artifact. Just different things of that nature to help with that recruitment. So things like we have a back-to-school expo during the summertime."
>
> *– Elementary site coordinator*

> "First, it's being seen. You've got to go out in the school. You cannot be just stuck in your classroom thinking that people are going to come to you. If you want people to come to your program, you have to make sure that everyone knows who even is running the program."
>
> *– Elementary site coordinator*

Related to the notion of program visibility, the survey and interview protocol included questions about stakeholder involvement in the recruitment process. Nearly two thirds (62%) of survey respondents indicated that they rely on students "a lot," whereas 56% said that they rely on school-day teachers "a lot." See Exhibit 7.

As a group, site coordinators associated with suburban and rural programs relied more on students for recruitment than did site coordinators associated with city- or town-based programs, with two thirds of site coordinators in suburban and rural locales (66% each) saying that they rely on students "a lot" compared with 60% for city-based site coordinators and 57% for site coordinators associated with town-based programs. Additional subgroup differences are shown in Appendix E, Exhibits E34–E39.

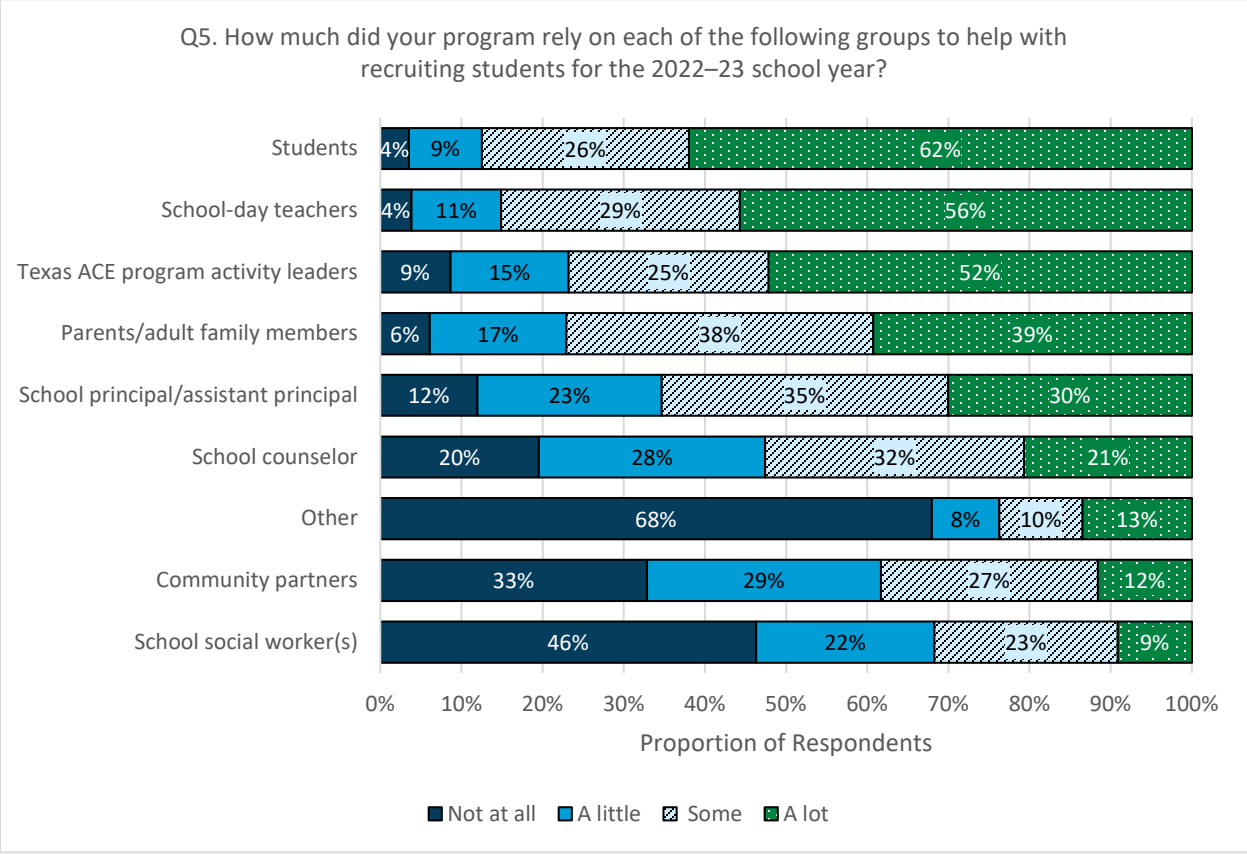
The interviews reinforced these findings. Eighteen site coordinators emphasized the role of school administrators in student recruitment, whereas 16 said that school-day teachers were important to successful student recruitment. Site coordinators explained that because school administrators and school-day teachers are engaged with students on a regular basis, they are able to target specific populations or individual students who would benefit from enrolling in Texas ACE. For example, one site coordinator explained that the special education population at their site was especially important to school-day staff, and so the school-day staff helped the site coordinator recruit those students for the Texas ACE program. Six site coordinators also

reported that school administration helped them identify and recruit students who were struggling with behavior issues.

"Mainly, it's my school staff. That is my bread and butter. My school staff is so important. Communication with them, collaboration with them, it is so important."

– Middle school site coordinator

Exhibit 7. Recruitment at Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023. N ranged from 621 to 626, with 409 for "Other."
Note. Texas ACE – Texas Afterschool Centers on Education.

Seven site coordinators mentioned that students play a large role in the recruitment process. Students often invite their friends to their favorite activities and inform fellow students of what the program has to offer. In addition, several site coordinators use incentives (e.g., gift cards, food) that reward students for bringing friends to the program.

"Yeah, definitely. [Students say] my friend is there, and I want to do what they're doing, and I want to join the robotics team, and I want to do this and that. And so, that's how I get more [students], how the kids want to join."

– Elementary school site coordinator

Site coordinators mentioned relying on stakeholders other than school staff and students as well. Six site coordinators reported that program staff participate in the recruitment process, whereas several site coordinators mentioned that a common mechanism for recruitment is family and community events. Lastly, some site coordinators found success working with school counselors (three site coordinators) and athletic coaches (two site coordinators) to help them recruit students for the program. For example, one site coordinator explained that an athletic coach utilizes the Texas ACE tutoring support to ensure that their athletes stay on track academically and are eligible to participate in sports.

As a final note on recruitment procedures, the interviews revealed that not all site coordinators have a process in place for evaluating the effectiveness of their recruitment efforts. That said, some site coordinators described looking at their enrollment and waitlist numbers while reviewing their program attendance data to evaluate the effectiveness of their recruitment efforts. These coordinators said that if they are able to meet their enrollment goals and students are attending regularly, they perceive that their recruitment efforts have been successful.

"We're always looking at the data … how many kids do we currently have? How many kids are showing up on average? What activities have the highest attendance rate? What days have the lowest attendance? So we're looking at the data to see where we are … seeing where those fluctuations are, seeing, okay, which kids have signed up and have never shown up and which kids have been here every single day."

– Elementary school site coordinator

Retention

Once students are successfully recruited to participate in a Texas ACE program, the staff must work to retain them. When asked how they go about doing this, site coordinators indicated that they work to foster a sense of community and belonging. Specifically, they work to provide students with opportunities to make choices and give feedback on their programs through the use of student "voice and choice" (nine site coordinators) and offering interesting enrichment activities aligned to student interests (six site coordinators). Five site coordinators stated that providing SEL programming and support to students helped them feel more welcome in the program and created a sense of belonging. Four site coordinators mentioned actively building

relationships with the students by greeting them at the door and checking in to see how they're doing, whereas four site coordinators noted that hosting family and community events helped students stay engaged and committed to the program. One site coordinator noted that students who joined clubs (e.g., chess, anime, STEM, art) that align with their interests tended to find community with students who shared similar interests (with five other coordinators making similar comments about enrichment).

"Little things as far as also empowering them with their voice and choice, that they know they're not just being told what to do all the time, but they have an opportunity to have some freedom to a certain extent."

– *Elementary school site coordinator*

"I tell them, 'Guys, start making some kind of project.' … [M]y thing is, if they're part of the program and they have a sense of being … and they can show off what they're doing, then they're going to want to continue coming back. But if they just come and do math and reading, yeah, they did their part, but now they can go home and say, 'Okay, I did what I had to do. I have no other purpose.' That make sense?"

– *High school site coordinator*

"Just by them coming, by building relationships, all of a sudden now they have friends and now they want to come to school, and now they're trying not to get in trouble because they want to be able to do these events with their friends. And just being able to see that difference helps a lot."

– *High school site coordinator*

Concerning student voice and choice, 12 of the 20 site coordinators said that soliciting feedback from current students was a successful strategy for identifying not only student social and academic needs, but also their interests. Site coordinators said that they collect this information through informal check-ins and formal surveys, as exemplified by the quotes that follow.

"For the past three years, after each year, we always do a survey with the kiddos. How do you feel about the program? Was the program a good thing for you? Were there any activities that you may have wanted to do for the following year or that you've missed out on doing? I definitely use those to see what can I put into the new year to see what may keep those kiddos coming and everything of that nature. And just indirect convos with the students or staff that are working with me may talk with one, be like, Hey, what do you think is working with the program?"

– *Elementary school site coordinator*

"So I do this thing called student voice and choice. I actually use the form off of MyTexasACE.com to go through and find out where their interests lie. And we've brought in different programs for sports and science."

– Middle school site coordinator

"If I'm talking to somebody new, and I have had these conversations with the new coordinators that we hired Year 1, I would just say, for retention, do those surveys. Do the surveys. Let's know what the kids are interested in. What do they like? How can we turn that into a class?"

– Middle school site coordinator

"I try to talk to the students daily like, "How's ACE? What are you liking? What are you not liking? What do you want to see? What don't you want to see?" It's more, like I said, informal based, but I do try to take what they say into consideration. Since it is informal, it's quicker to incorporate their needs and involve the needs real quickly."

– Middle school site coordinator

Additionally, site coordinators shared several strategies their program has implemented to improve student retention. Five site coordinators mentioned providing choices in terms of activities, another five said that they provide students with incentives (e.g., food, field trips), and three said that they allow flexible program attendance (for example, if a student plays a sport and can only attend Texas ACE programming once a week, the site coordinator works with the student's schedule so that the student isn't forced to choose). Eight site coordinators also said that they solicit feedback from parents through surveys during the recruitment process to understand their priorities for their children and family.

"So just recently, the one grocery store out here is helping with incentives for attendance. So students that are at risk of not meeting those attendance goals, helping us with … a coupon for breakfast burritos … they [the grocery store] make sure that we've got the coupons that we don't have to come out of pocket for buying those burritos and just having those incentives for some of these kids. So that makes a huge difference, to be honest."

– K–8 site coordinator

Finally, site coordinators said that they utilize several strategies to identify issues that might cause students to drop out of the program. Six site coordinators mentioned using a data-driven approach in which they review student attendance data to look for those who have stopped attending. This allows them to further investigate and reach out to parents or teachers for more information. Two site coordinators stated that they reviewed their student survey data to see

whether they could identify any potential attendance issues. Nine site coordinators also mentioned that they proactively reach out to parents or students if they see a student's attendance start to decrease. Whether data driven or observational, many site coordinators investigate further when they see that a student's attendance declines. Two site coordinators stated that they use their child safety training (e.g., child abuse prevention and mental health training) to help them identify potential issues that could cause students to drop out of the program. Lastly, three site coordinators said that keeping lines of communication with parents open is important to keeping students enrolled in the program.

Despite these efforts, challenges to retention remain. Two site coordinators mentioned that transportation at the end of programming can be difficult; some families may simply be unable to pick up their children after the program is over. Additionally, two site coordinators said that competition with other school activities and programs can also affect student retention (as also noted earlier concerning recruitment). This is a known challenge for programs serving older students in particular but can also pose a challenge for programs serving any grade level.

> "I'm also competing with another program that our district has, which is a high-quality program specifically for third graders, where they're looking at a group of bubble students that they're trying to get ready for the STAAR for their third grade. So, I have some kids that I share with them … so I compete with them in that sense."
>
> *– Elementary school site coordinator*

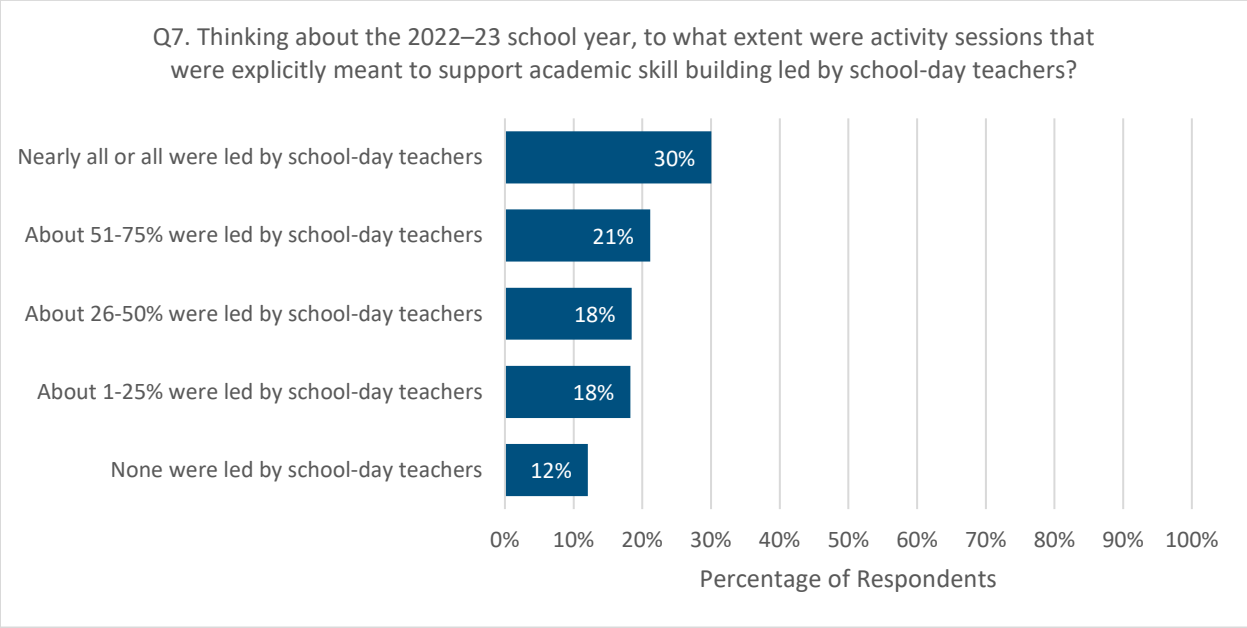
Linkages to the School Day

As suggested in the preceding sections, establishing strong communication between program staff and school-day staff, using school-day data, and aligning program goals with broader school goals is essential to carrying out the purpose of the Texas ACE program. Both the survey and the interview therefore included questions about how programs establish and maintain these types of linkages.

Linkage with School-Day Teachers in Texas ACE Programs

To begin, the survey asked respondents to estimate the proportion of Texas ACE activities that are led by school-day teachers, with the idea that school-day and program staff overlap will establish intrinsic linkages while facilitating knowledge sharing between the school and the program. About 30% of all survey respondents said that all or nearly all of their activities were led by a school-day teacher. Another 21% said that over half to three quarters of their activities were led by a school-day teacher. See Exhibit 8.

Exhibit 8. Proportion of Activities Led by a School-Day Teacher at Texas ACE Programs

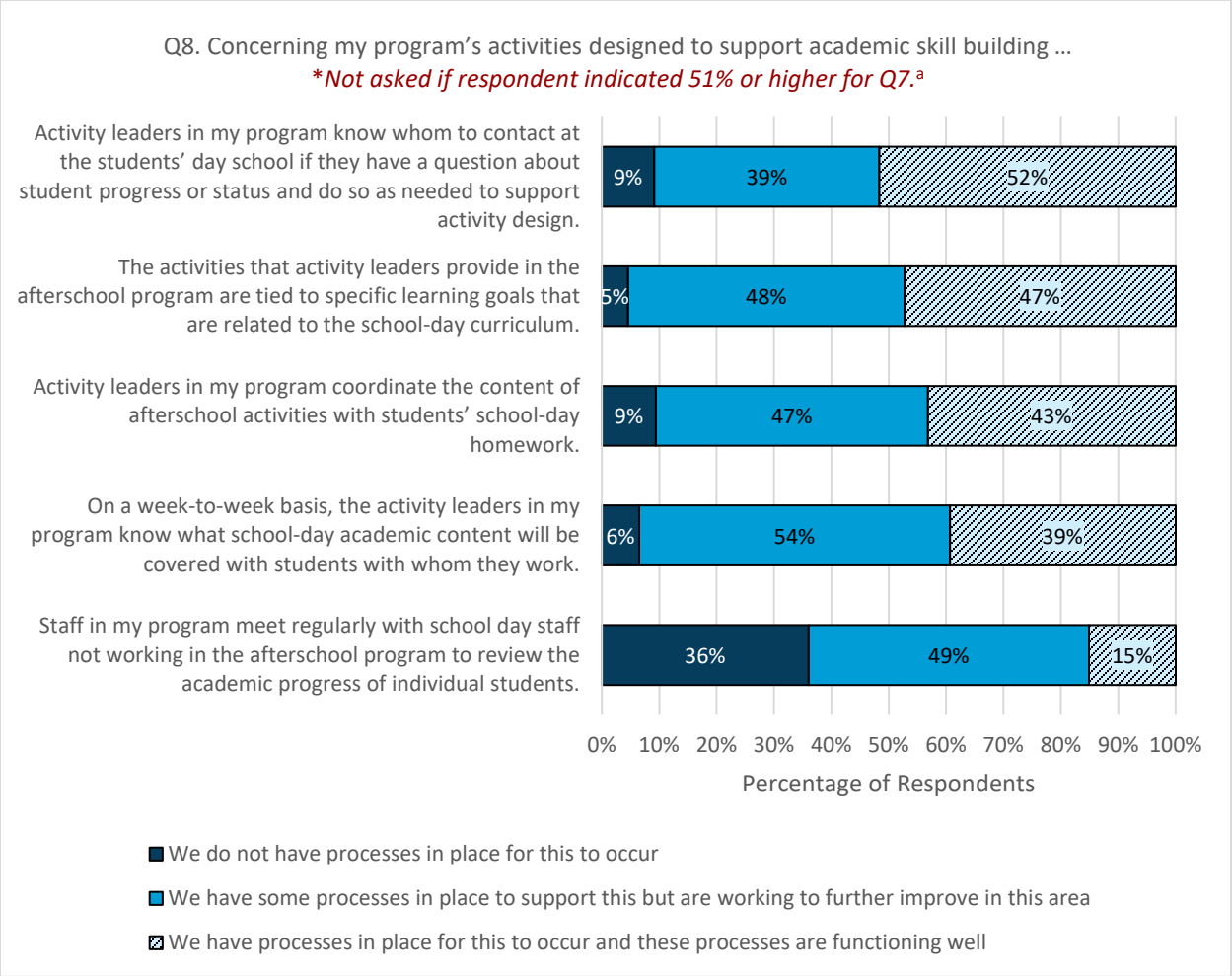


Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N ranged from 617 to 628. Texas ACE – Texas Afterschool Centers on Education.

Site coordinators associated with programs serving primarily middle or high-school students were more likely to say that all or nearly all of their activities were led by a school-day teacher than were site coordinators associated with centers serving elementary-age students (39% vs. 25%, respectively). Site coordinators associated with school district grants were also more likely to say that all or nearly all of their activities were led by a school-day teacher than were site coordinators associated with non-school-district grants (34% compared with 23%, respectively), although this is expected given the access that school districts have to school-day teachers (compared with, for example, community-based organizations). These subgroup differences are also shown in Appendix E, Exhibits E47–E48.

Respondents who said that school-day teachers led less than half of their activities were given a follow-up question concerning academic skill-building activities. Based on site coordinators' answers to this follow-up question, more than half (52%) of these programs said that they had well-functioning processes in place for activity leaders to contact school-day staff if they had questions about student progress or status. However, only 15% of site coordinators said that they have well-functioning processes in place for staff to meet regularly with school-day staff to review academic progress of individual participants, with 36% saying that they do not even have processes in place for this to occur. See Exhibit 9.

Exhibit 9. Activity-Related Linkages to the School Day at Texas ACE Programs



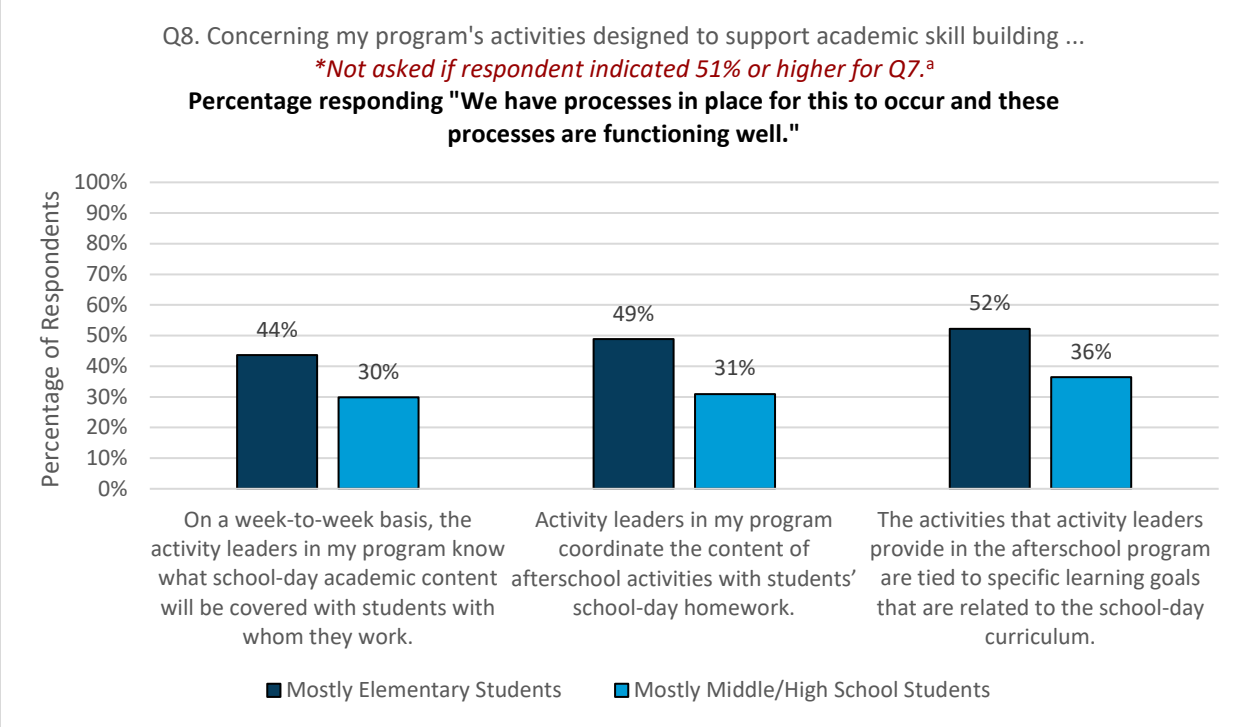
Source. Texas ACE Site Coordinator Survey, Spring 2023.

[a] Q7 asked respondents, "Thinking about the 2022-23 school year, to what extent were activity sessions that were explicitly meant to support academic skill-building led by school-day teachers?"

Note. N = 308 for all four items. Texas ACE – Texas Afterschool Centers on Education.

For all five items in this question, site coordinators associated with centers serving mostly elementary-age students were more likely to indicate that well-functioning processes were in place than were site coordinators associated with centers serving mostly older youth. See Exhibit 10. Additional subgroup analyses for this and the preceding question are presented in Appendix E, Exhibits E49–E52.

Exhibit 10. Statistically Significant Differences in Activity-Related Linkages to the School Day at Texas ACE Programs by Grade Levels Served



Source. Texas ACE Site Coordinator Survey, Spring 2023.

[a] Q7 asked respondents, "Thinking about the 2022-23 school year, to what extent were activity sessions that were explicitly meant to support academic skill-building led by school-day teachers?"

Note. N = 308 for all four items. Texas ACE – Texas Afterschool Centers on Education. Results are based on chi-square testing, $p \leq .05$.

Related to the survey findings just described, the interviews included a question about how program staff communicate with school-day staff. Site coordinators described using both formal and informal communication strategies to discuss student academic and social progress with school-day staff, specifically mentioning communicating with administrators, teachers, counselors, leadership teams, and front office staff. Sixteen site coordinators described formally communicating with school-day staff through regular meetings, although the frequency of these meetings varied from daily or weekly to monthly or bimonthly. Site coordinators reported meeting specifically with principals as often as weekly or monthly and holding daily, weekly, or monthly meetings with other school-day staff.

> "I usually go and talk to the front desk lady to inform staff on what the daily objective is going to be or what we've been doing on progression for students, and she's able throughout the school day to relay that to all support staff."
>
> *– Elementary site coordinator*

"I meet with my principal and [assistant principal] every week on Fridays, and that's where we basically talk about everything from general day education to everything after school, which is including both the extended day and the [Texas] ACE programs. Since we're all one team here, we all work together. We share the same information and everything. So that is how we keep track of everything, the achievements, milestones, where we may need [to] work on, where students are excelling, where students are underperforming. And that's basically in those meetings where we say, okay, Student A was doing poorly in math, now they're doing better, but now we have another student that's not performing that well in reading, so what activity can we incorporate?"

– Elementary site coordinator

Regardless of meeting frequency, site coordinators use these meetings to provide programming updates and schedule changes of school staff, as well as to discuss student needs around attendance, discipline, and academic progress. Additionally, site coordinators said that they use these meetings to better understand student communication preferences, engagement, and family or home life. Several site coordinators noted that these discussions provide needed context to ensure that programming is meeting student needs and to identify emerging needs.

Site coordinators described how their meetings with leadership feed into their meetings or information sharing with their own staff as a way to "make sure everyone is on the same page." Four site coordinators further mentioned the importance of sitting in on leadership team meetings and teacher professional learning community meetings to keep current with what's happening at the school, especially related to discipline and academics. Beyond this type of information sharing, seven site coordinators also said that meeting with school administration acted as a mechanism for fostering buy-in and support for the Texas ACE program.

"We have weekly leadership team meetings where we're discussing what's going on with the school as a whole and what 21st Century can do to supplement those things and to build and add on. I also meet with [professional learning communities, PLCs] with the school staff to get a pulse—especially we're targeting on reading and math—so I'll go in and attend the PLC meetings with those reading and math teams to get a gauge as far as what's going on, and again, what we can do to supplement what they're doing. So that's a weekly update as far as where the learning gaps are, where are we trying to bridge and make those improvements."

– Elementary site coordinator

"The buy-in with the principal is very important. It's their school. We're within their building. If something goes down at this school, yes, it's my responsibility, but she is responsible for it as well. So, the communication between the principal and I has to be transparent."

– K–8 site coordinator

Half of the site coordinators (10) also described daily informal check-ins with school staff. They often touch base on how students did during the day—if there is anything to celebrate, watch out for, or consider concerning changes in programming (e.g., extra tutoring or homework help). These informal check-in meetings are also useful for finding out what students focused on during the school day and what students are struggling with. A few site coordinators (three) described creating opportunities for these types of informal check-ins by volunteering to be part of school-day activities and routines. For example, site coordinators mentioned volunteering for lunch, bus, or dismissal duties in addition to catching staff in the hallway for a quick discussion. Site coordinators often described informal check-ins as a convenient strategy for reducing burden on staff schedules and as an easy way to foster relationships. Some site coordinators (five) mentioned emailing staff during the day with any updates or questions, to prepare for Texas ACE programming.

Finally, one site coordinator mentioned checking in with school counselors. This type of check-in enabled the site coordinator to "get a pulse" on what they are hearing from students and to find out what trends they are observing that could inform how the Texas ACE program could further support students. Additionally, another site coordinator described how including programming events and updates in the weekly campus newsletter has been helpful in communicating with staff and students about how programming is going.

Using School-Day Data

In addition to the question concerning communication with school-day staff, site coordinators were asked about their access to and use of school-day data. Most site coordinators (14) reported having access to the data they need. They mentioned primarily accessing disciplinary data, academic data, and positive behavioral intervention and supports data. Site coordinators said that they gain access to these types of data through a data management system that the school or district uses or that they ask for specific reports that are run by school administrators, data clerks, or other staff who manage data at the school.

Accessing data through data requests, however, can prove challenging. Six site coordinators said that depending on someone else at the school to retrieve data constituted a barrier. On the other hand, some site coordinators who said that they were less comfortable working with data said that not having direct access forces them to build relationships with data clerks, teachers, and administrators to look at the data together and have data-driven conversations. A few site coordinators (three) noted needing to improve their data literacy skills and that working with school staff in this respect has been beneficial to making meaning of data and informing programming decisions.

"Because if you don't have access, it's troublesome to always go to the data clerk because the data clerk … they're also busy doing attendance, doing tracking, this and that. For you to even interfere in the morning just to ask this and that, it's troublesome."

– Elementary site coordinator

"I think it encourages us to communicate with our instructional coaches more instead of us just going in there and trying to interpret the data, because some of us don't have education backgrounds. I think by not giving us access [to data], they think they're helping build the relationship with the instructional coach and enforcing conversations that need to happen."

– Elementary site coordinator

"We [Texas ACE staff] aren't all the way completely trained on some of that stuff because we haven't been doing it. And so when we came in to run the reports, it made it a little difficult because it's like, okay, I know we can run this, but we don't really know how to do this … But it's just that training is not all the way there yet. So when it comes to running reports, it's difficult just because if you're not one of these people that just plays around in the system, you really don't understand how to really break those reports down."

– High school site coordinator

Emergent from the discussion of data access and related challenges were three primary themes. As already suggested in the preceding discussion, site coordinators first emphasized the importance of building relationships with district and school leaders. As part of this effort, site coordinators stressed the importance of clearly communicating the Texas ACE program vision, how program goals align with district goals, and, given these factors, why access to school data is necessary. Second, site coordinators reported that leveraging data clerk positions at schools not only helps in terms of accessing data, but also helps improve data literacy through mutual discussion and informal training. Finally, site coordinators reported that further improving data literacy through more formal training, partnering with data-savvy school staff, and creating program-specific tools (e.g., Excel or other data reports) has been helpful for understanding and using data for program improvement.

"Our superintendent, she's been in our corner to help us in order to secure the things that we need as a department, because we are a department in the district, and so we do have that interaction with the other departments so that we can lean on them to get what we need, whether it be the academic data or whether it be transportation, child nutrition, finance. All those different departments that are within the district, we've been able to work with them without very much restriction. And data is a vital component of our program, and so we're able to collect that data personally from a local level."

– Elementary site coordinator

"We do our best to work hand in hand and to communicate that vision that we're trying to support the district—they get it. They see that you're not just giving the keys to the Rolls-Royce to somebody who doesn't have a driver's license. We're actually here to help and to help grow and to work as a functioning team."

– Elementary site coordinator

"It's great to share data, but the site coordinator has to know how to use it. I could look at it, so how do I implement it?"

– High school site coordinator

Activity Provision

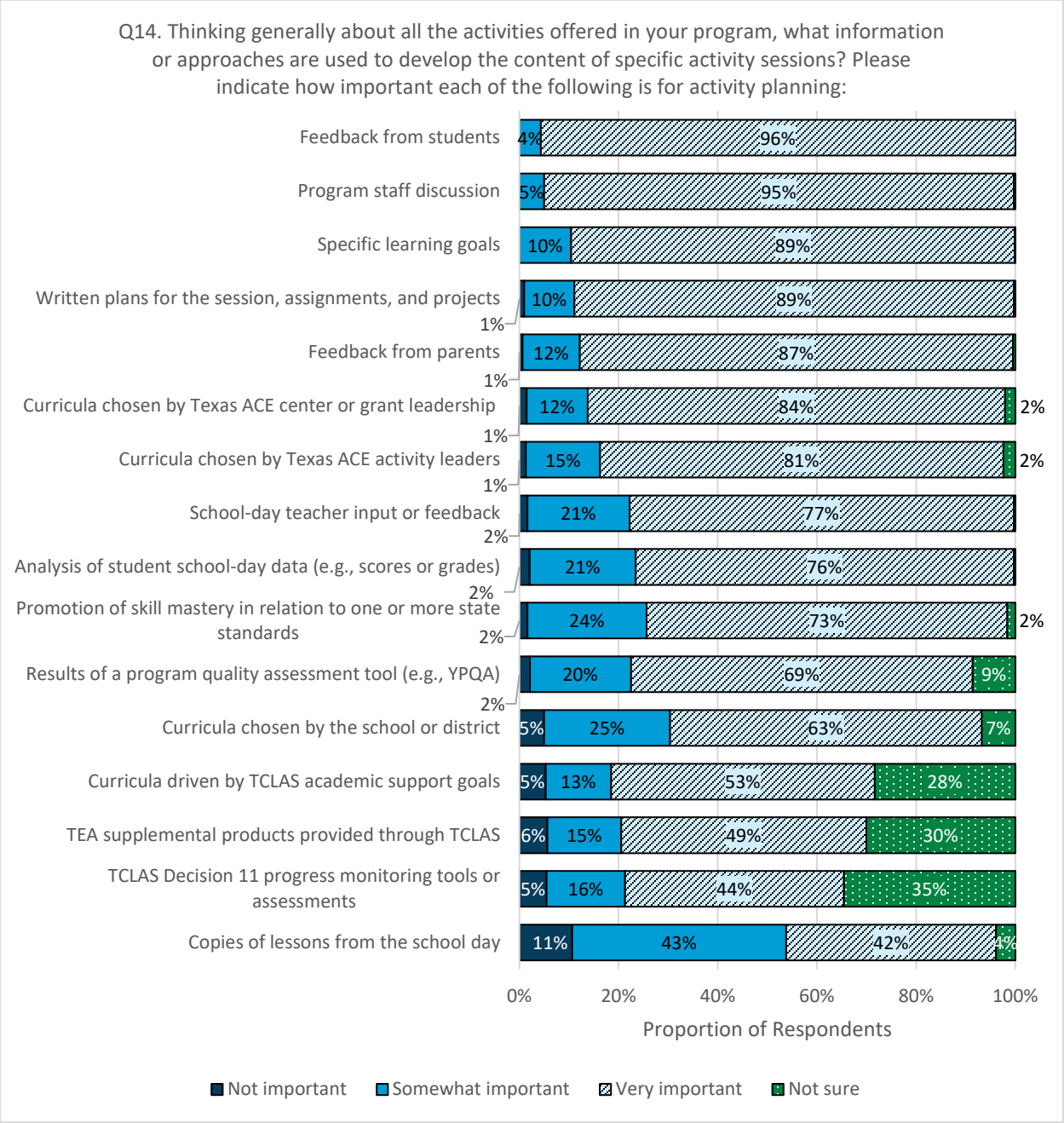
The survey and the interview protocol both included questions concerning activities provided by the Texas ACE program. Specifically, site coordinators were asked about sources of information they use for activity planning, general approaches to activity planning, activity provision oversight, and coordination of Texas ACE activities with other school supports.

Sources of Information for Determining Activity Content

Survey respondents were asked to indicate what information they consider when developing the content for activity sessions. The most selected option was "feedback from students," with 96% of site coordinators saying that this was "very important."[10] About 95% of respondents also said that program staff discussion was very important, and about 89% said that specific learning goals were very important. Interestingly, and related to the previous section concerning school-day linkages, only 42% of respondents said that copies of lessons from the school day were very important. See Exhibit 11.

[10] This finding suggests that the use of student voice in determining activity content is a more widespread practice than the site coordinator interview data on retention presented earlier might suggest.

Exhibit 11. Activity Development in Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. N ranged from 618 to 624 for this set of items. TCLAS – Texas COVID Learning Acceleration Supports, TEA – Texas Education Agency, Texas ACE – Texas Afterschool Centers on Education, YPQA – Youth Program Quality Assessment.

In terms of subgroup differences, site coordinators associated with suburban programs were more likely to say that use of the results of a program quality assessment tool (e.g., Youth

Program Quality Assessment) was very important for activity design than were site coordinators associated with other locales (82%, compared with 69% for city, 58% for town, and 65% for rural site coordinators). Suburban site coordinators were also more likely to say that use of curricula driven by TCLAS Decision 11 academic support goals was very important (62%, compared with 50% for city, 54% for town, and 47% for rural site coordinators) and were also more likely to say that TEA supplemental products provided through TCLAS Decision 11 were very important (64%, compared with 46% for city, 51% for town, and 37% for rural site coordinators). Note, however, that for both of these latter two response options the proportion of respondents selecting "not sure" was high, with 22% to 36% of respondents within each locale choosing this option for each item. Additional subgroup differences are presented in Appendix E, Exhibits E57–E67.

When site coordinators who were interviewed were asked to elaborate on the sources of information they use to plan activities, nearly all of them (19) described collaborating with teachers to learn what they cover during the school day and to solicit opinions about lesson or activity ideas. Additionally, 14 site coordinators mentioned that they collect feedback from students, whereas four site coordinators said that they collect feedback from caregivers. Nine site coordinators said that they also use academic progress reports to help create activity lesson plans, and seven site coordinators shared that they ensure that their activities address student needs by aligning activity topics with school-day foci for that week or by covering topics that school-day teachers say need extra attention. Three site coordinators reported using behavioral data.

Involving Students in Activity Planning

One site coordinator mentioned leveraging the student council to learn what activities students would like and need, even going so far as to involve the student council in some of the activity planning (e.g., selecting vendors) and implementation (e.g., facilitating an activity or introducing a guest speaker).

Site coordinators also discussed how helpful different kinds of data have been in developing lesson plans. In terms of academic data, the data types that site coordinators said were most helpful included state and local benchmarks, grades, and STAAR results. In addition to this—and in keeping with the findings provided in the Linkages to the School Day section and those just described—some site coordinators said that they have found it useful to ask for teachers to share their weekly lesson plans and to note where specific students are struggling (shared verbally through quick check-ins or through more official documentation). In terms of enrichment activities, site coordinators said that finding out about staff interests or passions (especially those related to enrichment) is very useful; knowing about staff passions and hobbies helps identify what activities they could offer students.

"So given any child or any issue that we see, let's say we see that there's a population of fourth and fifth graders that aren't performing that well in math. That means when it comes down to me and my planning for the [Texas] ACE program, we do incorporate academics as well as enrichment. So we want to have a part of the two-hour afterschool segment to be helping in the issues that we see that are the most prominent academically in the school. We try and do [it] in a way to where the kids don't necessarily see it as, oh, we're doing work. We incorporate it into an activity to where we will take them outside and it's like, okay, you're playing soccer, but it's like if you kick it from here to here, what's the angle and at what speed, or so-and-so makes five goals, so-and-so makes three goals, how many is that? How many more did Person A make than Person B? So we incorporate the subject areas that have low performances into the [Texas] ACE activities."

– Elementary site coordinator

"We had quite a few students who did not pass our STAAR test. We had a math accelerated learning class created for these students. So we have students that are required by the State of Texas to do a 15-hour or a 30-hour—they have to do a remedial, a remedial class for that. So what we did with our students to save them from having to get pulled out of all these other activities, we offered them a class for them to come to and complete these hours."

– Middle school site coordinator

Approaches to Lesson Plan Creation and Review

During the interviews, site coordinators were asked to elaborate on their activity planning procedures. At a high level, site coordinators tended to describe three approaches to activity planning: (a) The site coordinator primarily produces the lesson plans for staff, (b) the site coordinator and teachers collaborate on lesson plans, and (c) activity leaders primarily produce the lesson plans and submit them to the site coordinator for review. In the instances where site coordinators primarily work on lesson plans (seven site coordinators), the site coordinators mentioned not wanting to place the burden on their staff who work during the school day. With the onus on the site coordinators, however, they have to work hard to review data and gather information from the school-day staff to develop tailored lesson plans that address current student needs. As a way to ease this process, a couple of site coordinators said that they collaborate with other site coordinators to learn what is working at their sites and to share lesson plans.

"I write all the lesson plans …We're 12-month employees. I've got plenty of time to sit in here and dedicate time to making lesson plans so that we are staying within our guidelines and we're making sure that we've got lesson plans on file and the teachers are happy to be here and they want to be here. So I write a lot of the lesson plans, all of them so that I take that off their plate … And then they appreciate that because I'm not hunting them down."

– K–8 site coordinator

In instances where site coordinators and activity leaders collaborate on lesson plans (seven site coordinators), they either regularly meet to discuss activities and plan together, or staff and site coordinators bounce ideas off each other and one of them creates the lesson plan depending on the activity. Regardless of who ends up creating the plans, there is a constant flow of communication between the staff and the site coordinator to develop activity plans that reflect current student needs and interests.

> "I would say that would be a 50/50 situation where the teacher has things that she'll bring to me to approve, and I say yes or no, or if they're interested in [it], at the same time I have things that I bring to them to see if that was something that would work with their grade level."
>
> *– K–8 site coordinator*

Finally, in instances where activity leaders primarily complete lesson plans (five site coordinators), the site coordinator requests to see lesson plans ahead of activity delivery, reviews for alignment to expectations, and notes materials and supplies needed. Note that asking school-day staff (not working in the program) to design activity lessons was mentioned as a fourth possible approach to activity planning, but two coordinators described experiencing pushback or reluctance from school-day staff about developing lesson plans for Texas ACE.

> "I need to get that lesson plan so I can see if it's something that we should be doing or if there's something that we need to maybe tweak a little bit. But for the most part, these teachers see the kids every single day. They work with them already every day during the day. I know I mentioned it earlier, where I said, 'Whatever you're teaching during the day, I want to see that in the afternoon also, but I don't want it to be paper and pencil. I want it to be something hands-on.'"
>
> *– Middle school site coordinator*

> "We do have pushback a lot. Teachers do not like doing lesson plans for afterschool. They hate it. Sometimes I'll do them; if I have an assistant, we'll have assistants do them."
>
> *– High school site coordinator*

Regardless of who creates the lesson plan, site coordinators emphasized that it is important to embed academic elements into enrichment activities and not merely provide tutoring and homework help (although these were also noted as important). That is, site coordinators said that they make sure that academic content is reinforced in the program through a variety of activity type, and that doing so provides students with academic content that is different from what they receive during the school day. Site coordinators provided multiple examples for how they do this, as shown by the selection of quotes in the callout box titled "Embedding Academic Content in Enrichment Activities."

Embedding Academic Content in Enrichment

"The only difference there is [is that] you're making it more interesting because they're seeing something that they want to do. They want to do sports, because that incorporates the math in sports. They want to be in the cooking, then incorporate the math in the cooking. Now, they're listening, they're focusing more as opposed to 'what the teacher told me'; they're having problems concentrating or trying to analyze or do this and that. That's just part and parcel. Of course, there's many ways and other instances, like in reading—of course, also in the attendance. Of course, the attendance is just to make the program really far [more] interesting so that they could always look forward to being in school."

– Elementary site coordinator

"[Students] were doing subtraction, and they're having problems [about] how to subtract. I know out of that five students that are having issues, three of them are in the cooking class and then the other two are in the sports. I try to tell my teachers and staff, 'Okay, so some students that are part of your class are having issues in subtraction, so I need you to incorporate subtraction in your class.' In sports. I tell the coach, 'Okay, what sports are they doing today?' I tell them, 'Okay, so make sure you include subtraction in your class.'"

– Elementary site coordinator

"Then, there was also an instance when they were doing multiplication. It's the same thing. When they're counting coins, it's the same thing in the cooking class. I tell them, 'Okay, so this time incorporate; instead of cooking, I want you to incorporate how they should buy the stuff they need in the grocery to use for cooking. I want you to bring out a carton of milk, a carton of flour, of this, and put a price on each one of them. Then, try to have them do grocery shopping, and how many cartons of milk do they need to do this much of cake or something like that?' You can see that the students really focus on analyzing and trying to figure out. It just goes to show you that if you make things interesting, it's the same topic."

– Elementary site coordinator

"So, we're doing the tutoring. We are also doing the homework help. But I get the lessons from that week that the teachers are teaching and make some activities around those. So if they're doing fractions into decimals, then we'll do something with that, make it a fun game."

– Middle school site coordinator

Additionally, site coordinators said that they design their activities to develop specific skills such as typing and leadership, address social issues such as bullying, or face health concerns such as smoking/vaping. Coordinators emphasized the importance of having a good pulse on the school community to better tailor program offerings that not only address, but also anticipate, student needs.

> "For example, a new activity that I implemented this year was a keyboarding typing club. Throughout the day … a lot of students with STAAR and everything, everything is moving online. They need to learn how to type and everything. And unfortunately, a lot of these students don't have those skills. And to alleviate some of the strain from the general day teachers, it's like, okay, let's have the students join the typing club. And we've seen that [Texas] ACE students that are in that club—and it's only two days a week, but they are performing better—it's easier for them to type their essays, it's easier for them to maneuver the online benchmarks and tests. So we have seen an improvement in those students."
>
> *– Middle school site coordinator*

> "Vaping is a big thing. I've been fortunate to not have a student that's in [Texas] ACE be involved with it, but we have done vapor training and activities and brought in speakers. We identified something that's affected the school, and we tried to get ahead of it."
>
> *– Middle school site coordinator*

In terms of the frequency or timing of activity lesson planning, answers from the site coordinators varied, with lesson planning done by semester, quarterly, monthly, biweekly, or weekly. Two site coordinators also emphasized the need to be ready to pivot as well, notably in response to unexpected changes.

Finally, as part of the survey, site coordinators were asked to indicate all those involved in activity lesson plan review. The vast majority (80%) said that the site coordinator reviews the lesson plans, which is expected. More than half (55%) said that the project director (who oversees the Texas ACE grant) also reviews the lesson plans, whereas 53% said that peer activity leaders review lesson plans. Less than half (40%) said that their lesson plans are reviewed by school-day teachers. See Exhibit 12.

Exhibit 12. Lesson Plan Review at Texas ACE Sites

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 623. Texas ACE – Texas Afterschool Centers on Education.

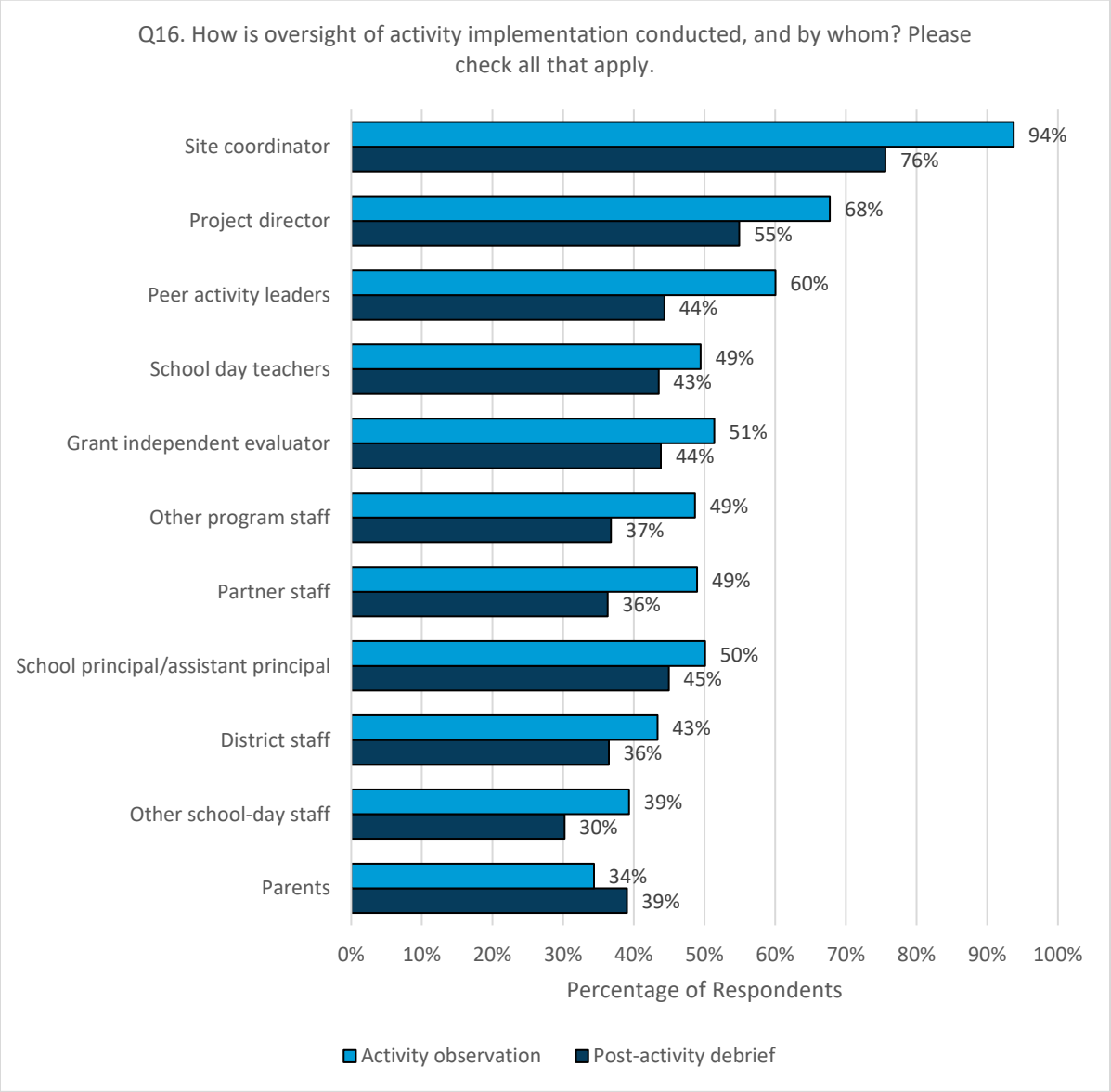
There were several lesson plan review differences in terms of grade levels served. Site coordinators associated with programs serving primarily elementary students were more likely to say that their grant's independent evaluator reviewed lesson plans (33%) than were those associated with programs serving primarily middle or high school students (24%), whereas the site coordinators at programs primarily serving middle or high school students were more likely to say that school-day teachers reviewed lesson plans (49%) than were site coordinators at programs primarily serving elementary students (36%). Site coordinators associated with school districts were also more likely to say that school-day teachers reviewed lesson plans (45%) than were site coordinators not associated with school districts (33%). Additional subgroup comparisons are presented in Appendix E, Exhibits E68–E70.

Activity Oversight

For evaluation and general program improvement purposes, Texas ACE programs conduct activity observations. With this in mind, the survey and the interviews asked about activity oversight, both in terms of observations and post-activity debriefs. Unsurprisingly, 94% of survey respondents said that site coordinators conduct activity observations, whereas 68% said that project directors do them. Sixty percent of respondents said that peer activity leaders observe activities. Activity debriefs tended to be less common than observations (regardless of

who does them), but site coordinators said that they themselves were most likely to conduct such debriefs (76%). See Exhibit 13.

Exhibit 13. Activity Observation and Debrief at Texas ACE Sites



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 623. Texas ACE – Texas Afterschool Centers on Education.

There were several subgroup differences in terms of observations and post-activity debriefs. Cycle 10 respondents were more likely to say that the grant independent evaluator conducted post-activity debriefs than were Cycle 11 respondents (48% vs. 40%, respectively), whereas site coordinators at sites serving primarily middle or high school students were more likely to say that a school principal or an assistant principal did observations than were site coordinators at

elementary sites (58% vs. 46%, respectively). Site coordinators associated with school district grants were more likely to say that peer activity leaders conducted observations than were site coordinators not associated with school-district grants (63% vs. 54%, respectively) and were also more likely to say that school-day teachers conducted observations (54% vs. 41%, respectively). Additional subgroup differences are presented in Appendix E, Exhibits E71–E76.

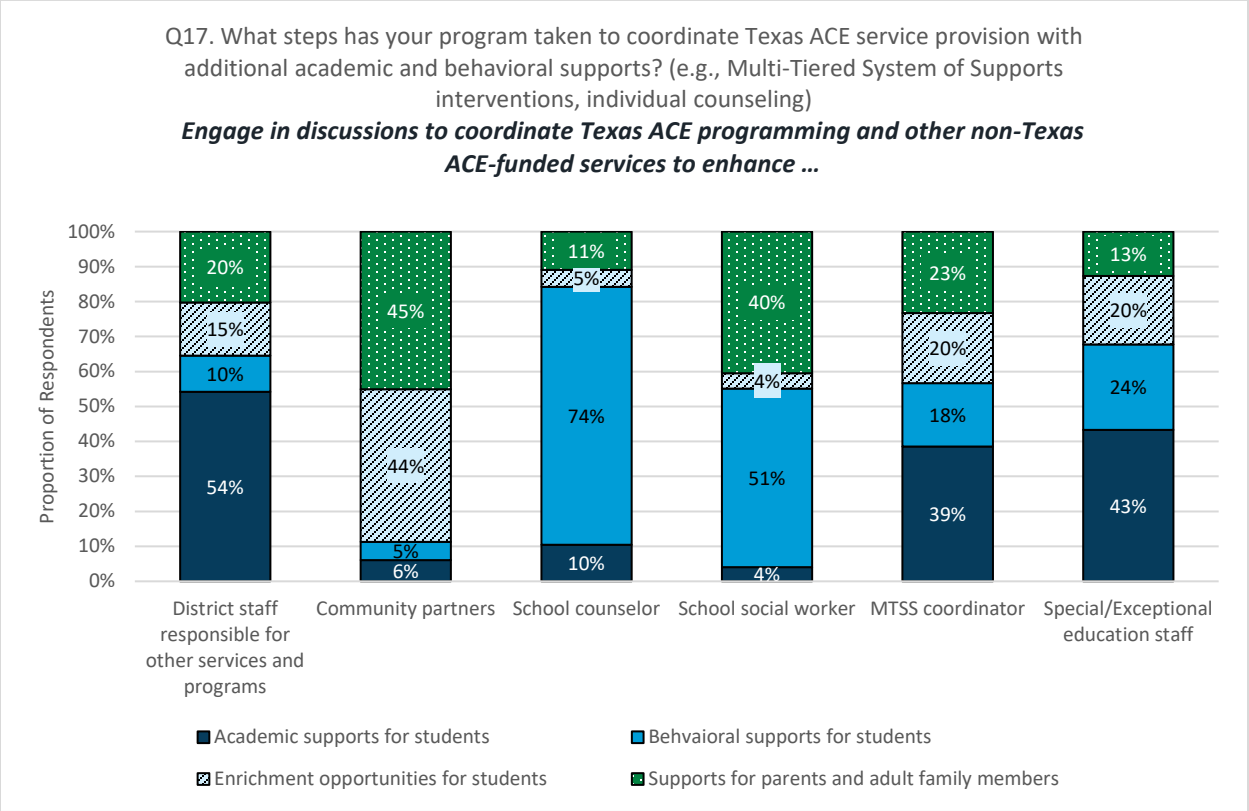
During the interviews, site coordinators were asked to describe their oversight of activity delivery. They generally reported two main oversight activities: (a) "floating" during programming hours to check in with staff and students and to provide informal feedback or support as needed and (b) ensuring that expectations are being met by conducting formal observations using specific criteria, along with formal feedback to staff for improvement. This reflects the survey data presented previously.

Coordination of Texas ACE Activities with Other School Supports

The site coordinator survey included several questions about how Texas ACE activities are coordinated with other school supports. First, survey respondents were presented with a series of different possible collaborator types and then asked to indicate the supports they work on with that collaborator (e.g., academic supports, behavioral supports). A majority of site coordinators reported that they work with district staff primarily on academic supports (54% selecting this option); roughly even proportions said that they work with community partners primarily on enrichment or parent/adult family member supports (44% and 45%, respectively); 74% indicated working primarily with a school counselor on behavioral supports; and a slight majority said that they work with school social workers primarily on behavioral supports for students. See Exhibit 14.[11]

[11] Note that this question was originally designed to allow respondents to indicate *all* the different types of collaborators with whom they work on each support area. However, the question was miscoded and allowed only one collaborator type to be selected per support type. Because of this, the use of the word "primarily" is an inference (i.e., that the respondent, for each collaborator type, would select the support area on which they collaborate the most). These data are therefore less certain than other response data in this report. For this reason, subgroup comparisons are not reported for this question.

Exhibit 14. Activity Development in Texas ACE Programs

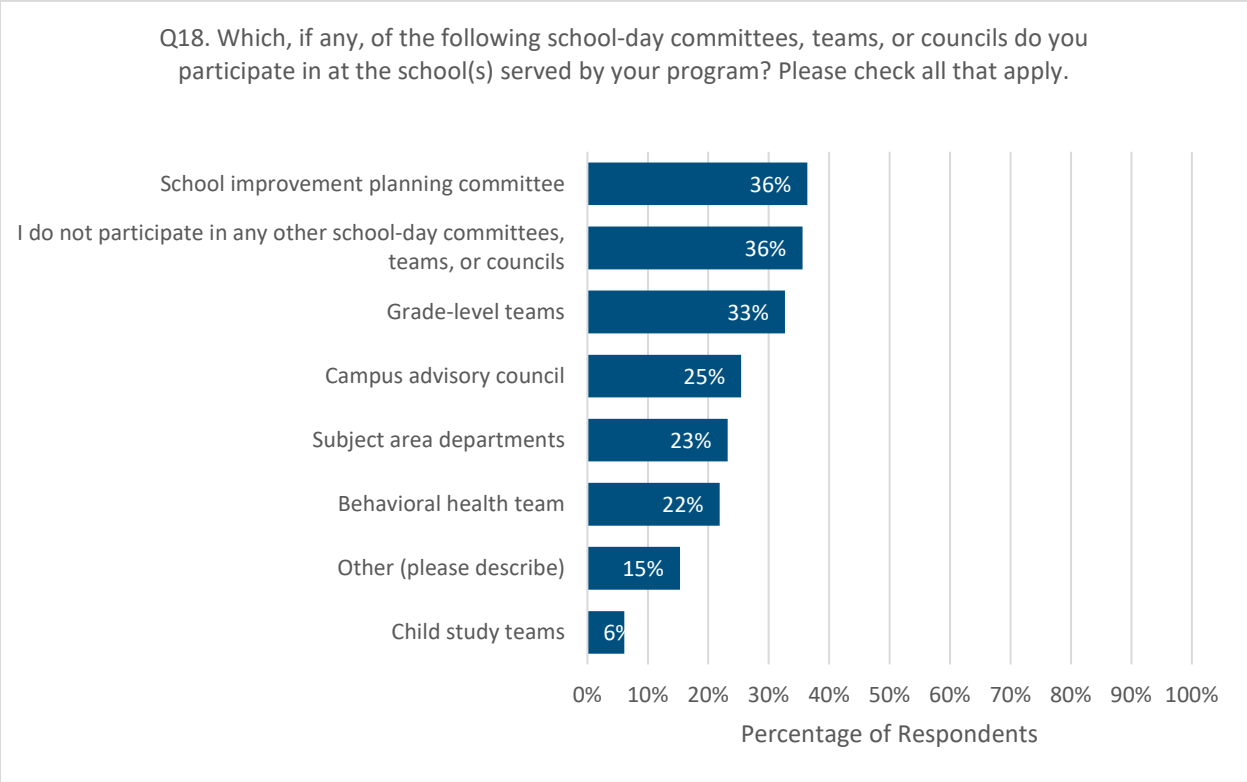


Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. N ranged from 459 to 587 for this set of items. MTSS – multi-tiered system of supports, Texas ACE – Texas Afterschool Centers on Education.

To gauge how involved site coordinators are with different types of school-day planning during which services could be coordinated, the survey included a series of questions about participation in committees, teams, and councils. Overall, only about a third (36%) said that they were involved with a school improvement planning committee, whereas 33% said that they were involved with grade-level teams. Just over a third of respondents reported that they do not participate in any school-day committees, teams, or councils at all (36%). See Exhibit 15.

Exhibit 15. Texas ACE Site Coordinator Participation in School-Day Committees, Teams, or Councils

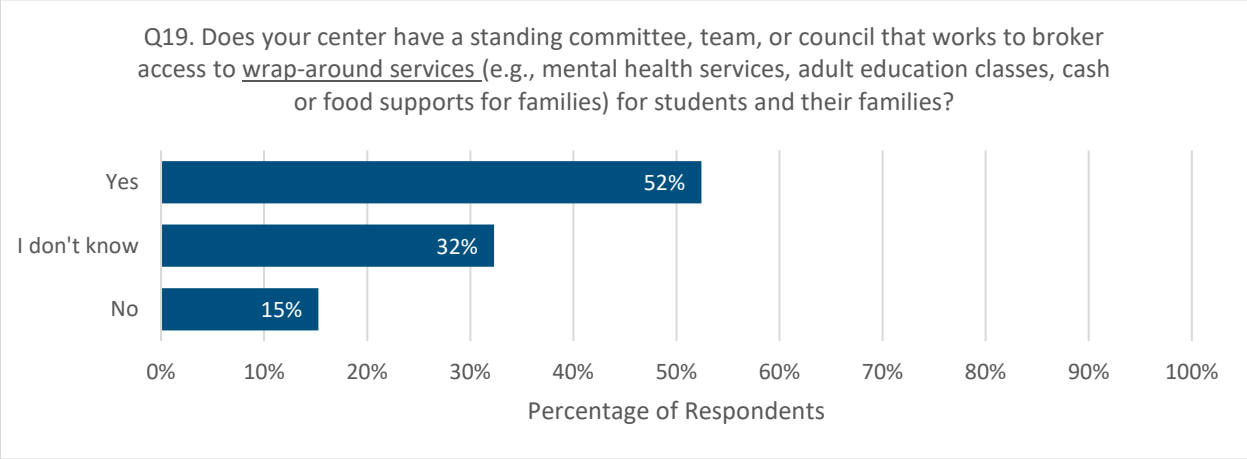


Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 621. Texas ACE – Texas Afterschool Centers on Education.

There were a number of subgroup differences in committee participation. Town-based site coordinators were less likely to report being part of a school improvement planning committee than site coordinators from other locales (27%, compared with 42% for city, 40% for suburban, and 31% for rural site coordinators). Additionally, site coordinators associated with school district grants were more likely than coordinators not associated with school-district grants to report participation in school improvement planning committees (41% vs. 28%), grade-level teams (37% vs. 25%), subject-area departments (28% vs. 16%), and behavioral health teams (26% vs. 15%). Additional subgroup differences are shown in Appendix E, Exhibits E77–E80.

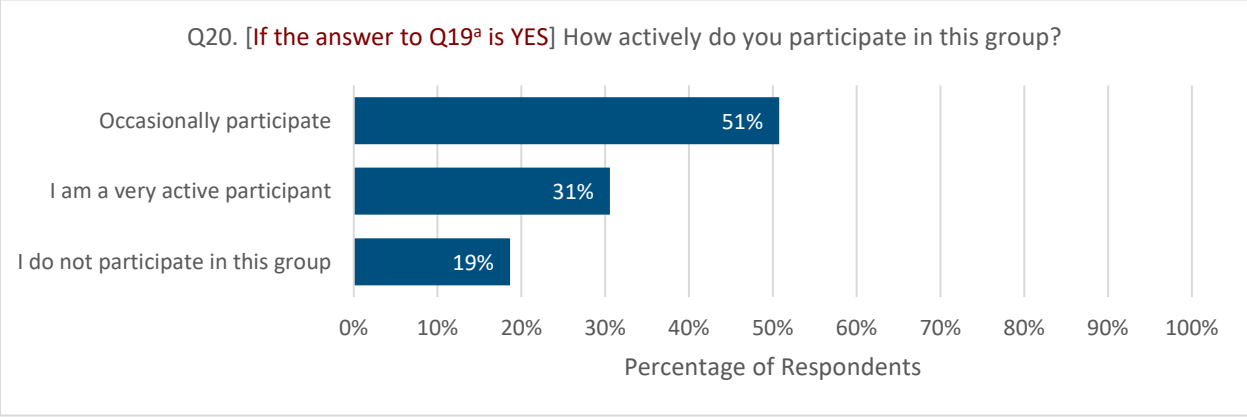
Site coordinators were further asked whether their center has a standing committee, team, or council that works to broker access to wraparound services such as mental health services or adult education. Roughly half (52%) of site coordinators said that their center does have such a committee, whereas 15% said that it does not. Nearly a third (32%) said that they did not know. Of those who indicated that there is such a committee, team, or council, about 81% said that they were involved with it in at least some capacity. See Exhibits 16 and 17.

Exhibit 16. Activity Development in Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 622. Percentages do not sum to 100 due to rounding. Texas ACE – Texas Afterschool Centers on Education.

Exhibit 17. Activity Development in Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023.
[a] Q19 asked, "19. Does your center have a standing committee, team, or council that works to broker access to wrap-around services (e.g., mental health services, adult education classes, cash or food supports for families) for students and their families?"
Note. N = 327. Percentages do not sum to 100 due to rounding. Texas ACE – Texas Afterschool Centers on Education.

Suburban site coordinators were more likely than site coordinators from other locales to say that there was a group at their center designed to broker wraparound activities (65%, compared with 54% for city, 42% for town, and 45% for rural site coordinators). Site coordinators associated with school district grants were also much more likely to say that they have such a group (60% vs. 39%) and, when there is such a group, that they participate in it more (with 34% of site coordinators associated with school district grants saying that they are very active in this group, compared with 22% for site coordinators not associated with school districts). Additional subgroup comparisons for Questions 19 and 20 are presented in Appendix E, Exhibits E81–E85.

Although site coordinators who were interviewed were not asked directly about coordination of services, some did mention it at least in passing. About half of site coordinators (nine) described coordinating with other school-day staff around types of services. Examples included collaboration with counselors to discuss career and college readiness and social needs and with positive behavioral intervention and supports coordinators to help establish relationships with families. Some site coordinators (four) described collaborating with school administrators to gain a better understanding of campus goals and get a pulse on what the school community needs that Texas ACE could support. One site coordinator mentioned collaborating with district office departments around SEL and education technology to better tailor Texas ACE lessons. Overall, however, answers to this question were not extensive given other question priorities within the time limits of each interview.

"In our district, we have, let's say, a prime example, something going on [that] requires medicine and they need counseling, but of course parents can't afford it. We have a counseling service here free of charge once the parent gives us consent. And we set up X amount of days or a month or two that the counselor could come not only after school but during school and meet with that student or that family if needed."

– Middle school site coordinator

Program Role in District Education Strategy

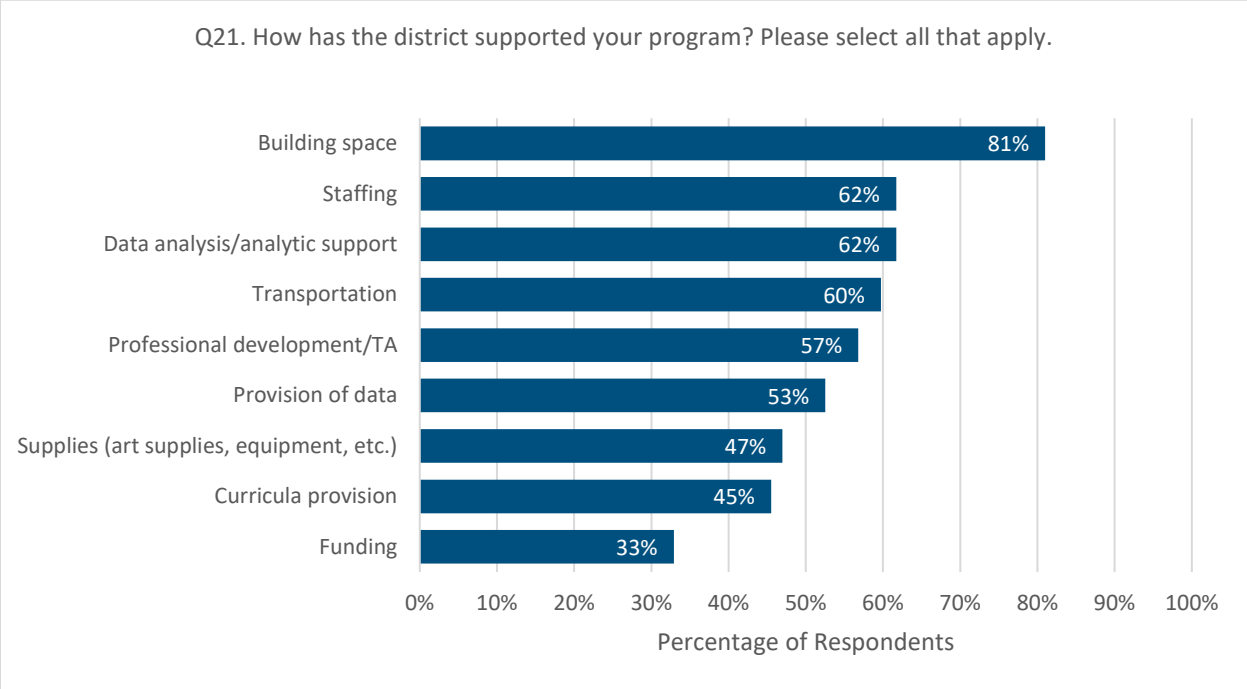
Related to the coordination efforts just described, the survey included questions around the role of the Texas ACE program relative to overall district education strategy. Site coordinators were asked about ways their district supports Texas ACE programming and about how their program fits within larger school- and districtwide goals.

How Districts Support Texas ACE

The survey asked respondents to indicate the ways in which the district contributes to the program. The most common response was "building space" (81%), with staffing (62%), data analysis/analytic support (62%), and transportation (60%) as the next most commonly selected

answers. The least selected response was "funding," with 33%, but this makes sense given that the program is federally funded through state-run grant competitions. See Exhibit 18.

Exhibit 18. District Support for Texas ACE Programs



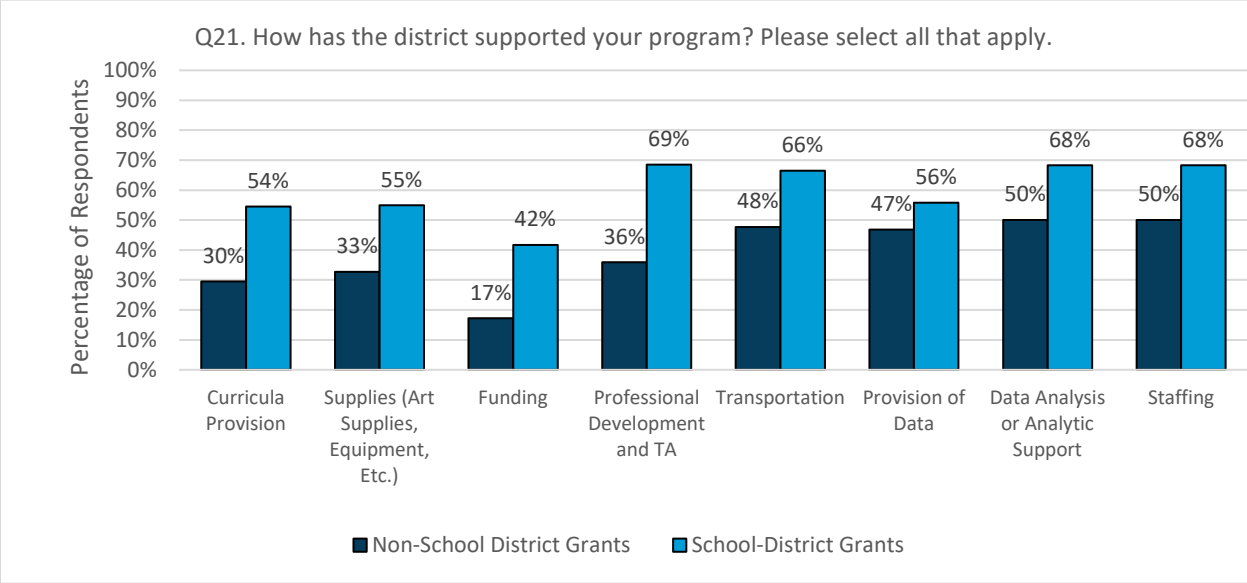
Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 611. TA = technical assistance, Texas ACE – Texas Afterschool Centers on Education.

There were subgroup differences evident in how site coordinators answered this question. Cycle 10 site coordinators were less likely to report that the district contributed curricula (40% compared with 50% for Cycle 11) or supplies (including art supplies and equipment; 40% compared with 54% for Cycle 11). Suburban site coordinators were more likely to report that the district provided supplies as well (55%, compared with 50% for city, 40% for town, and 37% for rural site coordinators) and also were more likely to indicate that the district provided funding (44%, compared with 32% for city, 34% for town, and 22% for rural site coordinators). On the other hand, town-based and rural site coordinators were more likely to say that the district provided transportation (73% and 72%, respectively, compared with 45% for city and 61% for suburban site coordinators).

The greatest and most consistent differences, however, were observed when comparing site coordinator responses in terms of centers associated with non-school-district grants versus school district grants: For every response option except building space, site coordinators associated with school-district grants were significantly more likely to report district support than were site coordinators associated with non-school-district grants. This is generally

unsurprising, of course, but the consistency of responses and the magnitude of the differences make this a noteworthy finding. See Exhibit 19. Additional subgroup differences are presented in Appendix E, Exhibits E86–E89.

Exhibit 19. District Support for Texas ACE Programs, by School District Grant Status



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Non-school district grants include, for example, community based organizations and faith-based organizations. *N* = 220 for non-school-district grants, *N* = 391 for school-district grants. Only statistically significant differences are shown ($p \leq .05$). TA – technical assistance, Texas ACE – Texas Afterschool Centers on Education.

Site coordinators who were interviewed were also asked about district support for their programs.[12] Site coordinators provided several examples of how districts support them, including recruiting staff and students, building community interest, and providing additional resources. Ten site coordinators mentioned event support as a way their district contributes, notably by providing guest speakers, funding, advertising/promotion, cohosting, staffing, or setup. These site coordinators also said that their district provides general access to facilities, materials, and funding (e.g., additional funds or access to a budget analyst).

> "As far as events, like say family events, our district paid for us to use the Civic Center for our big event that we had …Our GED and [English as a second language] classes are actually held here at our district education center as opposed to the college. Our district's been very supportive. They've embraced us and supported us a lot."
>
> *– Elementary school site coordinator*

[12] Three quarters of site coordinators who were interviewed were associated with school district grants.

"Anytime I need anything, it doesn't matter. [The district] will go to storage, dig around, try to find it for me. If not, they figure out somewhere where they can get one, and it doesn't matter."

– K–12 site coordinator

In talking about district support, site coordinators said that district buy-in is critically important, noting that it is difficult to obtain district support without mutual trust and relationship building. Site coordinators mentioned open communication as important for establishing buy-in. Further, by way of negative example, nine site coordinators mentioned reluctance on the part of the district to provide program support and cited a lack of buy-in or understanding of Texas ACE as the core of the problem. That said, these site coordinators also mentioned tedious approval processes for purchasing, lack of access to facilities, and miscommunication as important factors as well.

"I think the district forgets how important before and afterschool programming is. For some families, it's make or break."

– K–8 site coordinator

To overcome challenges obtaining district support, site coordinators suggested that establishing a presence outside of program time by attending district meetings and/or setting up Facetime meetings with the superintendent can help. They also said that clearly communicating program goals and showing the alignment between Texas ACE and district goals helps establish buy-in, as does periodic sharing of program data and outcomes to demonstrate the benefits of the program.

"I think that anyone who might be having difficulty, they just got to persevere and may have to get a little annoying with it, I guess you could say. And just making sure that, not to be a pest, but to clearly communicate that these aren't 21st Century kids. These are our kids, and so we're not trying to separate ourselves. Yes, we are a department, but we're a department that serves the entire district, and we're all here to support the district."

– Elementary school site coordinator

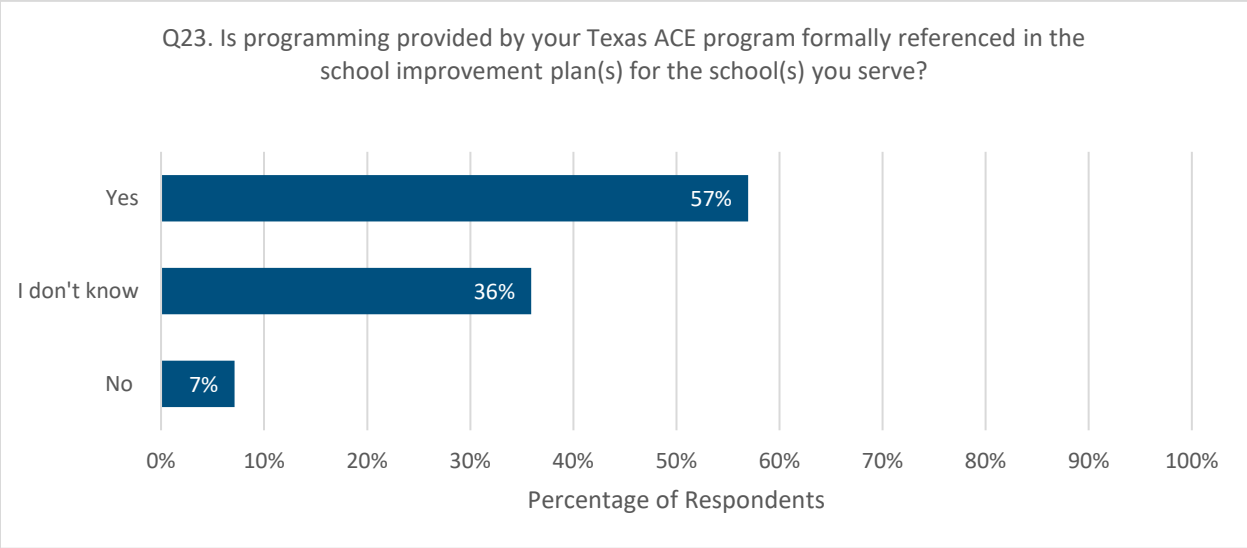
"We also are kept informed because, as a department, we meet with the central district office when they have central office meetings. So we're hearing things straight from the superintendents—again, the district transportation, and child nutrition services, so all those different things."

– Elementary school site coordinator

Texas ACE Program Alignment with School and District Goals

To gauge the extent to which Texas ACE programming is folded into school improvement plans, the survey included a question asking whether school improvement plans specifically referenced Texas ACE programming. A majority (57%) of site coordinators said that it was ("yes"), with only 7% saying that it was not referenced. More than a third of respondents (36%) said that they did not know whether their program was referenced or not. See Exhibit 20.

Exhibit 20. Texas ACE in School Improvement Plans



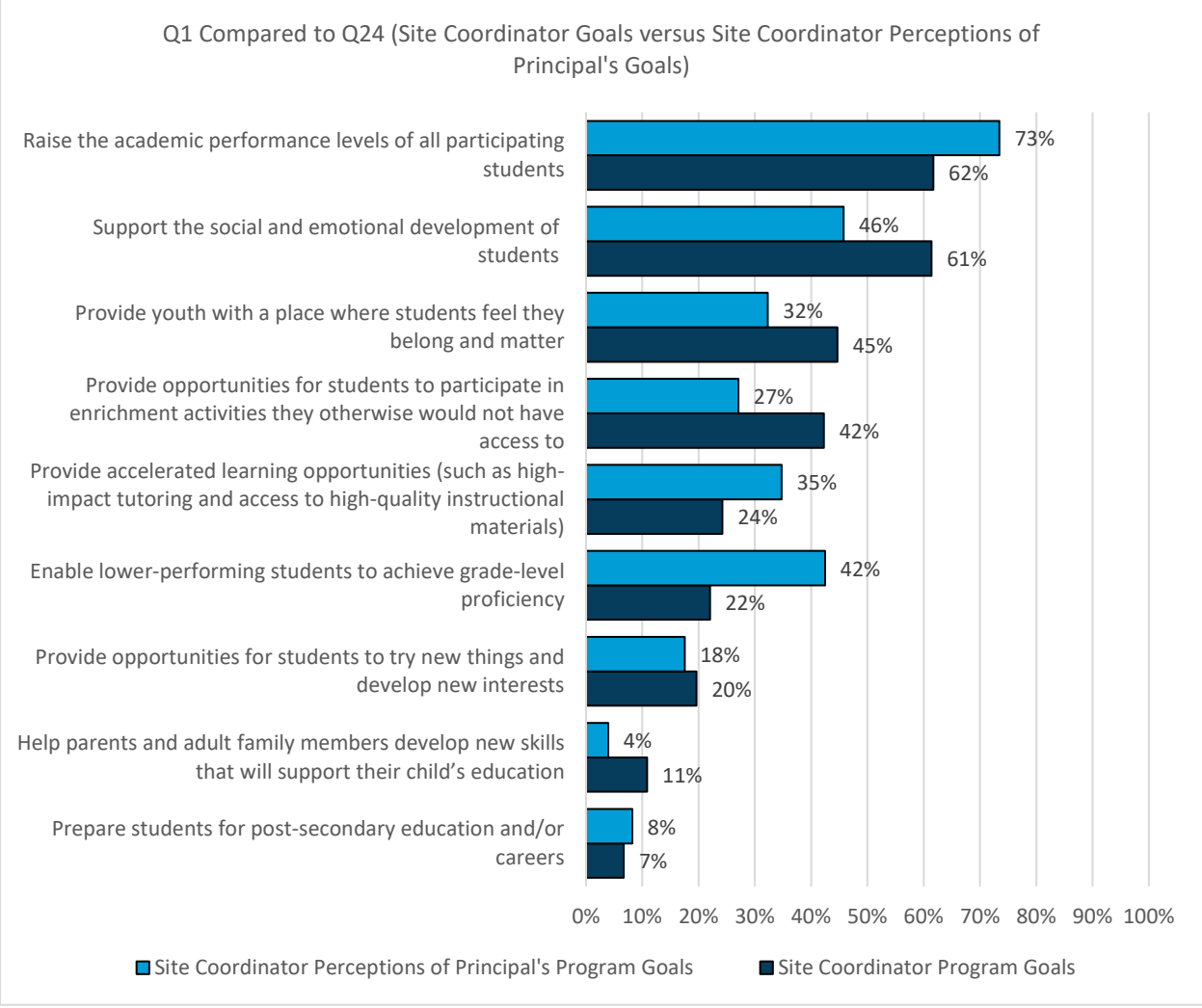
Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 618. Texas ACE – Texas Afterschool Centers on Education.

Note that site coordinators from suburban programs were most likely to say that their programming was referenced, with 68% saying "yes" compared with 56% for city, 46% for town, and 58% for rural site coordinators. Also, site coordinators associated with school district grants were more likely than those not associated with school district grants to say "yes" (63% compared with 47%, respectively). Additional subgroup differences are shown in Appendix E, Exhibits E90–E92.

Site coordinators were further asked to select what they thought were their principal's top three goals for the Texas ACE program. Nearly three quarters of respondents selected "raise the academic performance levels of all participating students" as one of the principal's top three goals, whereas slightly less than half (46%) selected "support the social and emotional development of students" as a top-three principal goal. Interestingly, comparison with the site coordinators' top goals as reported in Question 1 revealed a sizeable discrepancy for this particular goal, with 61% of site coordinators choosing support of social emotional development of students as a top-three goal. Similarly, the third-highest goal selected for

principals (with 42%) was “enable lower-performing students to achieve grade-level proficiency,” whereas only 22% of site coordinators identified this as a top-three goal for the program from their perspective. See Exhibit 21. There were few meaningful subgroup differences, so statistically significant subgroup differences are shown in Appendix E, Exhibits E93–E95. As presented earlier, however, site coordinators’ top-three goals did vary somewhat with subgroup, meaning the perceived disconnect between site coordinators’ and principals’ goals could also vary depending on subgroup (notably locale and grade levels served, given that site coordinators associated with rural programs and elementary programs were more likely to say that raising academic performance levels was a top-three goal than were other site coordinators).

Exhibit 21. Site Coordinator Perceptions of Principal Program Goals, with Site Coordinator Goals for Comparison



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 610. Texas ACE – Texas Afterschool Centers on Education.

When asked about Texas ACE program alignment to district goals during the interviews, site coordinators primarily described their work with students as aligning with the district's academic priorities. However, they also mentioned alignment with goals related to meeting social-emotional needs, improving attendance, and building leaders.

"Well, the district, the main parts that the district focuses on, is low academic performance. They want to raise it up. We've raised it up."

– Middle school site coordinator

"They want social-emotional needs and learning and support. We have two classes, or three classes, actually supporting that."

– Middle school site coordinator

"Well, I think we're starting to see a lot of leaders being formed. And I know this district—they love their leaders. And I see a lot of leadership skills in a lot of these kids, everything from that quiet kid that now is coming out of his shell and is talking and leading his team to state championship or whatever it is. But a lot of these kids are ambassadors. These kids used to be shy kids. And most of my [Texas] ACE kids, for some reason, are shy kids. But now they're coming out of their shells, and they're leading people now."

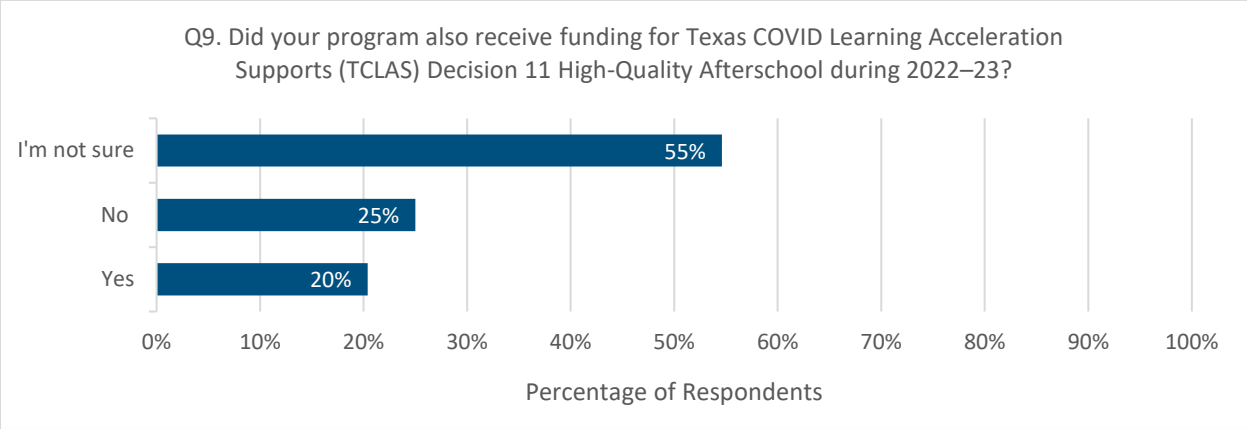
– Middle school site coordinator

TCLAS Decision 11 High-Quality Afterschool and High-Impact Tutoring

This final subsection presents findings related to implementation of TCLAS, Texas COVID Learning Acceleration Supports. TCLAS is a set of funding and targeted supports available to local education agencies (LEAs) to accelerate student learning in the aftermath of COVID-19. Specifically, TCLAS Decision 11 supports high-quality afterschool by delivering targeted academic support that 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 these funds and that not all districts with 21st CCLC grants have these resources. The availability of these resources is time limited.

Site coordinators were only asked about TCLAS Decision 11 High-Quality Afterschool as part of the survey. Only 20% of respondents said that their program is receiving funding for TCLAS Decision 11 High-Quality Afterschool, but more than half of the respondents were not sure (55%). See Exhibit 22.

Exhibit 22. TCLAS Decision 11 High-Quality Afterschool at Texas ACE Programs



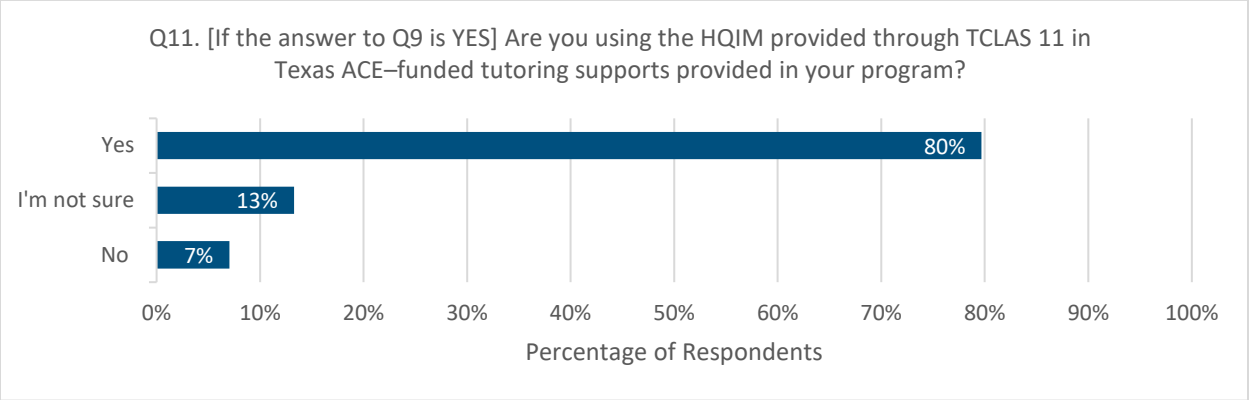
Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 628. Texas ACE – Texas Afterschool Centers on Education.

Town-based site coordinators were more likely to say that their program was funded by TCLAS Decision 11 than were site coordinators from other locales (34% "yes," compared with 13% for city, 22% for suburban, and 20% for rural site coordinators).[13] Site coordinators associated with programs serving primarily elementary students were also more likely to say "yes" to this question than were site coordinators at centers primarily serving middle or high school students (24%, compared with 14% for middle and high school). Additional subgroup differences are shown in Appendix E, Exhibits E53–E56.

Respondents who said that their program was funded by TCLAS Decision 11 were presented with two additional questions. First, they were asked whether they were using the high-quality instructional materials (HQIM) provided through TCLAS Decision 11 in Texas ACE tutoring supports. The vast majority of respondents said that they were (80%), whereas 13% said that they were not sure. Only 7% said "no." See Exhibit 23. Note that there were no significant subgroup differences in how respondents answered this question.

[13] Note, however, that a higher proportion of respondents associated with city-based programs selected "I don't know" as their answer to this question: 65% of city site coordinators said that they didn't know, compared with 52% of suburban, 48% of town, and 42% of rural site coordinators.

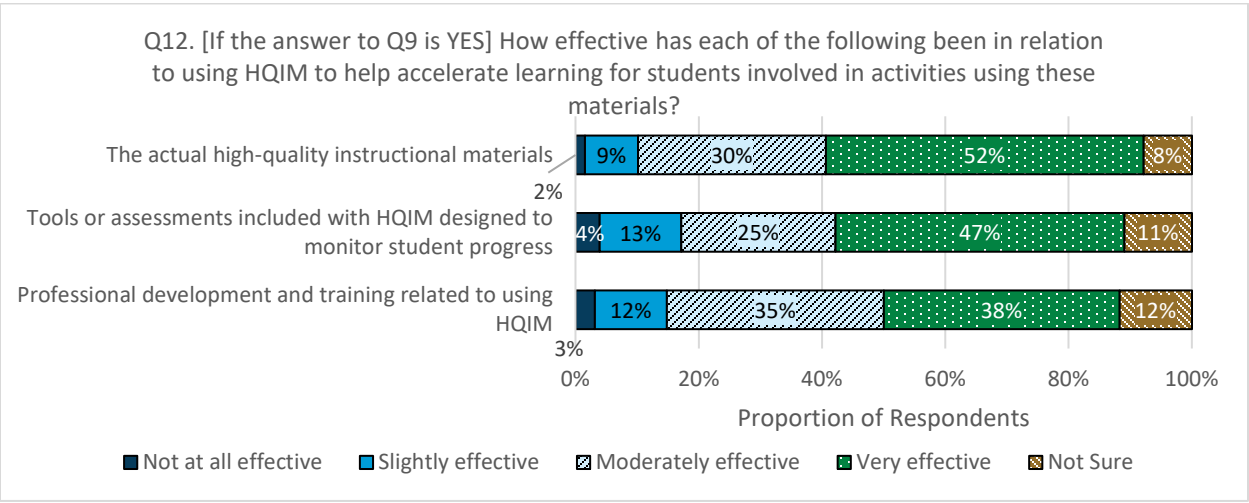
Exhibit 23. TCLAS Decision 11 High-Quality Afterschool at Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 128. HQIM – high-quality instructional materials, TCLAS – Texas COVID Learning Acceleration Supports, Texas ACE – Texas Afterschool Centers on Education.

Second, respondents who said that they were funded by TCLAS Decision 11 were asked how effective HQIM has been in terms of accelerating learning for students. The majority of respondents indicated that HQIM materials themselves were at least moderately effective (82%) and that tools or assessments included with HQIM designed to monitor student progress were at least moderately effective as well (72%). Respondents also indicated that professional development and training related to using HQIM was at least moderately effective (73%). See Exhibit 24. Note that subgroup differences are not included in this report due to low *n* sizes, however.

Exhibit 24. TCLAS Decision 11 High-Quality Afterschool at Texas ACE Programs



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 128. HQIM – high-quality instructional materials, Texas ACE – Texas Afterschool Centers on Education.

Best Practices

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

This section presents best practices identified through the site coordinator interviews. These focus on ways that site coordinators may be able to better define or adjust program goals, improve recruitment and retention strategies, strengthen linkages to the school day, tailor activity provision, or garner district support.

Note that the best practices presented here may not be suited for all centers. Each practice will have to be considered in light of program-specific contextual factors. These practices are therefore presented to TEA and Texas ACE programs merely as promising strategies or approaches that may warrant program-specific consideration and adaptation.

Best Practices: Goals

There were several important practices around goal setting and goal attainment discussed during the interviews. To begin with, site coordinators stressed that it is important to **engage in effective communication strategies with stakeholders**. Establishing open, regular communication with stakeholders may of course take on a variety of forms, depending on contextual factors (with common practices involving formal and informal meetings, email, newsletters, caregiver events, etc.), but several points bear consideration:

- *Involve multiple types of stakeholders in the goal-planning process*. Consider involving school-district staff, school-day staff, students, caregivers, and community partners.
- *Create multiple ways to communicate.* Site coordinators mentioned attending district and school-day staff meetings, holding regular check-in meetings with school administrative staff, and catching up with teachers more informally during the school day. The use of feedback surveys for students and caregivers is also common, providing a broad approach to gathering their opinion data. However, it may help sites to regularly assess how effective their communication strategy is and work to build creative ways of garnering feedback from stakeholders not otherwise involved. For instance, one site coordinator mentioned that they use a suggestion box to help improve goals or discover student needs; a suggestion box of this sort enables stakeholders of all types to provide anonymous feedback that they might not otherwise provide (although these stakeholders need to know that the box exists).

- *Engage in intentional listening.* Related to the previous point, one site coordinator mentioned the challenge of changing the bad reputation their Texas ACE program had at their school. Previously, students and parents had held a negative view of Texas ACE. To overcome this challenge, the site coordinator engaged the community and listened to their concerns and ultimately changed the name of the program to give the program a fresh start. By doing these things, the site coordinator said that they were starting to see positive change at their site and an increase in participation.

Related to communication, **being intentional about building a strong relationship with school administration and district staff** was mentioned by coordinators as an important factor in program goal achievement. Four site coordinators noted that having strong support from the school administrators is an important factor in their success, with one explaining that support from school administrators is crucial because Texas ACE staff can consult them for advice to address problems as they arise. Also, several site coordinators (four) noted that staying in active communication with the district not only helped garner buy-in but also enabled them to stay connected with what's going on in the district, which in turn enabled the program to better meet student needs and create alignment with district goals.

Note that intentionality in building a relationship with the school district may be especially important for those programs *not* associated with a school district grant. As shown by the survey data, site coordinators not associated with school district grants were less likely to report receiving supports from the district than were site coordinators associated with school district grants. This makes sense given the latter's built-in relationship related to grant administration and simply means that non-district-grant programs will have to work harder to build connections.[14]

> "I think it's very important (to have support from the school administrators). I know that they've got my back and I've got theirs. I know if I'm having issues or problems, I can turn to them and tell them, 'Do you have any advice, any recommendations, any suggestions?' And they're right there to throw them out and vice versa."
>
> *– Middle school site coordinator*

Finally, site coordinators emphasized the value of **using data to assess progress toward goals**. Doing so not only enables real-time progress tracking relative to program goals but also provides material for building a relationship with school and district staff. Being able to show positive progress toward school or district goals can help district and school leaders see how the Texas ACE program is affecting students in ways that are particularly important to them, which can go a long way toward garnering buy-in and future support from these leaders. For

[14] Note that it is possible that non-school-district grants have access to other resources that are harder for school district grants to access, but this was not asked about as part of the survey or the interviews.

some site coordinators, this may require building a relationship with a school data specialist or analyst, as mentioned by some of the site coordinators during the interviews.

Best Practices: Recruitment and Retention

Recruitment and retention success will, at least to some extent, be a function of the communication effectiveness just described: If a program is well known by caregivers and school staff and has a good reputation, recruitment will be easier. Likewise, if students enjoy their time in the program, they will be more likely to recommend the program to their friends and to continue participating. To put this another way, site coordinators indicated that having a "presence" on campus is very important; the program must be visible to school staff, teachers, and students. Conceivably, this could involve in-school displays, advertisements, strong word-of-mouth support, informal and formal meetings, and so forth.

Beyond this, though, some site coordinators said that they found success **working with school counselors** (three site coordinators) or **athletic coaches** (two site coordinators) to help them recruit students for the program. For example, one site coordinator explained that an athletic coach utilizes the Texas ACE tutoring support to ensure that their athletes stay on track academically and are eligible to participate in sports. Additionally, site coordinators said that **intentional incorporation of "voice and choice"** around activity choices helps to attract and retain students; this can involve provision of student feedback on activities offered, inclusion of students in planning new activity options, and student choice within the activities themselves. The exact manner of establishing student voice and choice will, of course, have to be grade-level dependent. Site coordinators said that using data to proactively identify students likely to withdraw from the program can also help (e.g., monitoring program or school-day attendance data to identify any patterns associated with subsequent program nonattendance) and, further, that talking with parents/caregivers can be useful for retaining students.

Finally, the interviews suggested that **relatively few site coordinators have a process in place to evaluate the effectiveness of their retention efforts**; only three site coordinators said that consistently reviewing their program attendance data helped them evaluate the effectiveness of their retention efforts. Establishing such reviews may, therefore, be an especially helpful and low-effort practice for many sites to initiate.

Best Practices: Linkages to the School Day

As with goal setting, recruitment, and retention, **communication strategies figure prominently** when it comes to establishing linkages to the school day, including both formal and informal approaches. These strategies are already described under "Best Practices: Goals," but note in particular the importance of joining leadership or school staff meetings, participating in informal meetings with school-day teachers, and reviewing school-day data on a regular basis

to keep track of individual student needs. Regarding this last item concerning data use, more than half of the site coordinators said that they have intentional strategies for gaining access to school-day data.

Please note these efforts in particular:

- Site coordinators emphasized the importance of clearly communicating program vision to school and district staff and explaining how program goals align with district goals. This provides a justification for why access to school-day data is necessary while simultaneously helping build buy-in.
- Also described under "Best Practices: Goals," site coordinators reported that leveraging data clerk positions at schools not only helps in terms of gaining access to data but also helps improve site coordinator data literacy.
- Site coordinators reported that improving data literacy through grant- or TEA-provided training has been helpful for keeping track of student needs.
- Creating program-specific data tools can be helpful for keeping track of student needs as well (e.g., Excel reports, other data reports).

One site coordinator mentioned that they built in access to school-day data by means of strategic hiring:

> "So we have a stay-in school coordinator, or they call them our attendance person. I made sure that I hired them through our program because they deal with truancy, so when I need to know about attendance and stuff, they run those reports already in their department."
>
> *– High school site coordinator*

A few site coordinators (three) also said that they created opportunities for informal check-ins by volunteering to be part of school-day activities and routines. Volunteering in this way, although not possible for everyone, might be an effective approach for some site coordinators to use to gain detailed insight into what takes place during the school day.

Best Practices: Activity Provision

In keeping with the themes outlined in the previous "Best Practices" subsections, communication again appears instrumental in providing high-quality, engaging activities. One site coordinator described a majority of the site coordinator role as **active listening**.

> "As a site coordinator, it's about listening, being active listeners of everybody's desire. But then what are the needs of the program?"
>
> *– Middle school site coordinator*

Simply knowing needs, of course, is not sufficient for providing high-quality activities. Site coordinators also noted that they use data to inform activities (e.g., student needs data based on school-day records and student feedback) and work with the school-day staff to ensure alignment between the program and general student need areas. Site coordinators who were interviewed also encouraged **asking the district for material support** in developing and conducting activities. Ten site coordinators mentioned event support as a primary way their district supports them and also support by providing guest speakers, funding, advertising/promotion, cohosting, staffing, and setup. This emphasizes the need to establish a good relationship with the school district.

In terms of activity delivery itself, activities such as **tutoring and homework help will be more effective if there are strong linkages to the school day**, as already described. Regarding enrichment activities, as discussed in the preceding Findings section, it may be **useful to sites to survey their own program staff to find out what interests they have**; this may not only provide new ideas for activities to offer, but can also help ensure that staff lead activities that they themselves are passionate about. Incorporating youth "voice and choice" (previously described) can be valuable for enhancing student engagement. Finally, as presented in the main Findings section, site coordinators stressed the importance of **embedding academic content** creatively in enrichment activities to reinforce school-day learning while keeping participants engaged.

District Support

The importance of establishing a good working relationship with the school district has been outlined in the previous subsections on best practices. To summarize these briefly, site coordinators' recommendations for building or strengthening the Texas ACE program's relationship with district staff are as follows:

- Establish a presence outside of program time by attending district meetings and/or setting up virtual meetings with the superintendent.
- As part of that communication with the superintendent, and when communicating with district staff generally, communicate program goals to show the alignment between Texas ACE and district goals.
- Periodically share program and outcome data aligned to district goals to show how the Texas ACE program appears to be benefiting students.

Conclusion

Overall, the preceding best practices present a clear picture of how site coordinators help their programs succeed. Effective communication and goal alignment are foundational components for successful programs. Further, effective site coordinators are able to identify where their

program is situated relative to stakeholder goals and needs, to adapt programming to address those goals and needs (within the overall purpose of the Texas ACE program), and to track progress using data. This progress tracking can then be used to tell the story of Texas ACE programming to stakeholders, which in turn builds program reputation and stakeholder buy-in.

Doing these things well, however, requires constant listening and time. Some programs may also face far greater challenges than other programs due to idiomatic contextual factors. In such cases, program staff may need to set internal short-term and longer term goals for relationship building and communication.

Discussion

This report has presented a range of findings related to Texas ACE program goals, recruitment, retention, school-day linkages, activity provision, and role within school districts. Several themes emerge from these findings. The first has to do with the importance of **program alignment with stakeholder interests**. Within the broader goals of 21st CCLC statewide and nationally, program goals need to be aligned with school and district goals, while program services need to be aligned with individual student and community interests and needs. Aligning the program in these ways is essential to building stakeholder buy-in, which in turn is important for ensuring material and staffing support from schools and districts while keeping attendance numbers high. This is, of course, easier conceptually than it is practically, especially in cases where stakeholder priorities are ordered differently.[15] Additionally, *alignment* cannot be taken to mean mere reflection of district or school goals over against student or adult family member needs; rather, district, school, parent/family member, and student priorities should be aligned within a cohesive system of supports, of which Texas ACE programming is a part.

Instrumental to successful alignment, therefore, is the second emergent theme—**strong communication**. Strong communication is necessary for good alignment to take place. Discussing the Texas ACE program goals with school and district administrative staff—and doing so with an active listening approach—can enable Texas ACE programs to prioritize certain goals, highlight areas of goal overlap, and explain how all program goals support school or district primary goals. Additionally, participating in this type of communication can provide an opportunity to convey student and adult family member needs to the school or district that are either attendant to academic goals or are logically prior to academic learning (e.g., nutrition, positive relationships, or mindsets). This in turn helps build school and district buy-in, since it enables school and district

[15] Note that this is suggested by the comparison of site coordinator top-three program goals with site coordinator perceptions of principal top-three program goals.

leaders to see how the Texas ACE program can help them accomplish goals that are important to them. To convey this information, however, program staff have to arrange for discussion time with school and district leaders and do so on a regular basis for the purpose of keeping the program visibly relevant.

Implied in this, of course, is communication with community stakeholders, including both partners and parent/family members. Such communication is essential for assessing community strengths and needs, for setting student development goals, and for telling stories of program success. Enabling caregivers to provide feedback in an ongoing way is also important, noting that such opportunities need to be designed to enable adults to provide sincere, fully articulated feedback (e.g., using anonymous suggestion boxes in addition to formal and informal information-gathering approaches). Communication with students, and notably allowing for student voice and choice, is also a highlight, understanding that students who have a say in the activities (what they are or how they go about them) will be more likely to stay engaged.

Finally, the third theme implicit in the previous two is **effective data use**. Close review of school-day data is extraordinarily important for planning activities, because using school-day data to identify areas of general student need helps keep the program focused and relevant. Interest survey data can also be helpful during planning, both in terms of staff interest (what enrichment activities are possible) and participant interest (whether student or adult). Keeping track of program attendance and using indicators for potential program leavers can help with retention, and using school-day outcome data can be useful for telling the story of Texas ACE program impact. These data use strategies in turn further stakeholder buy-in.

None of these emergent themes are new or unknown. Further, aligning programs, establishing effective communication, and using data well will all require careful tailoring to local factors, with no one-size-fits-all approach. However, these broad themes may provide a high-level way for programs to reflect about their overall program strengths and identify areas in which they may need to improve. Considered alongside the material provided in the Best Practices section, these themes can perhaps be useful as frameworks for discussion about program quality.

Recommended Next Steps

Based on the findings of this report, AIR has three recommendations for TEA consideration:

1. It may be useful for TEA program staff to discuss the best practices material provided in this report with a broader audience of Texas ACE grant– or center-level staff (e.g., project directors and frontline staff). Discussions of this sort may confirm, clarify, correct, or otherwise detail specific best practices as outlined in this report and also foster sharing of best practices among centers.

2. TEA may want to investigate the extent to which centers not associated with school-district grants have difficulty obtaining school-district support, as well as the extent to which these centers have access to alternative resources not asked about as part of the survey or interview.
3. In keeping with previous reports submitted to TEA by AIR, staffing challenges continue to emerge as a theme. TEA may want to continue exploring solutions to frontline staff–related challenges to help programs identify workable solutions.

References

U.S. Department of Education. (n.d.). *Nita M. Lowey 21st Century Community Learning Centers program description*. https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/21st-century-community-learning-centers/

Vinson, M., Belmont, A., Fales, R., & Bishop, A. (2023). *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).* American Institutes for Research. https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-out-of-school-learning-opportunities/texas-ace-implementation-report-21-22.pdf

Appendix A. Site Coordinator Survey (Spring 2023)

[INTRODUCTION]

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) 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 your 21st CCLC program's:

- Goals
- Student recruitment
- Linkages to the school day
- Activities
- Role in your school district

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 provided 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.

The answers you provide in response to this survey will be used by AIR only for this evaluation project. Upon completion of the evaluation, a survey dataset with all identifiers removed will be provided to TEA as a project record. After delivering this deidentified survey dataset to TEA, AIR will then destroy all remaining survey response data. That is, no data will remain that could link you to your responses.

Any questions about the study should be addressed to Matt Vinson at 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, toll-free at 1-800-634-0797, or c/o IRB, American Institutes for Research, 1400 Crystal Drive, 10th Floor, Arlington, VA 22202.

Indicate whether you agree to take the survey by selecting an option below and clicking on the *submit* button. Note that, by selecting "I agree to take this survey," you are indicating that you agree to the terms as described above and agree to take the survey.

- o I agree to take this survey.
- o I do not agree to take this survey. *(Skip to the end of the survey.)*

[SUBMIT]

A. PROGRAM GOALS

1. Which of the following represent the top three goals for your 21st CCLC program at this center? Please place a *1* next to the goal that represents the highest priority for your 21st CCLC, a *2* next to your next highest goal, and a *3* next to the third highest.

21st CCLC Program Goals	Pick top 3
a. Enable lower-performing students to achieve grade-level proficiency	☐
b. Raise the academic performance levels of all participating students	☐
c. Provide accelerated learning opportunities (such as high-impact tutoring and access to high-quality instructional materials)	☐
d. Support the social and emotional development of students	☐
e. Provide youth with a place where students feel they belong and matter	☐
f. Provide opportunities for students to try new things and develop new interests	☐
g. Provide opportunities for students to participate in enrichment activities they otherwise would not have access to	☐
h. Prepare students for post-secondary education and/or careers	☐
i. Help parents and adult family members develop new skills that will support their child's education	☐
j. Provide literacy education to parents and adult family members	☐
k. Support parent and adult family members' health and well-being	☐
l. Other. Please describe: _____	☐

2. Has your program faced any significant challenges meeting the top three goals you indicated in the preceding question? If so, please BRIEFLY describe those challenges in the text field below. Alternatively, check the box below the text field to indicate you have not faced any significant challenges. (400 character limit)

☐ We have not faced any challenges to accomplishing our top three program goals.

3. Students and families served by your Texas ACE program may have a variety of needs, including those that your program is not able to meet with current programming or the funding resources you have available.

   Please indicate if you are currently taking steps in your Texas ACE program to try to better address student and family needs, either by making **changes to Texas ACE programming** or in **seeking additional resources outside of Texas ACE funding** to address these needs. **(Please check all boxes that apply.)**

Need Categories	Actively making changes to Texas ACE programming to better address this need	Looking for additional resources to better address this need	Finding it challenging to identify or access resources to meet this need	No steps are currently being taken to change programming or find new resources to address needs in this area
a. Need to address student social and emotional needs	☐	☐	☐	☐
b. Need for programming that addresses academic learning loss	☐	☐	☐	☐
c. Need to address college and career readiness for students	☐	☐	☐	☐
d. Need to address health and physical wellness	☐	☐	☐	☐
e. Need for food assistance	☐	☐	☐	☐
f. Need for rental assistance	☐	☐	☐	☐
g. Need for counseling resources for parents/adult family members	☐	☐	☐	☐
h. Need for health-related resources for families	☐	☐	☐	☐
i. Need for job training and placement support for parents/adult family members	☐	☐	☐	☐
j. Other (Please describe) _____	☐	☐	☐	☐

B. STUDENT RECRUITMENT AND RETENTION

4. What were your center's *recruitment* priorities this year? Please indicate how important each recruitment focus was for your program's overall student recruitment during the 2022-23 school year.

	How much of a focus was each of following for your overall recruitment efforts this year?			
We focused on recruiting students who…	**Not at all**	**A little**	**Some**	**A lot**
a. …needed additional academic support in reading/language arts	○	○	○	○
b. …needed additional academic support in mathematics	○	○	○	○

	How much of a focus was each of following for your overall recruitment efforts this year?			
We focused on recruiting students who…	**Not at all**	**A little**	**Some**	**A lot**
c. …needed additional support developing English language skills	○	○	○	○
d. …needed additional support developing social and emotional skills	○	○	○	○
e. …needed additional support in health and physical wellness	○	○	○	○
f. …needed additional support in terms of college and career readiness	○	○	○	○
g. …were interested in learning a new skill not taught during the school day	○	○	○	○
h. …were in need of a safe place to be after school	○	○	○	○
i. …were in need of a mentor	○	○	○	○
j. …were in need of friends	○	○	○	○
k. …were struggling with school-day attendance	○	○	○	○
j. … met other key criteria defined by program. Please describe:____	○	○	○	○

5. How much did your program rely on each of the following groups to help with recruiting students for the 2022-23 school year?

	How much did your program rely on each group for recruitment for 2022-23?			
	Not at all	**A little**	**Some**	**A lot**
a. School principal/assistant principal	○	○	○	○
b. School-day teachers	○	○	○	○
c. Parents/adult family members	○	○	○	○
d. School social worker(s)	○	○	○	○
e. School counselor	○	○	○	○
f. Students	○	○	○	○
g. Texas ACE program activity leaders	○	○	○	○
h. Community partners	○	○	○	○
i. Other _____	○	○	○	○

6. How many of the afterschool activities provided at this site are…

	None of the activities at this site	*Some* of the activities at this site	*Most* of the activities at this site	*All* of the activities at this site
a. Open to all students that want to participate?	○	○	○	○
b. Only able to support limited enrollment and are therefore filled on a first come, first served basis?	○	○	○	○
c. Based on giving enrollment *priority* to certain groups of students?	○	○	○	○
d. Restricted in that only certain groups of students are *eligible* to participate?	○	○	○	○

C. LINKAGES TO THE SCHOOL DAY

7. Thinking about the 2022-23 school year, to what extent were activity sessions that were *explicitly meant to support academic skill-building* led by school-day teachers?

Of our activity sessions meant to support academic skill-building…

- ○ **None** were led by school-day teachers.
- ○ **About 1-25%** were led by school-day teachers.
- ○ **About 26-50%** were led by school-day teachers.
- ○ **About 51-75%** were led by school-day teachers. [SKIP to Q9.]
- ○ **Nearly all or all** were led by school-day teachers. [SKIP to Q9.]

8. **[SKIP LOGIC: Only show to users who chose one of the first three options for Q7.] Concerning 2022-23, think about your program's activities that were designed to support academic skill-building. Concerning those activities, to what extent do you agree or disagree with the following statements regarding linkages to the school day?**

Concerning my program's activities designed to support academic skill-building…	We do not have processes in place for this to occur	We have some processes in place to support this but are working to further improve in this area	We have processes in place for this to occur and these processes are functioning well
a. On a week-to-week basis, the activity leaders in my program know what school-day academic content will be covered with students with whom they work.	○	○	○
b. Activity leaders in my program coordinate the content of afterschool activities with students' school-day homework.	○	○	○
c. Activity leaders in my program know whom to contact at the students' day school if they have a question about student progress or status and do so as needed to support activity design.	○	○	○
d. The activities that activity leaders provide in the afterschool program are tied to specific learning goals that are related to the school-day curriculum.	○	○	○
e. Staff in my program meet regularly with school day staff not working in the afterschool program to review the academic progress of individual students.	○	○	○

9. **Did your program also receive funding for Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 High-Quality Afterschool during 2022-23? [SKIP LOGIC: If "No" or "I'm not sure," skip items 10-13.]**
   - ○ Yes
   - ○ No
   - ○ I'm not sure

10. **[If the answer to Q9 is YES] Please provide a description of the progress you have made this school year in implementing programming supported with TCLAS Decision 11 funds. (400 character limit)**

11. **[If the answer to Q9 is YES] Are you using the HQIM provided through TCLAS 11 in Texas ACE-funded tutoring supports provided in your program?**

- ○ Yes
- ○ No
- ○ I'm not sure

12. **[If the answer to Q9 is YES] How effective has each of the following been in relation to using HQIM to help accelerate learning for students involved in activities using these materials?**

	Not at all effective	*Slightly effective*	*Moderately effective*	*Very effective*	*Not sure*
a. The actual high-quality instructional materials	○	○	○	○	○
b. Professional development and training related to using HQIM	○	○	○	○	○
c. Tools or assessments included with HQIM designed to monitor student progress	○	○	○	○	○

13. **[If the answer Q9 is YES] Please describe any modifications you have made to the use of HIT [high-impact tutoring] and/or HQIM [high-quality instructional materials] from the start of the school year in order to improve the effectiveness of these supports. (400 character limit)**

D. ACTIVITY PROVISION

14. **Thinking generally about all the activities offered in your program, what information or approaches are used to develop the content of specific activity sessions? Please indicate how important each of the following is for activity planning:**

	Not important	Somewhat important	Very important	Not sure
a. Written plans for the session, assignments, and projects	○	○	○	○
b. Specific learning goals	○	○	○	○
c. Promotion of skill mastery in relation to one or more state standards	○	○	○	○
d. Analysis of student school-day data (e.g., scores or grades)	○	○	○	○
e. School-day teacher input or feedback	○	○	○	○
f. Copies of lessons from the school day	○	○	○	○
g. Feedback from students	○	○	○	○
h. Feedback from parents	○	○	○	○
i. Program staff discussion	○	○	○	○
j. Results of a program quality assessment tool (e.g., YPQA)	○	○	○	○
k. TCLAS Decision 11 progress monitoring tools or assessments	○	○	○	○
l. Curricula chosen by the school or district	○	○	○	○
m. Curricula chosen by Texas ACE center or grant leadership (e.g., the grant project director, the center site coordinator, etc.)	○	○	○	○
n. Curricula chosen by Texas ACE activity leaders	○	○	○	○
o. Curricula driven by TCLAS academic support goals	○	○	○	○
p. TEA supplemental products provided through TCLAS	○	○	○	○

15. **Does your program make use of specific curricula for activity planning? If so, please indicate the curricula on which you MOST rely for activity planning. (400 character limit)**

16. **How is oversight of activity implementation conducted, and by whom? Please check all that apply.**

Individuals providing activity implementation oversight	Lesson plan review	Activity observation	Post-activity debrief
Peer activity leaders	☐	☐	☐
Site coordinator	☐	☐	☐
Project director	☐	☐	☐
Grant independent evaluator	☐	☐	☐
Parents	☐	☐	☐
Partner staff	☐	☐	☐
School day teachers	☐	☐	☐
School principal/assistant principal	☐	☐	☐
District staff	☐	☐	☐
Other program staff	☐	☐	☐
Other school-day staff	☐	☐	☐

17. **What steps has your program taken to coordinate Texas ACE service provision with additional academic and behavioral supports? (e.g., Multi-Tiered System of Supports interventions, individual counseling)**

	Engage in discussions to coordinate Texas ACE programming and other non-Texas ACE-funded services to enhance …			
With…	**Academic supports for students**	**Behavioral supports for students**	**Enrichment Opportunities for Students**	**Supports for parents and adult family members**
District staff responsible for other services and programs	☐	☐	☐	☐
Community partners	☐	☐	☐	☐
School counselor	☐	☐	☐	☐
School social worker	☐	☐	☐	☐
MTSS coordinator	☐	☐	☐	☐
Special/Exceptional education staff	☐	☐	☐	

18. **Which, if any, of the following school-day committees, teams, or councils do you participate in at the school(s) served by your program? Please check all that apply.**
    - ☐ School improvement planning committee
    - ☐ Grade-level teams
    - ☐ Subject area departments
    - ☐ Behavioral health team
    - ☐ Campus Advisory Council
    - ☐ Child Study Teams
    - ☐ Other (Please describe:_____)
    - ☐ I do not participate in any other school-day committees, teams, or councils

19. **Does your center have a standing committee, team, or council that works to broker access to wrap-around services (e.g., mental health services, adult education classes, cash or food supports for families) for students and their families?**
    - ○ Yes
    - ○ No
    - ○ I don't know

20. **[if the answer to #19 is YES] How actively do you participate in this group?**
    - ○ I do not participate in this group
    - ○ Occasionally participate
    - ○ I am a very active participant

E. DISTRICT SUPPORT FOR THE PROGRAM

21. **How has the district supported your program? Please select all that apply.**
    - □ Curricula provision
    - □ Building space
    - □ Supplies (art supplies, equipment, etc.)
    - □ Funding
    - □ Professional development/TA
    - □ Transportation
    - □ Provision of data
    - □ Data analysis/analytic support
    - □ Staffing

22. **Please briefly describe how the district has supported your program. (400 character limit)**

F. PROGRAM ROLE IN DISTRICT EDUCATION STRATEGY

23. **Is programming provided by your Texas ACE program formally referenced in the school improvement plan(s) for the school(s) you serve?**
    - ○ Yes
    - ○ No
    - ○ I do not know

24. In your view, what are the school principal's top three goals for your program? Please place a *1* next to the goal that represents the highest priority for your Texas ACE program, a *2* next to your next highest goal, and a *3* next to the third highest.

School Principal's Goals for Your Texas ACE	Pick top 3
a. Enable lower-performing students to achieve grade-level proficiency	☐
b. Raise the academic performance levels of all participating students	☐
c. Provide accelerated learning opportunities (such as high-impact tutoring and access to high-quality instructional materials)	☐
d. Support the social and emotional development of students	☐
e. Provide youth with a place where students feel they belong and matter	☐
f. Provide opportunities for students to try new things and develop new interests	☐
g. Provide opportunities for students to participate in enrichment activities they otherwise would not have access to	☐
h. Prepare students for post-secondary education and/or careers	☐
i. Support parent engagement in their child's learning	☐
j. Help parents and adult family members develop new skills that will support their child's education	☐
k. Provide literacy education to parents and adult family members	☐
l. Support parent and adult family members' health and well-being	☐
m. Other. Please describe: _____	☐

G. RESPONDENT CHARACTERISTICS

25. How many years have you worked in the afterschool program at this site <u>in any capacity</u>?

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

26. How many years have you worked <u>in your current position</u> for the afterschool program at this site?

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

27. Have you previously worked for the school district with which your Texas ACE program is associated?

- ○ Yes
- ○ No
- ○ Prefer not to say

28. Do you live in the community served by the school(s) that your program participants attend?

- ○ Yes
- ○ No
- ○ Prefer not to say

29. What is your gender?

- ○ Female
- ○ Male
- ○ Prefer not to say

30. What is your ethnicity?

- ○ Hispanic/Latino
- ○ Not Hispanic/Latino
- ○ Prefer not to say

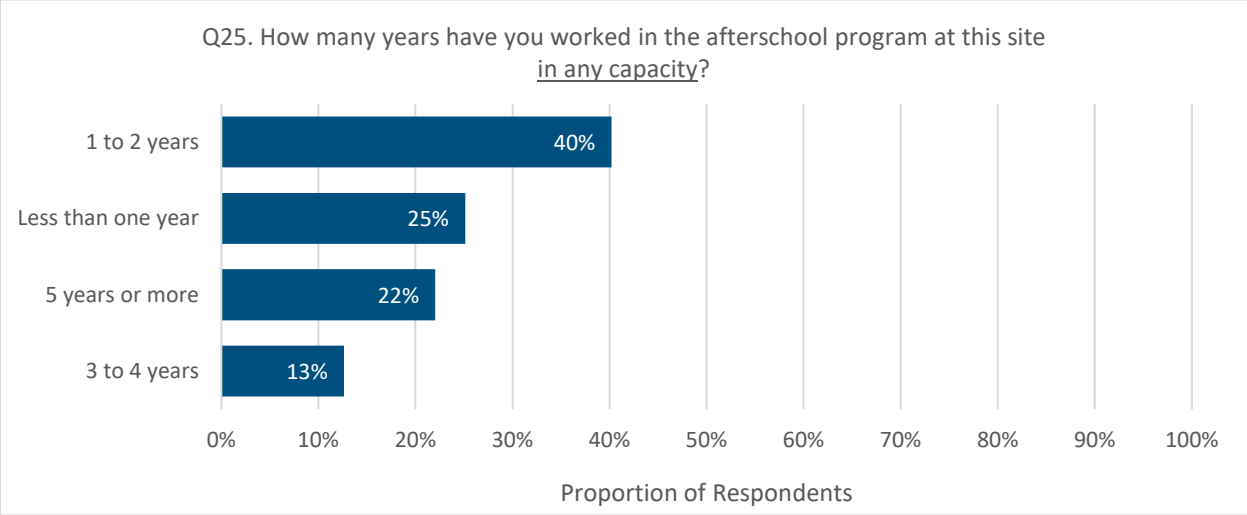
31. What is your race? (Select all that apply.)

- □ American Indian or Alaska Native
- □ Asian
- □ Black or African American
- □ Native Hawaiian/Other Pacific Islander
- □ White
- □ Prefer not to say
- □ Other

Appendix B. Site Coordinator Survey (Spring 2023) Respondent Characteristics

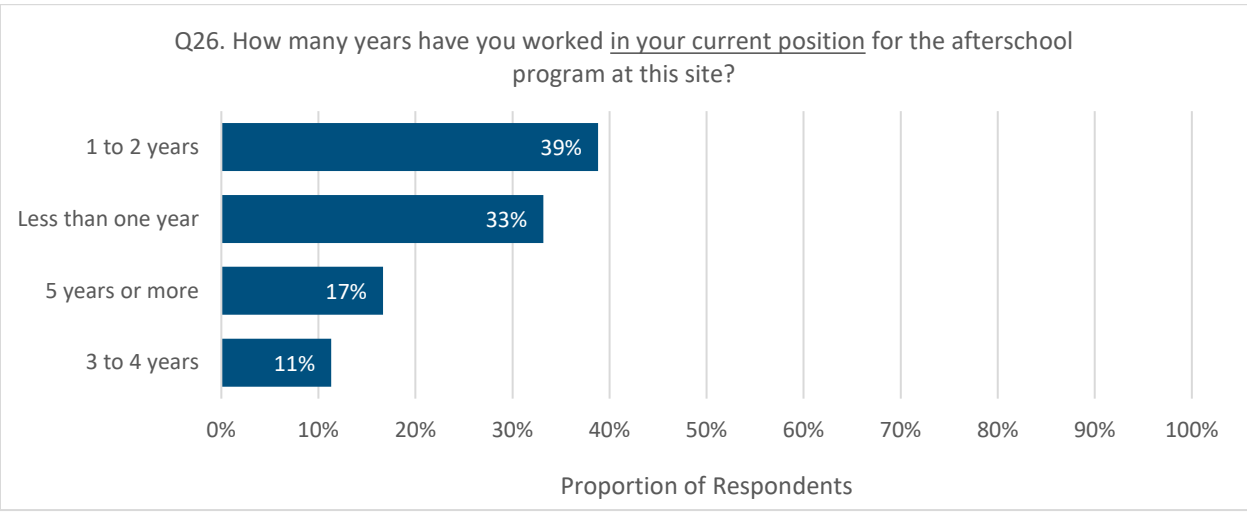
This appendix presents site coordinator survey responses to basic demographic questions. Note that subgroup differences are included in Appendix E, Exhibits E96–E106.

Exhibit B1. Years of Same-Site Experience among Texas ACE Site Coordinators



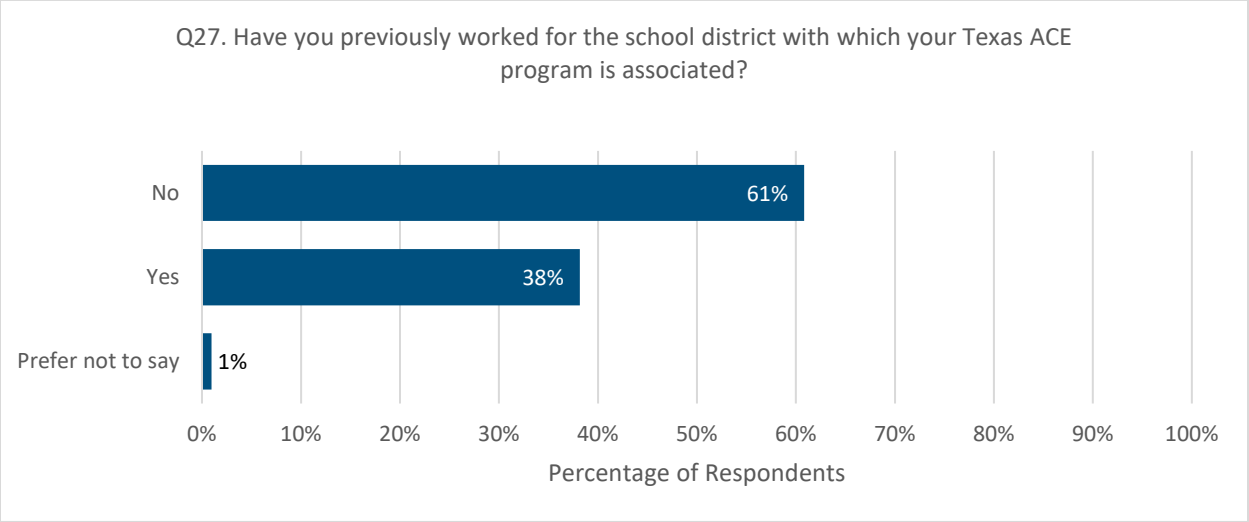
Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 617. Texas ACE – Texas Afterschool Centers on Education.

Exhibit B2. Years of Same-Role Experience among Texas ACE Site Coordinators



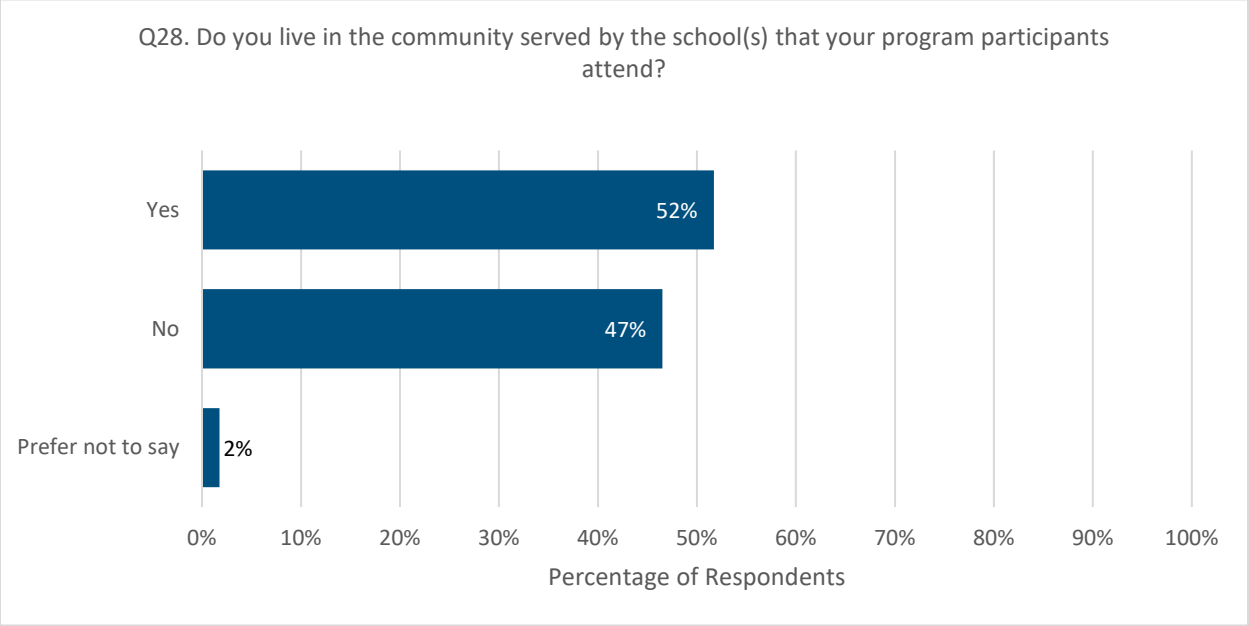
Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 618. Texas ACE – Texas Afterschool Centers on Education.

Exhibit B3. Years of District Experience among Texas ACE Site Coordinators



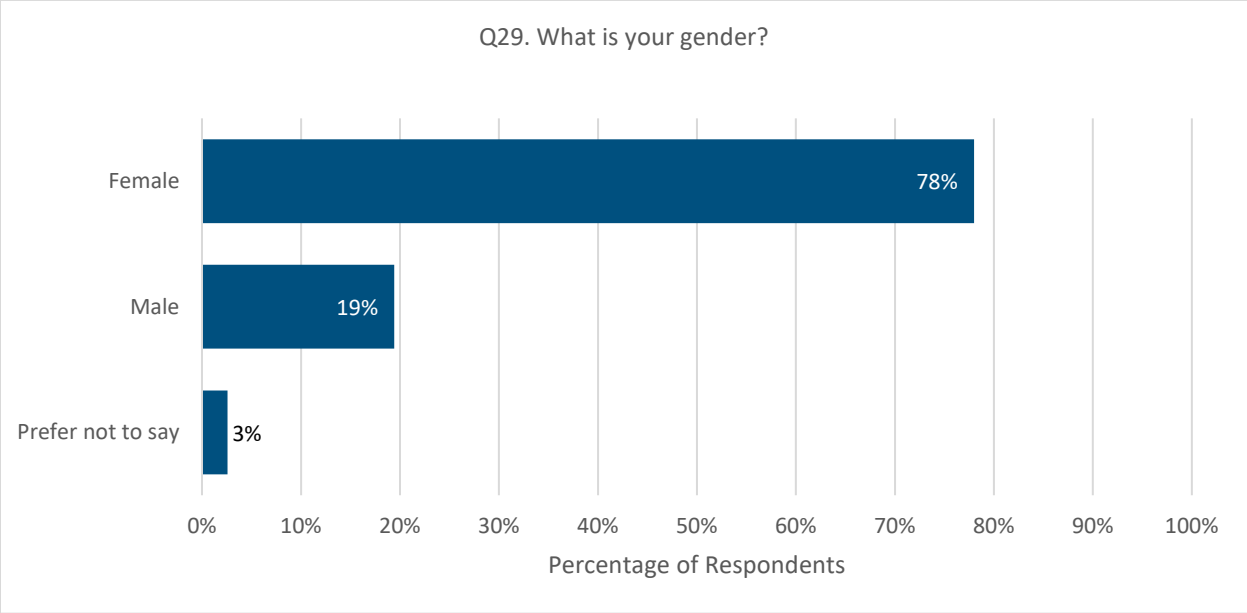
Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 618. Texas ACE – Texas Afterschool Centers on Education.

Exhibit B4. Proportion of Texas ACE Site Coordinators Living in Communities Served by the Program



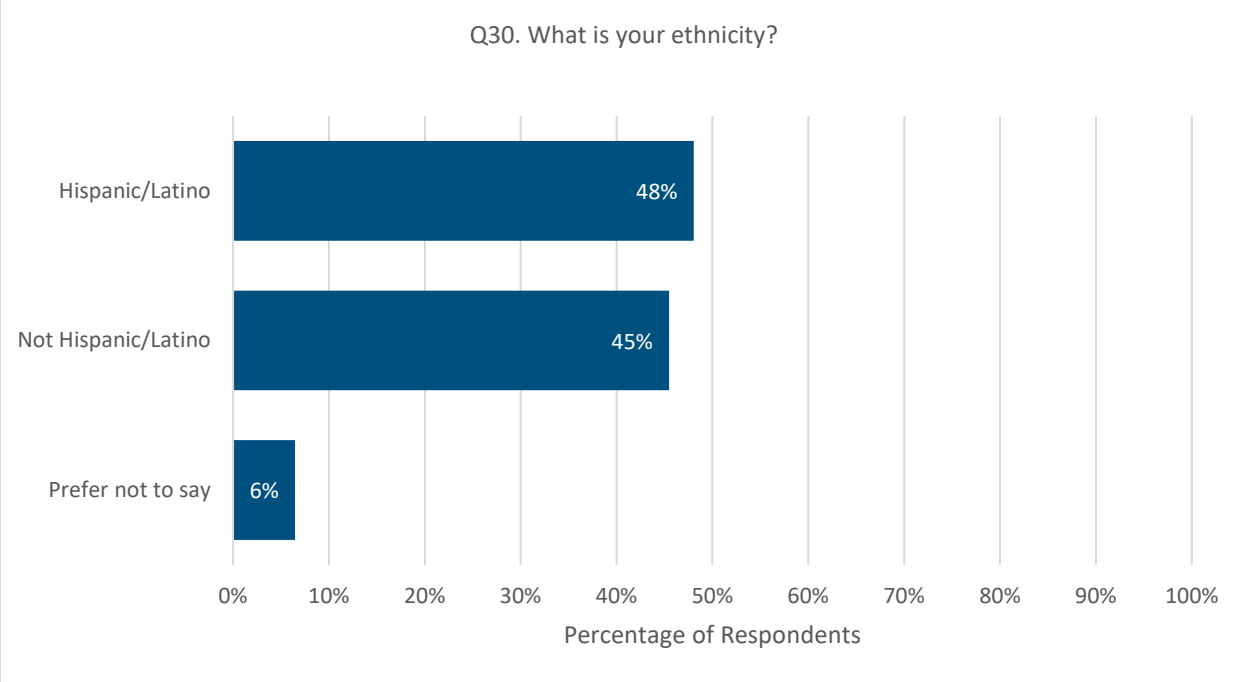
Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 617. Texas ACE – Texas Afterschool Centers on Education.

Exhibit B5. Gender of Texas ACE Site Coordinators



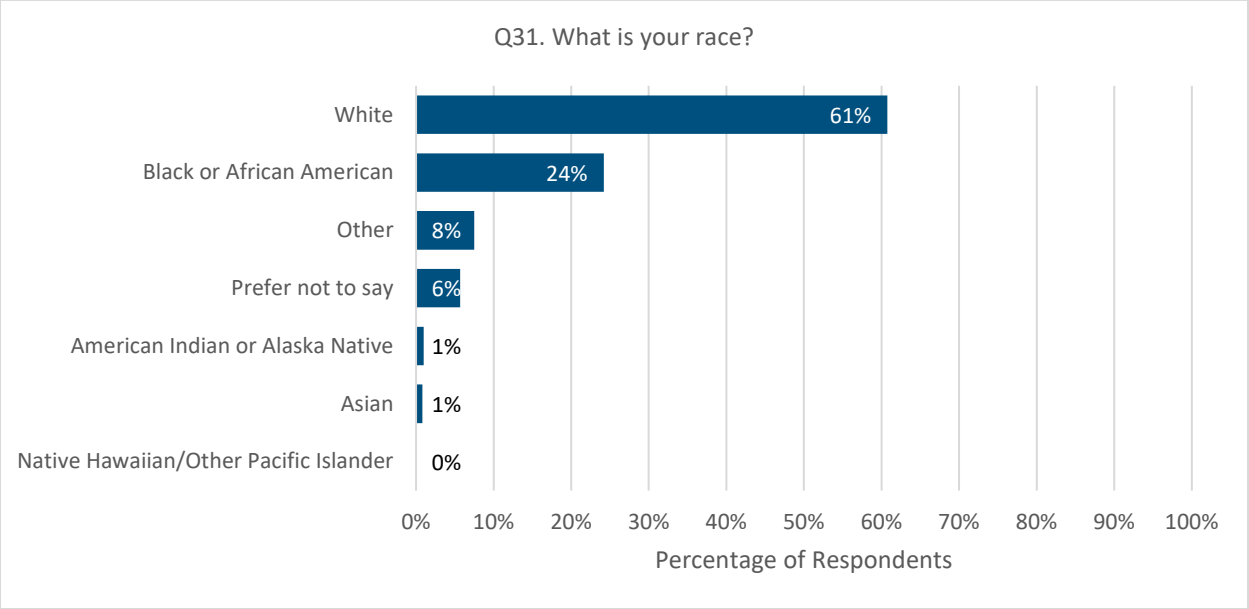
Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 618. Texas ACE – Texas Afterschool Centers on Education.

Exhibit B6. Ethnicity of Texas ACE Site Coordinators



Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. N = 618. Texas ACE – Texas Afterschool Centers on Education.

Exhibit B7. Race of Texas ACE Site Coordinators



Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. N = 599. Texas ACE – Texas Afterschool Centers on Education.

Appendix C. Center Sampling for Interviews

The purpose of this document is to outline the criteria AIR used to select a sample of Texas ACE grantees represented in Cycles 11 and 12 for inclusion in interviews in fall 2023 related to the topics of **program goals, student recruitment/retention, linkages to the school day, activity provision, district support for the program, and program roles in district education strategy**. The primary goal of the fall 2023 interviews was to identify and explore innovative, promising, or effective practices in relation to these topics, with a secondary goal of identifying areas of general challenge related to these topics (notably among Cycle 12 grantees). Ultimately, the sample selection process was intended to result in the identification of 20 Texas ACE programs to target in the fall 2023 interviews, with approximately 15 of those being from Cycle 11 programs and five from Cycle 12.

The data used to guide sample selection stemmed from two sources:

1. Administrative data sent to AIR by TEA, including:
    a. Grant and center names
    b. Grant type
    c. Locale (rural, town, suburban, urban)
    d. Grade levels served (serving elementary or not)
2. Site Coordinator survey response data collected in late spring 2023 (Cycle 11 only)

Cycle 12 programs were chosen based on administrative data (with TEA input), given that Cycle 12 was not included in the site coordinator survey (having just received grant funding). For Cycle 11 programs, an initial pool of potential interview candidates was selected based on survey response data and administrative data, and then finalized via TEA feedback. Generally, AIR sought to ensure representation within the sample in terms school type and locale, but oversampled programs serving elementary-age youth given TEA interest (and the overall proportion of programs serving this age group).

Exhibit C1 presents AIR's selection criteria related to the site coordinator survey. When creating these criteria, preference was given to those items that yielded varying responses.

Exhibit C1. Criteria Used to Identify Site Coordinator Responses from Forced Choice Items that May Be Indicative of Adoption of Promising Practices

Concept	Selection criteria	Points assigned
Program Goals		
Strong academic focus	1. Answered Q1 on goals by indicating at least one academic goal is a level 1 or level 2 goal AND 2. Answered Q3 by indicating their program is actively working to address student academic learning loss, and NOT indicating (in Q3) that this was proving challenging.	4 points
Strong SEL focus	1. Answered Q1 on goals by indicating that SEL is a level 1 or level 2 goal AND 2. Answered Q3 by indicating actively working to address student SEL needs, and NOT indicating (in Q3) that this was proving challenging.	4 points
Programs that address program-identified challenge areas	Answered Q3 by indicating, for two or more areas, you're the program is actively making changes to address "Need for rental assistance", "Need for health-related resources for families", or "Need for job training and placement support for parents/adult family members", and NOT indicating in Q3 that the program has been finding meeting these needs challenging (respectively). (Note: These were the areas that received the highest proportion of working to address/finding it challenging responses.)	4 points
Student Recruitment/Retention		
Broad recruitment support	For Q5, "How much did your program rely on each of the following groups to help with recruiting students for the 2022-23 school year?", count as ½ point each answer of "some" or 1 point "a lot" up to four points possible (answer options were principal, school-day teachers, parents, etc.).	Up to 4 points
Linkages to the School Day		
Strong school-day linkages (among programs staffed < 50% School Day teachers)	For respondents indicating < 50% of activities are led by a school day teacher, Q8 asks, "Concerning 2022-23, think about your program's activities that were designed to support academic skill-building. Concerning those activities, to what extent do you agree or disagree with the following statements regarding linkages to the school day?" Assign one point for each	Up to 5 points possible, but considered separately since not all centers are able to gain

Concept	Selection criteria	Points assigned
	of five separate questions where the answer is "We have processes in place for this to occur and these processes are functioning well". NOTE: Respondents indicating >=50% of activities are led by teachers do not see Q8, so this does give preference to a subset of programs (about half).	points from this question.
TCLAS/HQIM	Select for programs implementing TCLAS/using HQIM (generously, since only about 20% of respondents indicated "yes" on Q9). If respondents answered Q9 with "yes" and answered Q9-Q13 (i.e., they answered all questions regarding TCLAS and HQIM), assign points.	Binary indicator (1/0), not counted toward point totals.
Activity Provision		
Coordination of Texas ACE programming with other supports	Q17 asks, "What steps has your program taken to coordinate Texas ACE service provision with additional academic and behavioral supports? (e.g., Multi-Tiered System of Supports interventions, individual counseling)." Respondents were able to indicate whether they coordinated with district staff, community partners, school social worker, etc., in terms of four different support domains—academic, behavioral, enrichment, and parent/adult family member supports. Assign four points if the center reported coordination across all four support domains.	4 points
District Support		
Level of district support	Q21 asks respondents to indicate how their district has supported the program (via check boxes for a pre-defined list). To look for broad-based support from the district, sum these responses, with one point per check up to four points.	Up to 4 points

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Role of program in district education strategy not included, since items were not conducive to selection around best practices (i.e., strictly informational). HQIM – high-quality instructional materials, SEL – social-emotional learning, Texas ACE – Texas Afterschool Centers on Education.

Ultimately, the final selection of Cycle 11 interview candidates was based on the following utilization of the criteria outlined in C1.

1. Point values for all programs were calculated, first in terms of survey topic and then in total. Programs with less than four points were dropped from consideration.
2. The list of programs was sorted in descending order by total points. Programs with the highest point value sums were therefore considered for inclusion before other programs.

Where center scores were identical, centers were considered in blocks with school-day links, TCLAS response data, program locale, grade levels served, and grant type as deciding factors.

3. Programs were added to the sample by starting at the top of the sample list and working down. Selection proceeded as follows:
    a. Only one center per grant was chosen, regardless of score. Other high-scoring centers for a grant were considered alternates for the included center.
    b. Once 15 centers from different grants were identified, the resultant sample was assessed in terms of grade levels served, program locale, and grant type. The desired sample was to include a majority of elementary centers, a mix of programs by locale, and at least some variation by grant type (grant type variation may be difficult to achieve since most grants are school-based).
    c. The sample was balanced to include sufficient centers of a given grade level, locale, and grant type, with lower-scoring centers in the sample replaced with the highest-scoring *non-sample* centers with that characteristic. For example, if there were not enough rural centers but an overrepresentation of city-based centers (as was the case), the lowest-scoring city-based center within the sample was replaced with the next-highest non-sample center that is rural based. Note that the goal was not to achieve perfect representation of the larger Cycle 11 center pool, but to ensure at least some level of variation within the sample in terms of these characteristics.
    d. The above procedure was repeated until a well-varied sample of generally-high-scoring centers was identified.

This process was used to identify 15 centers for inclusion in the sample. The resultant list, along with alternates and lower-scoring centers, was reviewed by TEA and revised as needed to derive a final sample of 15 centers.

Five Cycle 12 candidates were also selected based on administrative data and TEA feedback, then added to this Cycle 11 list to complete the list of 20 centers for interview.

Appendix D. Site Coordinator Interview Protocol (Fall 2023)

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 school community engagement, vision, missions, and goals in your Texas ACE program. You were nominated as someone who might be able to share some insights related to this topic. During this 90-minute interview, we will ask about center goals, student recruitment and retention, linkages to the school day, the extent of district-level support, and facilitators of and barriers to implementation. You likely filled out a survey in Spring 2023 addressing similar topics. These interviews are following up on some of those survey findings.

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 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.

Note to interviewer: Highlights and asterisks indicate priority questions.

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, 2023].

Please state your name, title, role, how many years you've worked at your center, and if you feel comfortable sharing, what aspect of afterschool programming you're most passionate about.

To start, I am going to ask you a few questions about center-level SMART goals and attainment.

Program goals and attainment

Center-Level SMART Goal Setting

1. What factors do you consider when developing goals and objectives for your program?
2. Who is involved in your goal planning process (e.g., center staff, parents, school staff, community members, partners etc.)?*
    a. How are these different people engaged in the planning process?*
3. How do you assess the needs and priorities of the school community when developing goals for your center?*
    a. Can you describe a specific example of how you have used data to inform your center's goals?*
4. How would you describe the primary objectives and goals of your program concerning student achievement and student development?*

Goal Attainment

5. What role does data play in assessing the center's progress toward its goals, and how do you collect and analyze relevant data?*
6. Can you share examples of recent achievements or milestones that demonstrate your center's success in attaining its objectives?
7. What challenges or obstacles have you encountered in attaining your program goals?*
    a. Have you addressed or overcome them?*
8. How do you ensure that your center's goals remain relevant and responsive to the evolving needs of students?*

Next, I'd like to discuss student recruitment and retention.

Student Recruitment and Retention

Recruitment

9. How does your center identify and assess the specific needs of students during the recruitment process? *
10. To what extent does feedback from current students and alumni shape your recruitment strategies to better meet the needs of future students? *
11. Can you describe the various recruitment channels and strategies you use to reach out to prospective students from diverse backgrounds?
    a. What strategies have been successful?
    b. What strategies haven't worked and what challenges were you attempting to address by using those strategies?

c. Are there specific outreach efforts or engagement activities designed to understand the needs of underrepresented or marginalized student groups during the recruitment process?

12. What stakeholders (e.g., school or district admin, school staff, partners, students, etc.) are most important to recruitment success and why?*
13. How does your center evaluate the effectiveness of recruitment efforts?

Retention

14. How does the center foster a sense of community and belonging among students to encourage them to stay engaged and committed?*
    a. Probe for different types of students.
15. What measures do you take to identify potential issues that may lead to student attrition, and how do you proactively address these concerns? (probe for high-need student difficulties at home or school)*
16. [Cycle 11*] Can you describe the various retention strategies your center has implemented?
    a. [Cycle 11*] What strategies have been successful?
    b. [Cycle 11*] What strategies haven't worked? What challenges do you continue to face?
17. [Cycle 11*] How does your center evaluate the effectiveness of retainment efforts?
18. [Cycle 12] Can you describe the various retention strategies your center is planning to implement?
19. [Cycle 12] How does your center plan to evaluate the effectiveness of retainment efforts?

Next, I'd like to discuss linkages to the school day.

Linkages to the School Day

20. What formal and informal communication strategies are used to communicate with school-day staff about student academic and social progress?*
21. Can you describe whether and how student data are used to design and tailor academic activities to meet student academic needs? Social needs?*
22. What challenges or obstacles have you encountered in accessing and/or analyzing student data?
    a. Have you addressed or overcome those challenges?

Next, I'd like to discuss activity provision.

Activity provision

23. What is your process for planning individual activity sessions?
    a. Who is involved?
    b. How do you ensure that activities address the diverse needs and learning styles of students?
    c. Is student feedback considered?

24. Can you provide examples of how your center collaborates with teachers, counselors, and other school-day staff to address specific learning and behavioral challenges students face?*
25. What does your oversight of activity planning and delivery look like? What are practices that have proved successful?*
26. What role does the district play in supporting center activities?*
    a. Have there been any instances where the district's support did not meet your center's expectations/were met with reluctance or resistance?
    b. Can you share any strategies or best practices you've developed to overcome challenges and enhance coordination with the district for support?
27. How does your center contribute to achieving the district's broader educational goals?*
    a. How do you balance the unique needs and goals of your center with the broader district priorities and requirements when seeking district support?

Wrap-Up

28. Is there anything else you'd like to share about your center that we have not discussed today?

Appendix E. Significant *T*-Test Results: Center Staff Subgroup Differences

T tests were used to examine subgroup differences around Texas 21st Student Tracking System staff types, examining staff type mean differences between groups (in terms of percentage of total staff).[16] Subgroups examined included locale (rural, town, 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 district, 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 (based on chi-square, $p \leq .05$).

A. PROGRAM GOALS

Question 1. "Which of the following represent the top three goals for your 21st CCLC program at this center? Please place a *1* next to the goal that represents the highest priority for your 21st CCLC, a *2* next to your next highest goal, and a *3* next to the third highest."

Chi-square tests were conducted for each box separately, with tests conducted using a "marked" or "not marked" binary test.

Exhibit E1. Percentage of Texas ACE Site Coordinators Selecting a Goal as a Primary Goal for Their Center, by Locale

	City	Suburban	Town	Rural
b. Raise the academic performance level of all participating students.	56%	61%	65%	72%
i. Help parents and adult family members develop new skills that will support their child's education.	11%	16%	10%	6%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 241, suburban *N* = 145, town *N* = 125, and rural *N* = 117. Texas ACE – Texas Afterschool Centers on Education.

[16] 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 E2. Percentage of Texas ACE Site Coordinators Selecting a Goal as a Primary Goal for Their Center, by Grade Level

	Primarily elementary	Primarily middle/high school
b. Raise the academic performance level of all participating students.	65%	56%
f. Provide opportunities for students to try new things and develop new interests	17%	25%
h. Prepare students for post-secondary education and/or careers	2%	14%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Primarily elementary *N* = 404, primarily middle/high school *N* = 225. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E3. Percentage of Texas ACE Site Coordinators Selecting a Goal as a Primary Goal for Their Center, by School-District Status

	School district	Non-school district
e. Provide youth with a place where students feel they belong and matter	42%	51%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district *N* = 403, non-school-district *N* = 226. Texas ACE – Texas Afterschool Centers on Education.

Question 3. "Students and families served by your Texas ACE program may have a variety of needs, including those that your program is not able to meet with current programming or the funding resources you have available. Please indicate if you are currently taking steps in your Texas ACE program to try to better address student and family needs, either by making **changes to Texas ACE programming** or in **seeking additional resources outside of Texas ACE funding** to address these needs. **(Please check all boxes that apply.)**"

Exhibit E4. Percentage of Texas ACE Site Coordinators Actively Making Changes to Address Needs, by Cycle

	Cycle 10	Cycle 11
e. Need for food assistance	25%	35%
h. Need for health-related resources for families	20%	26%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. For item e, Cycle 10 *N* = 292, Cycle 11 *N* = 301; for item h, Cycle 10 *N* = 306, Cycle 11 *N* = 318.
Texas ACE – Texas Afterschool Centers on Education.

Exhibit E5. Percentage of Texas ACE Site Coordinators Looking for Additional Resources to Address Needs, by Cycle

	Cycle 10	Cycle 11
e. Need for food assistance	33%	24%
j. Other (Please describe)	11%	5%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. For item e, Cycle 10 *N* = 292, Cycle 11 *N* = 301; for item j, Cycle 10 *N* = 199, Cycle 11 *N* = 202.
Texas ACE – Texas Afterschool Centers on Education.

Exhibit E6. Percentage of Texas ACE Site Coordinators Saying No Steps Are Being Taken to Address Needs, by Cycle

	Cycle 10	Cycle 11
c. Need to address college and career readiness for students	26%	19%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Cycle 10 *N* = 292, Cycle 11 *N* = 301. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E7. Percentage of Texas ACE Site Coordinators Actively Making Changes to Address Needs, by Locale

	City	Suburban	Town	Rural
g. Need for counseling resources for parents/adult family members	23%	34%	15%	27%
h. Need for health-related resources for families	23%	33%	15%	20%
j. Other (Please describe)	17%	33%	14%	11%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* was about 235 for most items, 152 for item j; suburban *N* was about 143 for most items, 91 for item j; town *N* was about 120 for most items, 84 for item j; and rural *N* was about 117 for most items, 73 for item j.
Texas ACE – Texas Afterschool Centers on Education.

Exhibit E8. Percentage of Texas ACE Site Coordinators Looking for Additional Resources to Address Needs, by Locale

	City	Suburban	Town	Rural
a. Need to address student social and emotional needs	35%	26%	47%	32%

	City	Suburban	Town	Rural
b. Need for programming that addresses academic learning loss	53%	37%	42%	41%
g. Need for counseling resources for parents/adult family members	47%	36%	44%	30%
h. Need for health-related resources for families	48%	34%	44%	35%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* was about 235 for most items, 152 for item j; suburban *N* was about 143 for most items, 91 for item j; town *N* was about 120 for most items, 84 for item j; and rural *N* was about 117 for most items, 73 for item j. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E9. Percentage of Texas ACE Site Coordinators Looking for Additional Resources to Address Needs, by Locale

	City	Suburban	Town	Rural
d. Need to address health and physical wellness	7%	4%	9%	5%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 240, suburban *N* = 144, town *N* = 123, and rural *N* = 117. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E10. Percentage of Texas ACE Site Coordinators Saying No Steps Are Being Taken to Address Needs, by Locale

	City	Suburban	Town	Rural
a. Need to address student social and emotional needs	9%	5%	2%	2%
f. Need for rental assistance	50%	51%	64%	62%
j. Other (Please describe)	72%	58%	76%	77%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* was about 235 for most items, 152 for item j; suburban *N* was about 143 for most items, 91 for item j; town *N* was about 120 for most items, 84 for item j; and rural *N* was about 117 for most items, 73 for item j. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E11. Percentage of Texas ACE Site Coordinators Actively Taking Steps to Address Needs, by Grade Levels

	Primarily elementary	Primarily middle/high
c. Need to address college and career readiness for students	26%	39%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 402, middle/high *N* = 222. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E12. Percentage of Texas ACE Site Coordinators Looking for Additional Resources to Address Needs, by Grade Levels

	Primarily elementary	Primarily middle/high
c. Need to address college and career readiness for students	41%	50%
d. Need to address health and physical wellness	33%	41%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 402 for item c, *N* =404 for item d; middle/high *N* = 222 for item c, *N* = 221 for item d. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E13. Percentage of Texas ACE Site Coordinators Saying No Steps Are Being Taken to Address Needs, by Grade Levels

	Primarily elementary	Primarily middle/high
c. Need to address college and career readiness for students	29%	12%
e. Need for food assistance	29%	38%
i. Need for job training and placement support for parents/adult family members	43%	34%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 402 for item c, *N* =377 for item e, *N* = 387 for item i; middle/high *N* = 222 for item c, *N* = 216 for item e, *N* = 214 for item i. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E14. Percentage of Texas ACE Site Coordinators Actively Making Changes to Address Needs, by Grant District Status

	Non-school-district grant	School-district grant
b. Need for programming that addresses academic learning loss	45%	58%

	Non-school-district grant	School-district grant
g. Need for counseling resources for parents/adult family members	23%	35%
e. Need for food assistance	20%	28%
h. Need for health-related resources for families	18%	26%
i. Need for job training and placement support for parents/adult family members	7%	17%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Non-school-district grant *N* ranged from 215 to 226, school-district *N* ranged from 378 to 400.
Texas ACE – Texas Afterschool Centers on Education.

Exhibit E15. Percentage of Texas ACE Site Coordinators Finding It Challenging to Find Resources, by Grant District Status

	Non-School-district grant	School-district grant
b. Need for programming that addresses academic learning loss	12%	6%
d. Need to address health and physical wellness	9%	5%
e. Need for food assistance	14%	6%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Non-school-district grant *N* ranged from 215 to 226, school-district *N* ranged from 378 to 400. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E16. Percentage of Texas ACE Site Coordinators Finding It Challenging to Find Resources, by Grant District Status

	Non-school-district grant	Grant
c. Need to address college and career readiness for students	30%	19%
d. Need to address health and physical wellness	15%	10%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Non-school-district grant *N* ranged from 215 to 226, school-district *N* ranged from 378 to 400. Texas ACE – Texas Afterschool Centers on Education.

B. STUDENT RECRUITMENT AND RETENTION

Question 4. What were your center's *recruitment* priorities this year? Please indicate how important each recruitment focus was for your program's overall student recruitment during the 2022-23 school year.

Exhibit E17. Texas ACE Site Coordinator Reported Importance of Recruiting Students in Need of Additional Academic Support in Mathematics, by Locale

	City	Suburban	Town	Rural
Not at all	3%	0%	3%	5%
A little	12%	7%	7%	5%
Some	29%	19%	21%	23%
A lot	56%	74%	69%	67%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 241, suburban *N* = 143; town *N* = 123; and rural *N* = 118. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E18. Texas ACE Site Coordinator Reported Importance of Recruiting Students in Need of Additional Support Developing Social and Emotional Skills, by Locale

	City	Suburban	Town	Rural
Not at all	3%	1%	1%	4%
A little	11%	10%	15%	7%
Some	37%	26%	42%	30%
A lot	48%	63%	43%	59%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 238, suburban *N* = 141; town *N* = 124; and rural *N* = 117. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E19. Texas ACE Site Coordinator Reported Importance of Recruiting Students in Need of Additional Support in Terms of College and Career Readiness, by Locale

	City	Suburban	Town	Rural
Not at all	27%	20%	31%	35%
A little	20%	26%	34%	24%
Some	30%	32%	22%	27%
A lot	23%	22%	13%	14%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 240, suburban *N* = 142; town *N* = 123; and rural *N* = 118. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E20. Texas ACE Site Coordinator Reported Importance of Recruiting Students in Need of a Safe Place to Be, by Locale

	City	Suburban	Town	Rural
Not at all	13%	6%	5%	6%
A little	10%	6%	11%	5%
Some	13%	20%	31%	22%
A lot	65%	68%	54%	67%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 241, suburban *N* = 141; town *N* = 121; and rural *N* = 118. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E21. Texas ACE Site Coordinator Reported Importance of Recruiting Students in Need of Friends, by Locale

	City	Suburban	Town	Rural
Not at all	16%	6%	8%	6%
A little	14%	17%	24%	15%
Some	32%	31%	32%	40%
A lot	38%	46%	37%	39%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 240, suburban *N* = 141; town *N* = 123; and rural *N* = 117. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E22. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Met Other Key Criteria, by Locale

	City	Suburban	Town	Rural
Not at all	48%	54%	37%	51%
A little	9%	13%	12%	14%
Some	24%	13%	19%	17%
A lot	19%	20%	33%	19%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 189, suburban *N* = 120; town *N* = 96; and rural *N* = 94. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E23. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Needed Additional Academic Support in Reading/Language Arts, by Grade Levels

	Primarily elementary	Primarily middle/high
Not at all	2%	3%
A little	7%	8%
Some	21%	33%
A lot	69%	56%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 405, middle/high *N* = 222. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E24. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Needed Additional Academic Support in Mathematics, by Grade Levels

	Primarily elementary	Primarily middle/high
Not at all	3%	3%
A little	8%	9%
Some	21%	30%
A lot	69%	57%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 404, middle/high *N* = 222. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E25. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Needed Additional Support in Terms of College and Career Readiness, by Grade Levels

	Primarily elementary	Primarily middle/high
Not at all	38%	9%
A little	26%	23%
Some	23%	38%
A lot	13%	30%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 403, middle/high *N* = 221. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E26. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Were Interested in Learning a New Skill Not Taught during the School Day, by Grade Levels

	Primarily elementary	Primarily middle/high
Not at all	12%	4%
A little	17%	13%
Some	39%	39%
A lot	32%	44%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 402, middle/high *N* = 221. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E27. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Needed Additional Academic Support in Reading/Language Arts, by School-District Grant Status

	School-district grant	Non-school-district grant
Not at all	1%	5%
A little	6%	10%
Some	25%	26%
A lot	67%	59%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 402, non-school-district grant *N* = 225. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E28. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Needed Additional Academic Support in Mathematics, by School-District Grant Status

	School-district grant	Non-school-district grant
Not at all	2%	4%
A little	6%	12%
Some	24%	24%
A lot	68%	59%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 401, non-school-district grant *N* = 225. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E29. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Needed Additional Support Developing English Language Skills, by School-District Grant Status

	School-district grant	Non-school-district grant
Not at all	7%	14%
A little	17%	16%
Some	31%	32%
A lot	45%	38%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 399, non-school district grant *N* = 224. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E30. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Needed Additional Support in Terms of College and Career Readiness, by School District Grant Status

	School-district grant	Non-school-district grant
Not at all	24%	33%
A little	25%	24%
Some	32%	23%
A lot	19%	20%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 399, non-school-district grant *N* = 225. Texas ACE – Texas Afterschool Centers on Education. Non-school-district grants include, for example, community based organizations.

Exhibit E31. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Were Interested in Learning a New Skill Not Taught during the School Day, by Grant Status

	School-district grant	Non-school-district grant
Not at all	6%	13%
A little	17%	14%
Some	39%	40%
A lot	39%	33%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 399, non-school-district grant *N* = 224. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E32. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Were Struggling with School Day Attendance, by School-District Grant Status

	School-district grant	Non-school-district grant
Not at all	7%	12%
A little	18%	22%
Some	31%	31%
A lot	44%	35%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 397, non-school-district grant *N* = 223. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E33. Texas ACE Site Coordinator Reported Importance of Recruiting Students who Met Other Key Criteria Defined by the Program, by School-District Grant Status

	School-district grant	Non-school-district grant
Not at all	43%	53%
A little	11%	12%
Some	19%	20%
A lot	26%	15%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 322, non-school-district grant *N* = 178. Texas ACE – Texas Afterschool Centers on Education.

Question 5. How much did your program rely on each of the following groups to help with recruiting students for the 2022-23 school year?

Exhibit E34. Reliance on Students for Recruitment to Texas ACE Programming, by Cycle

	Cycle 10	Cycle 11
Not at all	6%	2%
A little	10%	8%
Some	25%	26%
A lot	59%	65%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Cycle 10 *N* = 302, Cycle 11 *N* = 207. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E35. Reliance on Students for Recruitment to Texas ACE Programming, by Locale

	City	Suburban	Town	Rural
Not at all	3%	1%	6%	4%
A little	8%	8%	14%	6%
Some	28%	24%	23%	24%
A lot	60%	66%	57%	66%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 239, suburban *N* = 143; town *N* = 122; and rural *N* = 118. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E36. Reliance on Students for Recruitment to Texas ACE Programming, by Grade Level

	Primarily elementary	Primarily middle/high
Not at all	4%	2%
A little	12%	4%
Some	28%	21%
A lot	56%	73%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 401, middle/high *N* = 222. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E37. Reliance on School Social Workers for Recruitment to Texas ACE Programming, by Grade Level

	Primarily elementary	Primarily middle/high
Not at all	51%	38%
A little	21%	24%
Some	20%	27%
A lot	8%	11%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 401, middle/high *N* = 223. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E38. Reliance on Texas ACE Program Activity Leaders for Recruitment to Texas ACE Programming, by Grade Level

	Primarily elementary	Primarily middle/high
Not at all	9%	8%

	Primarily elementary	Primarily middle/high
A little	18%	8%
Some	25%	24%
A lot	48%	59%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 403, middle/high *N* = 222. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E39. Reliance on Community Partners for Recruitment to Texas ACE Programming, by Grade Level

	Primarily elementary	Primarily middle/high
Not at all	38%	24%
A little	25%	36%
Some	26%	29%
A lot	12%	12%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 399, middle/high *N* = 222. Texas ACE – Texas Afterschool Centers on Education.

Question 6a. How many of the afterschool activities provided at this site are open to all students that want to participate?

Exhibit E40. Proportion of Texas ACE Activities Open to All Students, by Grade Level

	Primarily elementary	Primarily middle/high
None of the activities at this site	4%	0%
Some of the activities at this site	9%	2%
Most of the activities at this site	24%	14%
All of the activities at this site	63%	83%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 405, middle/high *N* = 223. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E41. Proportion of Texas ACE Activities Open to All Students, by School-District Grant Status

	School-district grant	Non-school-district grant
None of the activities at this site	4%	2%
Some of the activities at this site	8%	6%

	School-district grant	Non-school-district grant
Most of the activities at this site	15%	24%
All of the activities at this site	74%	68%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 402, non-school-district grant *N* = 226. Texas ACE – Texas Afterschool Centers on Education.

Question 6b. How many of the afterschool activities provided at this site are only able to support limited enrollment and are therefore filled on a first come, first served basis?

Exhibit E42. Proportion of Texas ACE Activities with Limited Enrollment, by Locale

	City	Suburban	Town	Rural
None of the activities at this site	30%	27%	46%	50%
Some of the activities at this site	32%	37%	31%	28%
Most of the activities at this site	16%	18%	11%	9%
All of the activities at this site	21%	18%	11%	13%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 240, suburban *N* = 144, town *N*= 125, rural *N* = 116. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E43. Proportion of Texas ACE Activities with Limited Enrollment, by Grade Level

	Primarily elementary	Primarily middle/high
None of the activities at this site	30%	48%
Some of the activities at this site	31%	34%
Most of the activities at this site	18%	9%
All of the activities at this site	21%	10%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 404, middle/high *N* = 222. Texas ACE – Texas Afterschool Centers on Education.

Question 6c. How many of the afterschool activities provided at this site are based on giving enrollment *priority* to certain groups of students?

Exhibit E44. Proportion of Texas ACE Activities with Enrollment Priority Groups, by Locale

	City	Suburban	Town	Rural
None of the activities at this site	50%	49%	62%	65%
Some of the activities at this site	27%	30%	17%	23%
Most of the activities at this site	10%	9%	14%	5%
All of the activities at this site	14%	12%	7%	7%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 240, suburban *N* = 141, town *N* = 125, rural *N* = 117. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E45. Proportion of Texas ACE Activities with Enrollment Priority Groups, by Grade Level

	Primarily elementary	Primarily middle/high
None of the activities at this site	50%	63%
Some of the activities at this site	26%	23%
Most of the activities at this site	12%	6%
All of the activities at this site	13%	8%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 402, middle/high *N* = 222. Texas ACE – Texas Afterschool Centers on Education.

Question 6d. How many of the afterschool activities provided at this site are restricted in that only certain groups of students are *eligible* to participate?

Exhibit E46. Proportion of Texas ACE Activities with Enrollment Eligibility, by Locale

	City	Suburban	Town	Rural
None of the activities at this site	61%	64%	76%	72%
Some of the activities at this site	26%	27%	18%	20%
Most of the activities at this site	6%	6%	4%	3%
All of the activities at this site	7%	4%	2%	4%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 236, suburban *N* = 141, town *N* = 123, rural *N* = 116. Texas ACE – Texas Afterschool Centers on Education.

C. LINKAGES TO THE SCHOOL DAY

Question 7 . Thinking about the 2022-23 school year, to what extent were activity sessions that were *explicitly meant to support academic skill-building* led by school-day teachers?

Exhibit E47. Proportion of Texas ACE Activities Meant to Support Academic Learning That Are Led by a School-Day Teacher, by Grade Level

	Primarily elementary	Primarily middle/high
None were led by school-day teachers	15%	6%
About 1-25% were led by school-day teachers	20%	15%
About 26-50% were led by school-day teachers	17%	22%
About 51-75% were led by school-day teachers	23%	18%
Nearly all or all were led by school-day teachers	25%	39%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 406, middle/high *N* = 223. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E48. Proportion of Texas ACE Activities Meant to Support Academic Learning That Are Led by a School-Day Teacher, by School District Status

	School-district grant	Non-school-district grant
None were led by school-day teachers	24%	5%
About 1-25% were led by school-day teachers	21%	17%
About 26-50% were led by school-day teachers	17%	19%
About 51-75% were led by school-day teachers	15%	25%
Nearly all or all were led by school-day teachers	23%	34%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district *N* = 402, non-school-district *N* = 227. Texas ACE – Texas Afterschool Centers on Education. Non-school-district grants include, for example, community-based organizations.

QUESTION 8. [SKIP LOGIC: Only show to users who chose one of the first three options for Q7.] Concerning 2022-23, think about your program's activities that were designed to support academic skill-building. Concerning those activities, to what extent do you agree or disagree with the following statements regarding linkages to the school day?

Question 8a. On a week-to-week basis, the activity leaders in my program know what school-day academic content will be covered with students with whom they work.

Exhibit E49. Texas ACE Program Processes for Learning about School-Day Academic Content, by Grade Level

	Primarily elementary	Primarily middle/high
We do not have processes in place for this to occur.	5%	10%
We have some processes in place to support this but are working to further improve in this area.	52%	60%
We have processes in place for this to occur and these processes are functioning well.	44%	30%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 211, middle/high *N* = 97. Texas ACE – Texas Afterschool Centers on Education.

Question 8b. Activity leaders in my program coordinate the content of afterschool activities with students' school-day homework.

Exhibit E50. Texas ACE Program Processes for Coordinating Content of Afterschool Activities with School-Day Homework, by Grade Level

	Primarily elementary	Primarily middle/high
We do not have processes in place for this to occur.	9%	9%
We have some processes in place to support this but are working to further improve in this area.	42%	60%
We have processes in place for this to occur and these processes are functioning well.	49%	31%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 211, middle/high *N* = 97. Texas ACE – Texas Afterschool Centers on Education.

Question 8d. Activity leaders in my program know whom to contact at the students' day school if they have a question about student progress or status and do so as needed to support activity design.

Exhibit E51. Texas ACE Program Processes for Contacting School-Day Staff, by Grade Level

	Primarily elementary	Primarily middle/high
We do not have processes in place for this to occur.	3%	7%
We have some processes in place to support this but are working to further improve in this area.	44%	56%
We have processes in place for this to occur and these processes are functioning well.	52%	36%

Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. Elementary *N* = 209, middle/high *N* = 96. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E52. Texas ACE Program Processes for Contacting School-Day Staff, by Cycle

	Cycle 10	Cycle 11
We do not have processes in place for this to occur.	7%	2%
We have some processes in place to support this but are working to further improve in this area.	50%	47%
We have processes in place for this to occur and these processes are functioning well.	43%	52%

Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. Cycle 10 *N* = 148, Cycle 11 *N* = 157. Texas ACE – Texas Afterschool Centers on Education.

Question 9. Did your program also receive funding for Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 High-Quality Afterschool during 2022-23? **[SKIP LOGIC: If "No" or "I'm not sure," skip items 10-13.]**

Exhibit E53. TCLAS Decision 11 Funding Status for Texas ACE Programs, by Cycle

	Cycle 10	Cycle 11
Yes	22%	19%
No	30%	20%
I'm not sure	48%	61%

Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. Cycle 10 *N* = 307, Cycle 11 *N* = 321. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E54. TCLAS Decision 11 Funding Status for Texas ACE Programs, by Locale

	City	Suburban	Town	Rural
Yes	13%	22%	34%	20%
No	23%	26%	18%	37%
I'm not sure	65%	52%	48%	42%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 240, suburban *N* = 145, town *N* = 124, rural *N* = 118. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E55. TCLAS Decision 11 Funding Status for Texas ACE Programs, by Grade Levels

	Primarily elementary	Primarily middle/high
Yes	24%	14%
No	22%	30%
I'm not sure	54%	56%

Source. Texas ACE Site Coordinator Survey, Spring 2023. Elementary *N* = 405, middle/high *N* = 223.
Texas ACE – Texas Afterschool Centers on Education.

Exhibit E56. TCLAS Decision 11 Funding Status for Texas ACE Programs, by School-District Grant Status

	School-district grant	Non-school-district grant
Yes	24%	15%
No	27%	22%
I'm not sure	50%	63%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 402, non-school-district grant *N* = 226. Texas ACE – Texas Afterschool Centers on Education.

Questions 10-13 are not included in subgroup analyses due to low *n* sizes.

D. ACTIVITY PROVISION

Question 14. Thinking generally about all the activities offered in your program, what information or approaches are used to develop the content of specific activity sessions? Please indicate how important each of the following is for activity planning:

Question 14a. Written plans for the session, assignments, and projects.

Exhibit E57. Texas ACE Program Use of Written Plans for Activity Development, by Locale

	City	Suburban	Town	Rural
Not important	1%	0%	2%	1%
Somewhat important	11%	3%	14%	13%
Very important	88%	97%	83%	86%
Not sure	0%	1%	0%	0%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 239, suburban *N* = 143, town *N* = 125, rural *N* = 117. Texas ACE – Texas Afterschool Centers on Education.

Question 14b. Specific learning goals.

Exhibit E58. Texas ACE Program Use of Specific Learning Goals for Activity Development, by Locale

	City	Suburban	Town	Rural
Not important	0%	0%	0%	0%
Somewhat important	9%	4%	18%	13%
Very important	91%	96%	82%	87%
Not sure	0%	1%	0%	0%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 240, suburban *N* = 142, town *N* = 125, rural *N* = 116. Texas ACE – Texas Afterschool Centers on Education.

Question 14c. Promotion of skill mastery in relation to one or more state standards.

Exhibit E59. Texas ACE Program Use of State Standards for Activity Development, by Locale

	City	Suburban	Town	Rural
Not important	3%	1%	2%	1%
Somewhat important	26%	16%	34%	20%

	City	Suburban	Town	Rural
Very important	70%	82%	62%	79%
Not sure	2%	2%	2%	0%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 240, suburban *N* = 141, town *N* = 124, rural *N* = 115. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E60. Texas ACE Program Use of State Standards for Activity Development, by Grade Levels

	Primarily elementary	Primarily middle/high
Not important	1%	3%
Somewhat important	25%	23%
Very important	73%	73%
Not sure	2%	0%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 400, middle/high *N* = 220. Texas ACE – Texas Afterschool Centers on Education.

Question 14f. Copies of lessons from the school day.

Exhibit E61. Texas ACE Program Use of School-Day Lesson Plans for Activity Development, by School-District Grant Status

	School-district grant	Non-school-district grant
Not important	9%	14%
Somewhat important	45%	41%
Very important	44%	39%
Not sure	3%	3%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 400, non-school-district grant *N* = 221. Texas ACE – Texas Afterschool Centers on Education.

Question 14i. Program staff discussion.

Exhibit E62. Texas ACE Program Use of Program Staff Discussion for Activity Development, by School-District Grant Status

	School-district grant	Non-school-district grant
Not important	0%	0%
Somewhat important	6%	3%
Very important	94%	96%
Not sure	0%	1%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 398, non-school-district grant *N* = 225. Texas ACE – Texas Afterschool Centers on Education.

Question 14j. Results of a program quality assessment tool (e.g., YPQA).

Exhibit E63. Texas ACE Program Use of Program Quality Assessment Results for Activity Development, by Locale

	City	Suburban	Town	Rural
Not important	1%	1%	3%	4%
Somewhat important	20%	14%	30%	18%
Very important	69%	82%	58%	65%
Not sure	10%	3%	8%	12%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 239, suburban *N* = 140, town *N* = 125, rural *N* = 114. Texas ACE – Texas Afterschool Centers on Education.

Question 14l. Curricula chosen by the school or district.

Exhibit E64. Texas ACE Program Use of School or District Curricula for Activity Content Development, by School-District Grant Status

	School-district grant	Non-school-district grant
Not important	4%	7%
Somewhat important	25%	26%
Very important	67%	56%
Not sure	5%	11%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 398, non-school-district grant *N* = 224. Texas ACE – Texas Afterschool Centers on Education.

Question 14m. Curricula chosen by Texas ACE center or grant leadership (e.g., the grant project director, the center site coordinator, etc.).

Exhibit E65. Texas ACE Program Use of Curricula Chosen by Center or Grant Leaders for Activity Development, by Grade Levels

	Primarily elementary	Primarily middle/high
Not important	0%	3%
Somewhat important	12%	14%
Very important	86%	81%
Not sure	2%	2%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 404, middle/high *N* = 220. Texas ACE – Texas Afterschool Centers on Education.

Question 14o. Curricula driven by TCLAS academic support goals.

Exhibit E66. Texas ACE Program Use of Curricula Driven by TCLAS Academic Supports for Activity Development, by Locale

	City	Suburban	Town	Rural
Not important	4%	5%	5%	9%
Somewhat important	16%	8%	17%	9%
Very important	50%	62%	54%	47%
Not sure	30%	25%	24%	34%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 239, suburban *N* = 140, town *N* = 125, rural *N* = 116. Texas ACE – Texas Afterschool Centers on Education.

Question 14p. TEA supplemental products provided through TCLAS.

Exhibit E67. Texas ACE Program Use of TEA Supplemental Products Provided through TCLAS for Activity Development, by Locale

	City	Suburban	Town	Rural
Not important	4%	5%	6%	9%
Somewhat important	16%	9%	17%	17%
Very important	46%	64%	51%	37%
Not sure	34%	22%	27%	36%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 238, suburban *N* = 140, town *N* = 124, rural *N* = 116. TCLAS – Texas COVID Learning Acceleration Supports, Texas ACE – Texas Afterschool Centers on Education.

Question 16. How is oversight of activity implementation conducted, and by whom? Please check all that apply.

Question 16a. Lesson plan review

Exhibit E68. Individuals Involved in Activity Lesson Plan Review at Texas ACE Programming, by Cycle

	Cycle 10	Cycle 11
b. Site coordinator	85%	76%
i. District staff	15%	23%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Cycle 10 *N* = 303, Cycle 11 *N* = 320. Percentages shown indicate the percentage of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E69. Individuals Involved in Activity Lesson Plan Review at Texas ACE Programming, by Grade Levels

	Primarily elementary	Primarily middle/high
d. Grant independent evaluator	33%	24%
f. Partner staff	23%	30%
g. School day teachers	36%	49%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 404, middle/high *N* = 219. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E70. Individuals Involved in Activity Lesson Plan Review at Texas ACE Programming, by School-District Grant Status

	School-district grant	Non-school-district grant
g. School day teachers	45%	33%
i. District staff	22%	14%
k. Other school-day staff	19%	11%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant status *N* = 397, non-school-district grant *N* = 226. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Question 16b. Activity observation.

Exhibit E71. Individuals Involved in Activity Observations at Texas ACE Programming, by Locale

	City	Suburban	Town	Rural
b. Site coordinator	93%	93%	94%	96%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 238, suburban *N* = 143, town *N* = 125, rural *N* = 116. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E72. Individuals Involved in Activity Lesson Plan Review at Texas ACE Programming, by Grade Levels

	Primarily elementary	Primarily middle/high
h. School principal/assistant principal	46%	58%
i. District staff	40%	50%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 404, middle/high *N* = 219. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E73. Individuals Involved in Activity Lesson Plan Review at Texas ACE Programming, by School-District Grant Status

	School-district grant	Non-school-district grant
b. Peer activity leaders	63%	54%
g. School day teachers	54%	41%

	School-district grant	Non-school-district grant
h. School principal/assistant principal	54%	43%
i. District staff	47%	38%
j. Other program staff	52%	43%
k. Other school-day staff	43%	32%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant status *N* = 397, non-school-district grant *N* = 226. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Question 16c. Post-activity debrief.

Exhibit E74. Individuals Involved in Post-Activity Debriefs at Texas ACE Programming, by Cycle

	Cycle 10	Cycle 11
d. Grant independent evaluator	48%	40%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Cycle 10 *N* = 303, Cycle 11 *N* = 320. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E75. Individuals Involved in Post-Activity Debriefs at Texas ACE Programming, by Grade Levels

	Primarily elementary	Primarily middle/high
b. Site coordinator	73%	81%
c. Project director	52%	60%
d. Grant independent evaluator	41%	49%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 404, middle/high *N* = 219. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E76. Individuals Involved in Post-Activity Debriefs at Texas ACE Programming, by School-District Grant Status

	School-district grant	Non-school-district grant
d. Grant independent evaluator	41%	49%
j. Other program staff	33%	43%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant status *N* = 397, non-school-district grant *N* = 226. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Question 17 subgroup analyses are not presented due to an error in question coding. The question was originally designed to allow respondents to select as many options as apply, but was instead incorrectly limited so that respondents could select only one box per row. Given that the question was worded to allow selection of multiple options, it is not clear that subgroup differences are actually meaningful.

Question 18. Which, if any, of the following school-day committees, teams, or councils do you participate in at the school(s) served by your program? Please check all that apply.

Exhibit E77. Committee, Team, and Council Participation by Texas ACE Site Coordinators, by Cycle

	Cycle 10	Cycle 11
Behavioral health team	17%	26%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Cycle 10 *N* = 301, Cycle 11 *N* = 320. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E78. Committee, Team, and Council Participation by Texas ACE Site Coordinators, by Locale

	City	Suburban	Town	Rural
School improvement planning committee	42%	40%	27%	31%
Child study teams	9%	8%	2%	3%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 239, suburban *N* = 140, town *N* = 124, rural *N* = 117. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E79. Committee, Team, and Council Participation by Texas ACE Site Coordinators, by Grade Levels

	Primarily elementary	Primarily middle/high
School improvement planning committee	33%	43%
Grade-level teams	37%	24%
Subject area departments	21%	28%
Campus advisory council	22%	32%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 400, middle/high *N* = 221. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E80. Committee, Team, and Council Participation by Texas ACE Site Coordinators, by Grade Levels

	School-district grant	Non-school-district grant
School improvement planning committee	41%	28%
Grade-level teams	37%	25%
Subject area departments	28%	16%
Behavioral health team	26%	15%
Other (Please describe)	18%	11%
I do not participate in any other school-day committees, teams, or councils	31%	44%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 396, non-school-district grant *N* = 225. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Texas ACE – Texas Afterschool Centers on Education.

Question 19. Does your center have a standing committee, team, or council that works to broker access to wrap-around services (e.g., mental health services, adult education classes, cash or food supports for families) for students and their families?

Exhibit E81. Existence of Texas ACE Committee, Team, or Council to Broker Wraparound Services, by Cycle

	Cycle 10	Cycle 11
Yes	47%	57%
No	17%	14%
I don't know	36%	29%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Cycle 10 *N* = 302, Cycle 11 *N* = 320. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E82. Existence of Texas ACE Committee, Team, or Council to Broker Wraparound Services, by Locale

	City	Suburban	Town	Rural
Yes	54%	65%	42%	45%
No	15%	12%	14%	21%
I don't know	31%	23%	44%	34%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 239, suburban *N* = 141, town *N* = 124, rural *N* = 117. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E83. Existence of Texas ACE Committee, Team, or Council to Broker Wraparound Services, by School-District Grant Status

	School-district grant	Non-school-district grant
Yes	60%	39%
No	13%	19%
I don't know	27%	42%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 396, non-school-district grant *N* = 226. Texas ACE – Texas Afterschool Centers on Education.

Question 20. [if the answer to #19 is YES] How actively do you participate in this group?

Exhibit E84. Extent of Site Coordinator Participation in Texas ACE Committee, Team, or Council to Broker Wraparound Services, by Grade Levels

	Primarily elementary	Primarily middle/high
I do not participate in this group	23%	11%
Occasionally participate	48%	57%
I am a very active participant	30%	32%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 216, middle/high *N* = 111. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E85. Extent of Site Coordinator Participation in Texas ACE Committee, Team, or Council to Broker Wraparound Services, by School-District Grant Status

	School-district grant	Non-school-district grant
I do not participate in this group	15%	27%
Occasionally participate	51%	51%
I am a very active participant	34%	22%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 239, non-school-district grant *N* = 88. Texas ACE – Texas Afterschool Centers on Education.

E. DISTRICT SUPPORT FOR THE PROGRAM

Question 21. How has the district supported your program? Please select all that apply.

Exhibit E86. District Support for Texas ACE Programs, by Cycle

	Cycle 10	Cycle 11
Curricula provision	40%	50%
Supplies (art supplies, equipment, etc.)	40%	54%
Professional development/TA	51%	62%
Transportation	64%	56%
Data analysis/analytic support	57%	66%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Cycle 10 *N* = 300, Cycle 11 *N* = 311. Texas ACE – Texas Afterschool Centers on Education. Percentages shown indicate the percent of site coordinators checking the box associated with this item.

Exhibit E87. District Support for Texas ACE Programs, by Locale

	City	Suburban	Town	Rural
Supplies (art supplies, equipment, etc.)	50%	55%	40%	37%
Funding	32%	44%	34%	22%
Transportation	45%	61%	73%	72%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 231, suburban *N* = 139, town *N* = 124, rural N = 116. Texas ACE – Texas Afterschool Centers on Education. Percentages shown indicate the percent of site coordinators checking the box associated with this item.

Exhibit E88. District Support for Texas ACE Programs, by Grade Levels

	Primarily elementary	Primarily middle/high
Transportation	56%	67%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 393, middle/high *N* = 218. Texas ACE – Texas Afterschool Centers on Education. Percentages shown indicate the percent of site coordinators checking the box associated with this item.

Exhibit E89. District Support for Texas ACE Programs, by School-District Grant Status

	Primarily elementary	Primarily middle/high
Curricula Provision	54%	30%
Supplies (Art Supplies, Equipment, Etc.)	55%	33%
Funding	42%	17%
Professional Development and TA	69%	36%
Transportation	66%	48%
Provision of Data	56%	47%
Data Analysis or Analytic Support	68%	50%
Staffing	68%	50%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 391, middle/high *N* = 220. Texas ACE – Texas Afterschool Centers on Education. Percentages shown indicate the percent of site coordinators checking the box associated with this item.

F. PROGRAM ROLE IN DISTRICT EDUCATION STRATEGY

Question 23. Is programming provided by your Texas ACE program formally referenced in the school improvement plan(s) for the school(s) you serve?

Exhibit E90. Inclusion of Texas ACE in School Improvement Plan, by Locale

	City	Suburban	Town	Rural
Yes	56%	68%	46%	58%
No	8%	7%	8%	5%
I don't know	37%	25%	46%	37%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 238, suburban *N* = 140, town *N* = 123, rural *N* = 116. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E91. Inclusion of Texas ACE in School Improvement Plan, by Grade Levels

	Primarily elementary	Primarily middle/high
Yes	53%	64%
No	8%	6%
I don't know	39%	30%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary N = 397, middle/high N = 221. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E92. Inclusion of Texas ACE in School Improvement Plan, by School-District Grant Status

	School-district grant	Non-school-district grant
Yes	63%	47%
No	6%	9%
I don't know	31%	45%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 395, non-school-district grant *N* = 223. Texas ACE – Texas Afterschool Centers on Education.

Question 24. In your view, what are the school principal's top three goals for your program? Please place a *1* next to the goal that represents the highest priority for your Texas ACE program, a *2* next to your next highest goal, and a *3* next to the third highest.

Exhibit E93. Texas ACE Site Coordinator Perceptions of Principal Program Goals, by Locale

	City	Suburban	Town	Rural
Provide opportunities for students to participate in enrichment activities they otherwise would not have access to	32%	20%	21%	30%
Support parent engagement in their child's learning	14%	10%	4%	6%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 238, suburban *N* = 140, town *N* = 123, rural *N* = 116. Texas ACE – Texas Afterschool Centers on Education. Percentages shown indicate the percent of site coordinators checking the box associated with this item.

Exhibit E94. Texas ACE Site Coordinator Perceptions of Principal Program Goals, by Grade Levels

	Primarily elementary	Primarily middle/high
Prepare students for post-secondary education and/or careers	4%	17%
Support parent engagement in their child's learning	12%	5%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 394, middle/high *N* = 216. Texas ACE – Texas Afterschool Centers on Education. Percentages shown indicate the percent of site coordinators checking the box associated with this item.

Exhibit E95. Texas ACE Site Coordinator Perceptions of Principal Program Goals, by School District-Grant Status

	School-district grant	Non-school-district grant
Provide accelerated learning opportunities (such as high-impact tutoring and access to high-quality instructional materials)	40%	25%
Help parents and adult family members develop new skills that will support their child's education	3%	6%
Other (Please describe)	1%	4%

Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. School-district grant *N* = 290, non-school-district grant *N* = 220. Texas ACE – Texas Afterschool Centers on Education. Percentages shown indicate the percent of site coordinators checking the box associated with this item. Non-school-district grants include, for example, community based organizations.

G. RESPONDENT CHARACTERISTICS

Question 25. How many years have you worked in the afterschool program at this site in any capacity?

Exhibit E96. Site Coordinator Years of Current-Program Experience in Texas ACE, by Cycle

	Cycle 10	Cycle 11
Less than 1 year	26%	25%
1 to 2 years	20%	59%
3 to 4 years	20%	6%
5 years or more	34%	11%

Source. Texas ACE Site Coordinator Survey, Spring 2023.

Note. Cycle 10 *N* = 298, Cycle 11 *N* = 319. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E97. Site Coordinator Years of Current-Program Experience in Texas ACE, by Locale

	City	Suburban	Town	Rural
Less than 1 year	28%	22%	31%	16%
1 to 2 years	41%	37%	42%	41%
3 to 4 years	10%	13%	12%	17%
5 years or more	21%	27%	15%	25%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 237, suburban *N* = 139, town *N* = 124, rural *N* = 116. Texas ACE – Texas Afterschool Centers on Education.

Question 26. How many years have you worked in your current position for the afterschool program at this site?

Exhibit E98. Site Coordinator Years of Current-Position Experience in Texas ACE, by Cycle

	Cycle 10	Cycle 11
Less than 1 year	33%	34%
1 to 2 years	22%	55%
3 to 4 years	20%	3%
5 years or more	25%	9%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Cycle 10 *N* = 299, Cycle 11 *N* = 319. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E99. Site Coordinator Years of Current-Position Experience in Texas ACE, by Locale

	City	Suburban	Town	Rural
Less than 1 year	35%	28%	39%	29%
1 to 2 years	38%	38%	41%	39%
3 to 4 years	8%	14%	9%	16%
5 years or more	18%	20%	11%	16%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 237, suburban *N* = 140, town *N* = 124, rural *N* = 116. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E100. Site Coordinator Years of Current-Position Experience in Texas ACE, by Grade Levels

	Primarily elementary	Primarily Middle/High
Less than 1 year	32%	34%
1 to 2 years	42%	33%
3 to 4 years	9%	16%
5 years or more	17%	17%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 397, middle/high *N* = 221. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E101. Site Coordinator Years of Current-Position Experience in Texas ACE, by School District-Grant Status

	School-district grant	Non-school-district grant
Less than 1 year	30%	39%
1 to 2 years	42%	33%
3 to 4 years	10%	14%
5 years or more	19%	13%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. School-district grant *N* = 394, non-school-district grant *N* = 224. Texas ACE – Texas Afterschool Centers on Education. Non-school-district grants include, for example, community based organizations.

Question 27. Have you previously worked for the school district with which your Texas ACE program is associated?

No statistically significant subgroup differences found.

Question 28. Do you live in the community served by the school(s) that your program participants attend?

Exhibit E102. Proportion of Texas ACE Site Coordinators who Live in the Community Served by Their Program, by Locale

	City	Suburban	Town	Rural
Yes	43%	40%	73%	62%
No	54%	59%	27%	37%
Prefer not to say	3%	1%	0%	1%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 237, suburban *N* = 139, town *N* = 124, rural *N* = 116. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E103. Proportion of Texas ACE Site Coordinators who Live in the Community Served by Their Program, by Grade Levels

	Primarily elementary	Primarily middle/high
Yes	50%	55%
No	49%	42%
Prefer not to say	1%	3%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 396, middle/high *N* = 221. Texas ACE – Texas Afterschool Centers on Education.

Question 29. What is your gender?

Exhibit E104. Texas ACE Site Coordinator Gender, by Grade Levels

	Primarily elementary	Primarily middle/high
Female	82%	71%
Male	16%	25%
Prefer not to say	2%	5%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Elementary *N* = 396, middle/high *N* = 221. Texas ACE – Texas Afterschool Centers on Education.

Question 30. What is your ethnicity?

No statistically significant subgroup differences found.

Question 31. What is your race? (Select all that apply.)

Note: This question was miscoded to allow only one selection, rather than selection of all that apply.

Exhibit E105. Texas ACE Site Coordinator Race, by Cycle

	Cycle 10	Cycle 11
American Indian or Alaska Native	1%	1%
Asian	1%	1%
Black or African American	19%	29%
Native Hawaiian/Other Pacific Islander	0%	0%
White	66%	55%
Other	4%	7%
Prefer not to say	8%	7%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. Cycle 10 *N* = 289, Cycle 11 *N* = 310. Texas ACE – Texas Afterschool Centers on Education.

Exhibit E106. Texas ACE Site Coordinator Race, by Locale

	City	Suburban	Town	Rural
American Indian or Alaska Native	1%	1%	1%	1%
Asian	2%	0%	0%	0%
Black or African American	34%	28%	16%	7%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	0%
White	48%	57%	72%	81%
Other	7%	5%	8%	2%
Prefer not to say	8%	5%	6%	10%

Source. Texas ACE Site Coordinator Survey, Spring 2023.
Note. City *N* = 230, suburban *N* = 136, town *N* = 120, rural *N* = 11. Texas ACE – Texas Afterschool Centers on Education.

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