Texas 21st Century Community Learning Centers Grant Evaluation:

Texas Afterschool Centers on Education

Descriptive Results of the Frontline Staff Survey (Spring 2023)

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Contents

Exhibits

List of Acronyms

American Institutes for Research® (AIR®)

high-quality instructional materials (HQIM)

research question (RQ)

science, technology, engineering, and mathematics (STEM)

Texas Afterschool Centers on Education (Texas ACE)

Texas COVID Learning Acceleration Supports (TCLAS)

Texas Education Agency (TEA)

Texas 21st Student Tracking System (TX21st)

21st Century Community Learning Centers (21st CCLC)

You for Youth (Y4Y)

Executive Summary

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program addresses the needs of students who attend schools struggling 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 nonschool hours and 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) must conduct a statewide evaluation of the Texas ACE program. TEA contracted with the American Institutes for Research® (AIR®) to conduct this evaluation. The evaluation comprises 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.

During the 2022–23 school year, the focal year for this report, 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 have been 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 focus of this report is on the work experience and perceptions of Texas ACE frontline staff at these Cycle 10 and Cycle 11 centers, as conveyed to AIR through a survey administered in spring 2023. In all, AIR received **3,353 complete frontline staff survey responses and 800 partial survey responses from 602 centers**, representing 86% of the 701 active centers. This survey data collection effort was the third and final data collection undertaken by AIR on the specific topic of Texas ACE staffing; the results of the first two data collection efforts related to staffing were published in the report titled *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)* (the 2021-22 Perspectives on Staffing Report).[2] **Because this report is essentially a "part two" on the subject of staffing, the findings in Exhibit ES1 are presented alongside findings from the 2021–22 Perspectives on Staffing Report.**

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[1] Cycle 12 began operating in fall 2023. Cycle 12 programs will be included in future evaluation reports.
[2] Vinson et al. (2023).

Exhibit ES1. Findings Highlights

No.	2021–22 Perspectives on Staffing Report	2022–23 Frontline Staff Survey Report
1.	TX21st staffing data for 2021–22 showed that Texas ACE programs relied heavily on school-day teachers, with teachers making up 41% of all 2021–22 school-year staff.	The TX21st data for 2022–23 presented in this report are in line with this previous finding, with about 38% of program staff being school-day teachers. It may therefore be of some assurance that school-day teachers responding to the frontline staff survey were generally experienced (with 46% indicating 5 years of experience or more), and about 87% said that they would likely work in the program during the subsequent year (73% indicating "yes" and 14% indicating "probably").
2.	The vast majority of project directors (86%) and a solid majority of site coordinators (64%) reported that it was a challenge "maintaining a work environment that isn't overly stressful."	About 63% of staff taking the frontline staff survey indicated that they "never" or "hardly ever" experience stress in the Texas ACE program. Another 30% indicated that they experience stress "sometimes." However, about 8% of the respondents said that their work has been stressful "often" (6%) or "always" (2%). Notably, youth development workers and college students are disproportionately represented in this minority group, with 13% of youth development workers and 14% of college students saying that their work in the Texas ACE program was "often" or "always" stressful. Because at least some staff in every staff type reported stress at these levels, this finding indicates that creating less stressful working conditions for these two staff types may be a priority.
3.	Nearly three quarters of project directors (72%) indicated that staff turnover had at least a moderate impact on the operation of their programs.	Given the data available from the frontline staff survey, it is impossible to determine whether staff turnover has or has not improved since spring 2022. However, 86% of staff responding to the survey indicated a likelihood of working in the program in the subsequent year (71% "yes," 15% "probably"). This said, 3% indicated "probably not," 3% said "no," and 9% were "unsure." Even if staffing remains generally stable year to year, it may be that staffing challenges experienced by site coordinators and project directors have to do with staff at the margins.

No.	2021–22 Perspectives on Staffing Report	2022–23 Frontline Staff Survey Report
4.	Roughly a third of the project directors relied more on paraprofessionals/teacher assistants and youth development workers since the pandemic to fulfill their staffing needs. The 2021–22 Perspectives on Staffing Report also noted that seeking out and hiring college students may constitute a useful strategy for some programs.	Reliance on nonteacher staff—and youth development workers and college students in particular—is presented in a different light given the findings of this report. In addition to Finding 2 (concerning higher stress levels for these staff types), youth development workers and college students seem to lag behind other staff when it comes to overall job satisfaction, with only 44% of each group saying that they were completely satisfied with their job. In addition, 32% of youth development workers expressed dissatisfaction with pay, as do 28% of college students, compared with 9%–16% for other staff types. Centers interested in hiring (or retaining) youth development workers and college students also may need to reassess their training for these staff: 12% of youth development workers and 17% of college students indicated being only "a little prepared" or "not at all prepared" by their initial orientation. Finally, 45% of youth development workers and 52% of college students selected "more work hours" as a "top three" desired change.
5.	About half of the project directors (51%) reported that they increased pay to certified teachers as a way of making staff positions more attractive.	According to the frontline staff survey data, school-day teachers earn an average of about $31 an hour working in the Texas ACE program. Regardless of whether this is an increased level compared with 2021–22 (unknown), many staff—teachers and nonteachers—indicated a desire for increased pay, with 67% of staff selecting "improve pay and/or benefits" as a "top three" desired job-related change. As already indicated, pay seems to be of most importance for youth development workers and college students, who are paid the least compared with other staff (at about $14 an hour each).
6.	More than half of the project directors (54%) reported that being more intentional about being supportive and responsive to staff needs was an effective approach to reducing turnover.	The findings in this report show that a strong majority of frontline staff survey respondents (more than 85%) say that they are very satisfied with relationships with their peers, students, and program leadership, and, as already noted, a similarly high proportion of staff said that they will likely continue working in the program in the subsequent year (86%). These points support the idea that a positive work environment matters (or, at minimum, these findings provide no contrary evidence). That said, youth development workers and college students may need particular attention from site coordinators and project directors, as highlighted by Findings 2, 4, and 5.

The findings of this report are generally positive. As suggested by the findings outlined in Exhibit ES1, however, TEA may find it useful to further explore ways to support youth development workers and college students in particular.

Frontline Staff Survey Representativeness

The 4,153 frontline staff survey responses (partial and complete) represent about 36% of the 11,519 total school-year staff reported in Texas 21st Student Tracking System (Tx21st) for 2022–23.[3] However, the TX21st staff data represent staff from across the entire school year, whereas the survey data present a single point in time during the school year; it is unknown how the respondent pool aligns with staff actively working in the Texas ACE program during late March and April 2023. By staff type, however, respondent proportions are roughly in line with the TX21st data, with the caveat that the number of responses from family engagement specialists, partner staff, and volunteers were very low. See Exhibit ES2.

Exhibit ES2. Texas ACE Frontline Staff Survey Respondent Staff Types Compared with TX21st Total Staff Reported for School Year 2022–23, by Proportion of Total Staff
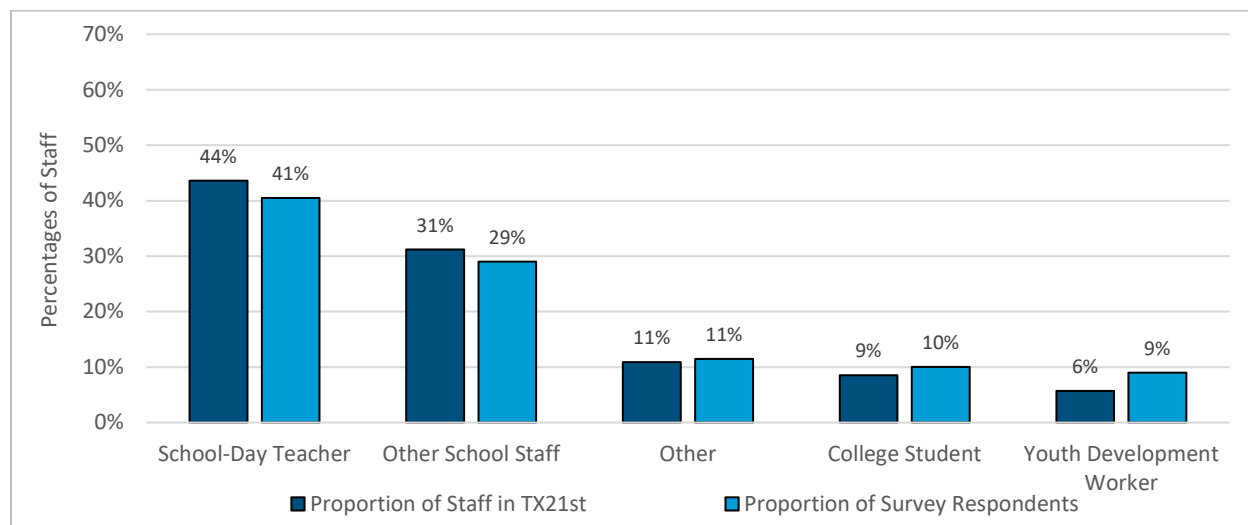
Source. TX21st Student Tracking System data, 2022–23 school year, and frontline staff surveys collected by the American Institutes for Research during spring 2023
Note. TX21st *N* = 10,473, and staff survey *N* = 4,081. Staff types reported on the frontline staff survey were not identical to categories reported in TX21st. Unmatched categories are grouped as "other." TX21st categories classified as "other" include parents, community members, and staff reported as "other." Staff survey categories classified as "other" include partner staff, family engagement specialists, volunteers, and staff reported as "other." "High school students" was omitted because high school students were not included in the frontline staff survey administration. Texas ACE – Texas Afterschool Centers on Education.

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[3] A partial survey is merely a survey that the respondent did not finish (fairly common with longer surveys). Partial surveys still provide valuable data (just not for all questions) and are therefore included in this analysis.

Summary of the Survey Findings

The frontline staff survey covered multiple topics, ranging from initial job training and professional development to job-related stress and overall job satisfaction. A summary of findings appears here. Note, however, that only the first survey questions concerning staff role (to ensure that respondents actively led activities) and staff type (to exclude high school students) were required questions. All subsequent questions could be left blank at the discretion of the respondent. Question-specific *n* counts are therefore presented throughout this report.

Frontline Staff Survey Respondents' Experience, Gender, Race, and Ethnicity

A majority of staff responding to the survey reported 2 years of experience or less in afterschool programming (53%), although school-day teachers—the largest group of staff—tended to report more experience in afterschool than other staff types. Youth development workers (who work closely with youth on life skills and educational goals) and college students tended to report less experience than other staff types. See Exhibit ES3.

Exhibit ES3. Texas ACE Frontline Staff Survey Respondent Years of Experience in Afterschool (Spring 2023 Frontline Staff Survey), by Staff Type

Source. Frontline staff surveys collected by the American Institutes for Research in spring 2023.
Note. School-day teachers, *N* = 1,649; school-day teaching assistants, *N* = 814; school-day other staff, *N* = 364; family engagement specialists, *N* = 14; youth development workers, *N* = 364; partner staff, *N* = 85; college students, *N* = 406; volunteers, *N* = 23; other, *N* = 345. Texas ACE – Texas Afterschool Centers on Education.

In terms of gender, race, and ethnicity, most survey respondents were female (78%), White (68%), and Hispanic (63%), although not necessarily all three. A sizable minority of staff (14%) were Black.

Hiring, Orientation, and Professional Development

Staff responding to the survey indicated feeling at least somewhat prepared for their job based on initial job training and orientation, with 84% saying that their orientation and training left them "very prepared" or "somewhat prepared." However, about 12% of youth development workers and 17% of college students said that their initial job preparation left them only "a little prepared" or "not at all prepared." In terms of requested improvements for professional development, the most commonly selected options were "more" (with 1,510 respondents selecting this option, or about half of the respondents answering this question) and "at more convenient times" (selected by 1,043 respondents, or about a third of the respondents who answered this question).

Activity Leadership

The survey included questions about the types of activities the respondent leads or helps lead. The most reported activity type was homework help, with 65% of staff indicating that they lead or help lead this activity. School-day teachers were most likely to report leading tutoring, with 61% of teachers saying that they lead or help lead tutoring. School-day teachers also were most likely to indicate that they create their own activities without activity guides, curriculum, tools, or training provided by the program (with 53% of school-day teachers indicating that they plan activities this way).

Respondents also reported how many hours they work in the program each week and how many students are typically in their activity sessions. Concerning hours per week, the overall average was 10.8 hours. Youth development workers, however, reported an average of 19.8 hours, whereas school-day teachers reported 6.5 hours. Youth development workers also reported the second highest group size for activities, with an average of 29.8 students per activity (the highest group size being reported by "other" staff). Of note, college students also had a high average number of students per activity session, at 26.5 per activity.

Work Experiences, Stress, and Desired Changes

The largest section of the frontline staff survey was dedicated to questions on staff job satisfaction, workplace challenges, work-related stress, and desired job changes. Overall, staff reported positive experiences working in Texas ACE programs, with a strong majority of staff (more than 85%) indicating that they are "very satisfied" with relationships in the program, whether with other staff, leadership, or students. Workplace challenges are, for most staff, minor or not a challenge at all (about 90% of staff reported that each challenge asked about on

the survey was "minor" or "not a challenge"), and most staff (92%) indicated that they experience work-related stress only sometimes, hardly ever, or never at all. For those staff who do experience stress (of any frequency), most reported that they are coping with it very well (44%) or fairly well (38%).

There are notable and consistent differences in the staff responses to these questions when viewed by staff type, however. Youth development workers and college students reported less job satisfaction, higher levels of challenge, higher levels of stress, and less coping ability than did other staff types. Notably, more than half of the youth development workers and college students reported experiencing stress in their work at least "sometimes," with 12% of youth development workers and 14% of college students indicating that they experience stress "often" or "always." Also, 21% of youth development workers and 24% of college students said that they were coping with their stress only "somewhat well" or "not well at all." In these ways, these two staff types stand out clearly in the data. See Exhibit ES4.

Exhibit ES4. Texas ACE Staff Work-Related Stress (Frontline Staff Survey, Spring 2023), by Staff Type
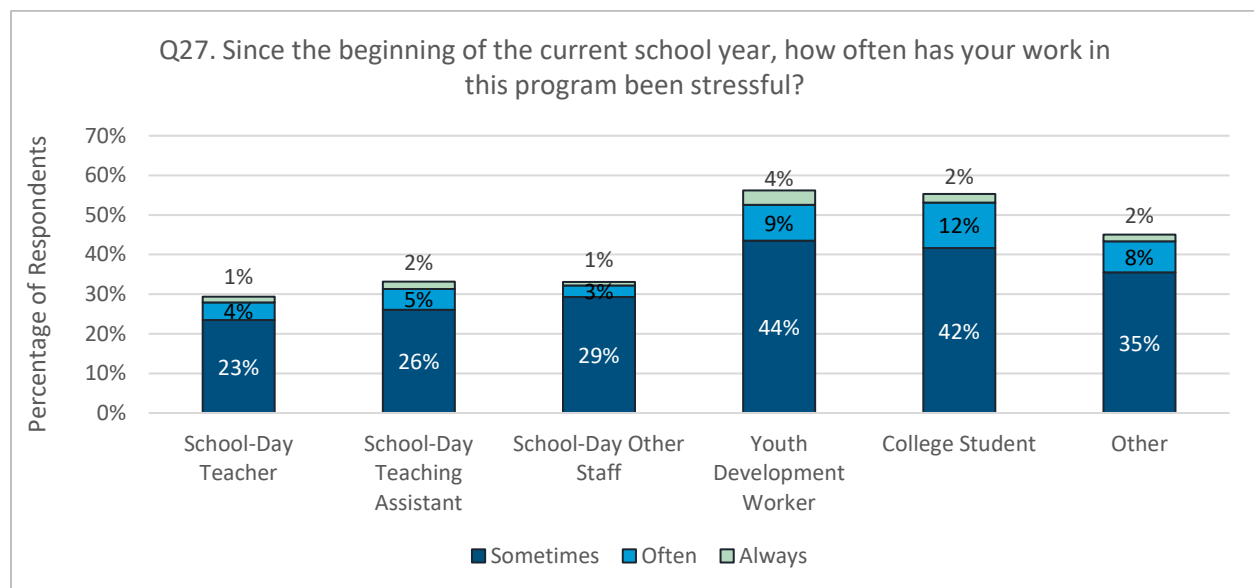
Q27. Since the beginning of the current school year, how often has your work in this program been stressful?

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. School-day teachers, *N* = 1,440; school-day teaching assistants, *N* = 687; school-day other staff, *N* = 314; youth development workers, *N* = 308; college students, *N* = 365; other, *N* = 293. Texas ACE – Texas Afterschool Centers on Education.

Finally, respondents were asked to indicate, from a list of 21 items, their top-three desired changes to improve their work experience in the Texas ACE program. By far the most selected response option was "improve pay and/or benefits," with 67% of survey respondents selecting

this option. All staff types selected this as their top change priority, but youth development workers and college students were most likely to select it (73% and 71%, respectively). Of particular note given the satisfaction, challenge, and stress data just mentioned, however, youth development workers and college students also were most likely to select "more work hours" as a highly desired change, with 45% and 52%, respectively, selecting this option.

Job Satisfaction and Pay

Near the end of the survey, respondents reported their overall job satisfaction and their level of pay. In terms of overall job satisfaction, 60% said that they were "completely satisfied" with their Texas ACE job, whereas another 30% said that they were "mostly satisfied." Less than 2% indicated any level of overall job dissatisfaction. In terms of pay, the vast majority of staff responding to the survey were paid hourly, with an average hourly rate of $23.80. However, youth development workers and college students reported a much lower average rate, at about $14 per hour each.

Discussion

The data presented in this report are best understood as a continuation of the analyses associated with the 2021–22 Perspectives on Staffing Report, mentioned earlier. Overall, the findings present a positive view on staffing at Texas ACE programs, with two important caveats. First, it is unknown the extent to which staff with more negative experiences may have either left the Texas ACE program prior to the spring 2023 survey or simply chose not to respond to the survey given existing stress and workloads. Second, youth development workers and college students, as previously mentioned, appear to have lower job satisfaction, elevated stress, and more challenge leading activities compared with other staff types.

Introduction

The Nita M. Lowey 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 nonschool hours and during the summer. These activities are designed to enhance students' academic, social, and emotional well-being and cultivate skills and interests that will help them become college and career ready.

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

During 2022–23, the focal year for this report, 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 have been 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 focus of this report is on the work experience and perceptions of Texas ACE frontline staff conveyed to AIR through a survey administered in spring 2023. Frontline staff—that is, the staff actively leading or helping to lead Texas ACE activities—are essential to successful programming. Frontline staff work directly with students, building relationships with them as they help with homework, engage in mentoring, or lead enrichment activities. Yet, hiring and retaining skilled frontline staff can prove challenging for programs, as described at length in last year's report titled _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)_ (the 2021–22 Perspectives on Staffing Report), which presented findings associated with project director and site coordinator surveys collected in spring 2022 along with fall site coordinator interview data focusing on staffing-related

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[4] Cycle 12 began operating in fall 2023. Cycle 12 programs will be included in future evaluation reports.

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challenges).[5] In particular, project directors and site coordinators must work diligently to ensure that staff have the materials, training, and supports they need to effectively lead activities, a challenge made all the more difficult given lingering stresses and pressures associated with the COVID-19 pandemic. As this report shows, project directors and site coordinators, on the whole, seem to be succeeding in this work—at least as of spring 2023—despite the challenges identified by site coordinators and project directors in spring 2022; but there are some notable exceptions, as will also be covered throughout this report.

Research Questions

Although this report is organized around the topics included in the frontline staff survey, it does indirectly address two research questions (RQs) associated with AIR's broader Texas ACE evaluation work:

- **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?[6]

These research questions focus on quality-related practices currently used by Texas ACE programs. Although the 2021–22 Perspectives on Staffing Report sought to answer these questions by asking about existing practices, this report provides additional context while also supplying TEA with information about specific challenges experienced by frontline staff that may warrant changes in practice. The focus in this report is therefore to document the experiences and perceptions of the staff carrying out activities on a daily basis and to inform future efforts to build practices related to quality.

Organization of This Report

As noted, this report is organized around the topics included in the frontline staff survey. Preceding these survey-related findings, however, is a summary of the major findings from the 2021–22 Perspectives on Staffing Report as well as a summary of the data sources used in this report. Next is analysis of Texas 21st Student Tracking System (TX21st) data summarizing overall staffing at Texas ACE programs during the 2022–23 year, which helps provide context for the survey findings themselves. The survey findings are then presented in topical groups, as follows:

- Staff roles and experience

- Hiring, orientation, and professional development

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[5] Vinson et al. (2023). The full report is available online as provided in the References section.
[6] These research questions 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.

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- Activity leadership

- Work experiences, stress, and desired changes

- Job satisfaction and pay

- Use of high-quality instruction materials (HQIM)

The report concludes with a high-level discussion of the findings, along with considerations for next steps. A copy of the frontline staff survey is in the appendices, as well as comprehensive chi-square and *t*-test results for survey subgroup comparisons.

FRONTLINE STAFF SURVEY AND THE TEXAS ACE ROADMAP

The Texas ACE Roadmap explores five essential components necessary for carrying out "The Texas ACE Why." The Texas ACE Why states, "Every child, regardless of economic status, race, or gender needs equitable access to academic and nonacademic learning experiences outside of the school in order to succeed in college, career, and life." The five essential components for accomplishing this are (a) the Texas ACE community, (b) crucial extra times, (c) key strategies (strong program operations, alignment with the school day, and community partnerships), (d) activity types (targeted academic support, student interest-based enrichment, college and career readiness, and family engagement), and (e) measurable goals (including academic, attendance, and engagement goals). This report intersects with these components primarily through (a) strong program operations (part of key strategies), notably in the sense that frontline staff are responsible for ensuring a safe and engaging environment for participants, and (b) activity types, given that the frontline staff survey questions focused on the individuals delivering those activities. These connections are only suggested here, however, and therefore bear discussion beyond the confines of this report.

Summary of Themes from the 2021–22 Perspectives on Staffing Report

In spring 2022, AIR collected site coordinator and project director surveys on the topic of staffing-related challenges. In fall 2022, AIR proceeded to interview 20 site coordinators about this same topic, seeking to delve deeper into the staffing issues experienced by Texas ACE programs. Based on the spring 2022 surveys and fall 2022 interviews, AIR created the 2021–22 Perspectives on Staffing Report, delivered to TEA in June 2023.[7] Major findings from that report include the following:

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[7] Vinson et al. (2023).

- **Texas ACE programs during 2021–22 relied heavily on school-day teachers for staff.** Approximately 41% of all staff during the school year were school-day teachers. Rural and town-based centers were more likely to rely on school-day teachers than were suburban and city-based centers (41% and 46% of staff as school-day teachers, respectively, compared with 28% and 35%).

- **The vast majority of project directors (86%) and a solid majority of site coordinators (64%) reported that it was a challenge "maintaining a work environment that isn't overly stressful."** A total of 74% of project directors and 53% of site coordinators reported that hiring at least one staff type presented a *major challenge*. Site coordinators who were interviewed also noted that staff were exhausted and burned out because of staffing shortages and, importantly, stated that such burnout extends beyond the Texas ACE program into the school day.

- **Nearly three quarters of project directors (72%) indicated that staff turnover has had at least a moderate impact on the operation of their programs.** Almost half of the site coordinators reported having to change how they staff academic activities and enrichment activities (48% and 47% of site coordinators, respectively), whereas more than a third reported having to reduce the number of students served in these activities because of staffing challenges (36% and 37% of site coordinators, respectively).

- **About half of the project directors (51%) reported that they increased pay to certified teachers** as a way of making staff positions more attractive. However, some site coordinators who were interviewed reported that increased levels of pay associated with Texas COVID Learning Acceleration Supports (TCLAS) Decision 11 implementation (as locally instantiated) made it harder to find teachers to work in other parts of the program.[8]

- **More than half of the project directors (54%) reported that being more intentional about being supportive and responsive to staff needs was an effective approach to reducing turnover.** The importance of this finding was underscored by the fact that 66% of project directors reported that they tried this approach. Site coordinators interviewed on this subject indicated the importance of sensitivity to staff stress combined with schedule flexibility, particularly with respect to school-day teachers.

This current report should be understood as a second part to the 2021–22 Perspectives on Staffing Report. That is, the frontline staff survey constitutes the third and final data collection effort by AIR on the topic of staffing, and as such the data conveyed in this report properly flow from the results of the first two staffing-related data collection efforts as described earlier. The

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[8] TCLAS Decision 11 concerns High Quality Afterschool. Districts were able to apply for TCLAS Decision 11 funding and, if awarded, use those additional funds to implement afterschool programming focused on accelerated learning. TCLAS Decision 11 funds are in addition to any awarded 21st CCLC grant funding.

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major findings outlined here should therefore be kept in mind when reviewing the data presented in this report. These findings will be reassessed at length in the Discussion section that concludes this report.

Overview of Data Collection

Two data sources were used for the analyses presented in this report. The first data source is TX21st, which is the data collection system used by Texas ACE programs across Texas to report federally and TEA-required data. TX21st is therefore used to gather information on program operations, staffing, attendance, activities offered, and so on. The second data source was the frontline staff survey collected by AIR in spring 2023. Both of these data sources are described in further detail in the paragraphs that follow.

TX21st Student Tracking System Data

TX21st is TEA's statewide system for collecting 21st CCLC data from Texas ACE programs. Of particular note for this report, TX21st houses data on staff at Texas ACE programs in terms of total staff by staff type. This information was therefore used to calculate the total number of staff and the proportion of staff made up by specific staff types (e.g., school-day teachers). This high-level information is presented prior to the survey and interview findings, providing important information concerning the representativeness of the survey respondents.

Administration of the Frontline Staff Survey

During March and April 2023, AIR collected an online survey from staff actively working in Texas ACE programs. A link to the survey was sent to all active Cycle 10 and Cycle 11 project directors on March 23, 2023, with instructions concerning the survey's administration. The survey was designed to be taken by all frontline staff actively leading activities at Cycle 10 and Cycle 11 Texas ACE programs (with the exception of high school students) and covered topics related to staff roles, experience, activities, job satisfaction, job-related stress, training, and pay. The survey also included basic demographic questions. The survey was administered online. Additional detail about survey administration is provided in Appendix A.

Dates of Data Collection and Respondents Sampled

The frontline staff survey was launched on March 23, 2023. The initial deadline for completion of the survey was April 7, 2023, but this deadline was extended to April 28, 2023. Reminder emails were sent to project directors on April 5 and April 20. Emails for the frontline staff survey were sent to 96 project directors associated with active Cycle 10 and Cycle 11 grants. These 96 project directors were associated with 701 active centers.

Response Rates

By end of April 28, 2023, AIR had received 3,353 complete frontline staff survey responses and 800 partial survey responses from 602 centers (representing 86% of the 701 active centers). Further details are in Exhibit 1. Note, however, that only the first survey questions concerning staff role (to ensure that respondents actively led activities) and staff type (to exclude high school students) were required questions. All subsequent questions could be left blank at the discretion of the respondent. Question-specific *n* counts are therefore presented throughout this report.

Exhibit 1. Texas ACE Spring 2023 Frontline Staff Survey Response Rates

	Rate
3,353 complete surveys from 598 centers	85% of centers with at least one survey
800 partial surveys (e.g., nonresponse after consenting, quitting the survey within the first few questions)	1% additional representation because most centers with partial surveys also had complete surveys
Total response (based on 602 centers providing at least partial data, out of 701 total active centers)	86%

Source. Frontline staff surveys collected by the American Institutes for Research in spring 2023.
Note. Texas ACE – Texas Afterschool Centers on Education.

Limitations of the Data

The findings in this report are based on survey response data, which is limited in several important ways. First, survey responses are limited by memory recall; more recent events are likely to figure prominently in respondents' answers. Second, respondents may have provided answers based not on their memory but rather on the perceived social acceptability of the response (social desirability bias). Third, the data provided in this report reflect only those answers provided by respondents and are not necessarily representative of all 2022–23 program staff. For this reason, the data presented at the beginning of the section titled "Staff at Cycle 10 and Cycle 11 Programs (TX21st Data)" comparing TX21st staff data with overall respondent numbers and characteristics should be kept firmly in view as a fundamental limitation to the findings in this report.

In addition, the TX21st data used in the "Staff at Cycle 10 and Cycle 11 Programs (TX21st Data)" section (on 2022–23 staff information) are self-reported data. That is, the centers themselves report their staff information in TX21st. The extent to which centers report this information consistently and accurately is not known.

Presentation of Findings

This section presents findings from the TX21st data and frontline staff survey. The section starts with a high-level descriptive overview of staff across Cycles 10 and 11 (based on the TX21st data) to set the context for the survey topics that follow. The presentation concludes with a discussion of the findings, focusing on prominent emergent themes.

Staff at Cycle 10 and Cycle 11 Programs (TX21st Data)

Texas ACE staff are the individuals who actively carry out programming at center locations, either as frontline staff (e.g., activity leaders) or full-time staff (e.g., administrators). For summer 2022, there were 6,672 staff reported in TX21st, whereas for the 2022–23 school year there were 11,519 staff.

For both Cycle 10 and Cycle 11, the most common staff type during 2022–23 was a paid school-day teacher, as shown by Exhibits 2 and 3 (38% of all staff during the 2022–23 school year; 38% during summer 2022). Another 22% of program staff during the school year were other school staff (e.g., teacher aides or nonteaching staff; 22% during the summer as well), indicating that about 60% of all Texas ACE staff during 2022–23 were school staff.[9] The remaining 40% was a mix of administrators, college students, youth development workers, community members, parents, and high school students, along with other staff. Parents and high school students were more likely to be volunteer than paid staff. Summer programming was run almost entirely by paid staff. On average, centers were staffed by 15 paid staff and one volunteer during the school year and nine paid staff during the summer. Overall, these figures are similar to those observed for 2021–22.

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[9] Throughout this report, summed percentages may not exactly match sum totals of values shown in the charts because of rounding.

Exhibit 2. School Year 2022–23 Staff at Texas ACE

Horizontal bar chart showing School Year (Volunteer) and School Year (Paid) percentages by staff category:

- School-Day Teacher: 1% volunteer, 38% paid
- School Staff: 0% volunteer, 21% paid
- College Student: 1% volunteer, 7% paid
- Center Administration: 0% volunteer, 7% paid
- Other Staff w/o College: 0% volunteer, 6% paid
- Youth Development Worker: 0% volunteer, 5% paid
- Other Paid Staff: 0% volunteer, 2% paid
- Community Member: 2% volunteer, 2% paid
- Parent: 2% volunteer, 2% paid
- High School Student: 2% volunteer, 2% paid

Legend: ■ School Year (Volunteer) ■ School Year (Paid)

Source. Texas 21st Student Tracking System data, 2022–23 school year.

Note. Based on 11,519 total staff reported by 709 centers (350 Cycle 10: Year 5 and 359 Cycle 11: Year 2). Values of 0% are rounded and may in fact range from 0% to just under 0.5%. Texas ACE – Texas Afterschool Centers on Education.

Overall average school-year staffing also was examined by center category to detect consistent differences in staffing configuration based on center characteristics. *T* tests were used to determine whether differences were statistically significant (using a threshold of $p \leq .05$, meaning that there is less than or equal to a 5% chance that the observed difference is merely the result of chance). *T* tests are useful for this type of difference analysis because the results indicate whether the means of the two groups are (or are not) significantly different from each other. Those analyzed included the following:

Exhibit 3. Summer 2022 Staff at Texas ACE

	Summer (Volunteer)	Summer (Paid)
School-Day Teacher	0%	38%
School Staff	1%	20%
Center Administration	0%	11%
College Student	0%	8%
Other Staff w/o College	0%	8%
Youth Development Worker	0%	7%
Other Paid Staff	0%	2%
Community Member	0%	1%
High School Student	0%	1%
Parent	1%	0%
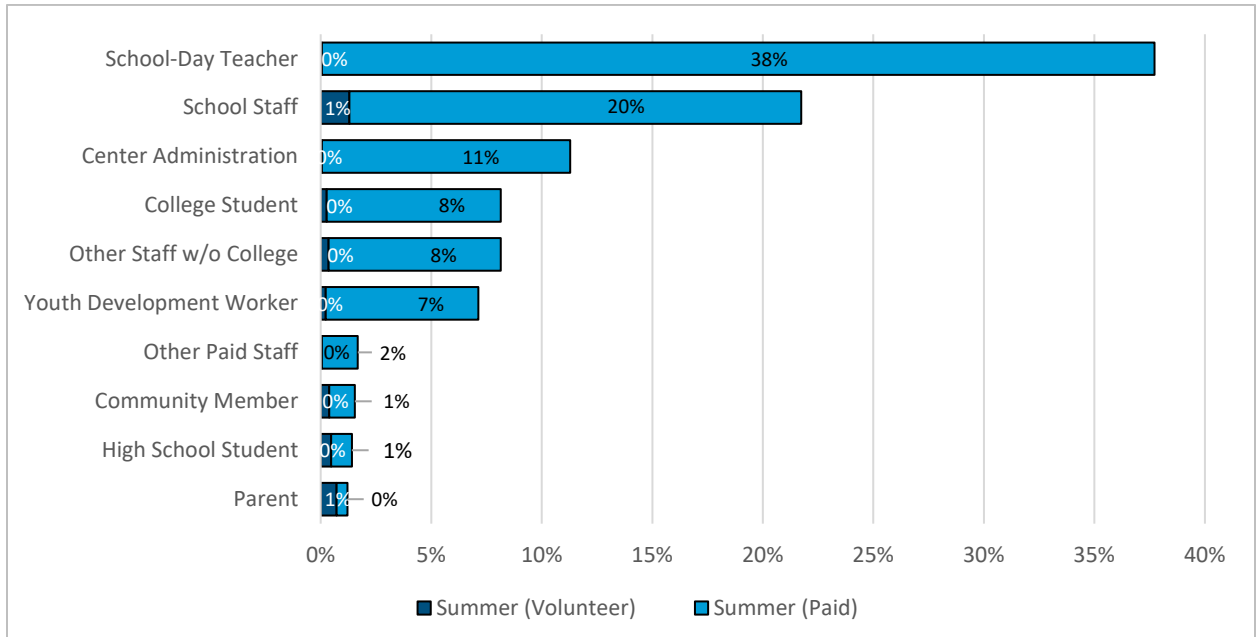
Source. Texas 21st Student Tracking System data, summer 2022.

Note. Based on 6,672 staff reported by 350 Cycle 10 centers and 359 Cycle 11 centers. Values of 0% are rounded and may in fact range from 0% to just under 0.5%. Texas ACE – Texas Afterschool Centers on Education.

- Program cycle

- Locale (i.e., rural and town compared with suburban and urban)[10]

- Grade levels served (programs serving primarily elementary school students compared with programs serving primarily older youth)

- Grantee type (i.e., whether the entity that applied for and received the 21st CCLC grant is a school district or something else, such as a nationally affiliated nonprofit agency or a community-based organization)

These categories will be used for comparisons throughout this report.

The most notable differences concerned locale. Rural and town-based programs were more likely to rely on school-day teachers (8.8 school-day teachers on average) compared with suburban and city-based programs (4.7 school-day teachers on average). Rural and town-based

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[10] For conducting the *t*-test related to locale, rural and town-based centers were grouped together and compared with city and suburban centers as a group. This process was done to reduce the total number of groups compared, which is necessary to avoid artificially increasing the chances that the comparison would yield a statistically significant difference. It is best practice to compare only two groups when using a *t*-test. Descriptive analysis of staff data by locale showed that rural and town-based programs have similar staffing proportions overall, as do urban and suburban programs.

programs also reported greater reliance on other school staff (5.2 other school staff on average) compared with city and suburban programs (2.5 other school staff on average). City and suburban programs tended to rely slightly more on college students than did rural or town-based programs (1.3 college students for city-based and suburban on average compared with 0.8 college students on average for town or rural programs). This finding is in keeping with results observed for 2021–22, as provided in the 2021–22 Perspectives on Staffing Report. An explanation for these differences, which also was suggested in the 2021–22 Perspectives on Staffing Report, may be that rural and town-based programs simply have fewer staff options than do suburban or city-based programs. See Exhibit 4.

Exhibit 4. Significant Differences in School Year 2022–23 Average Staff at Texas ACE, by Locale
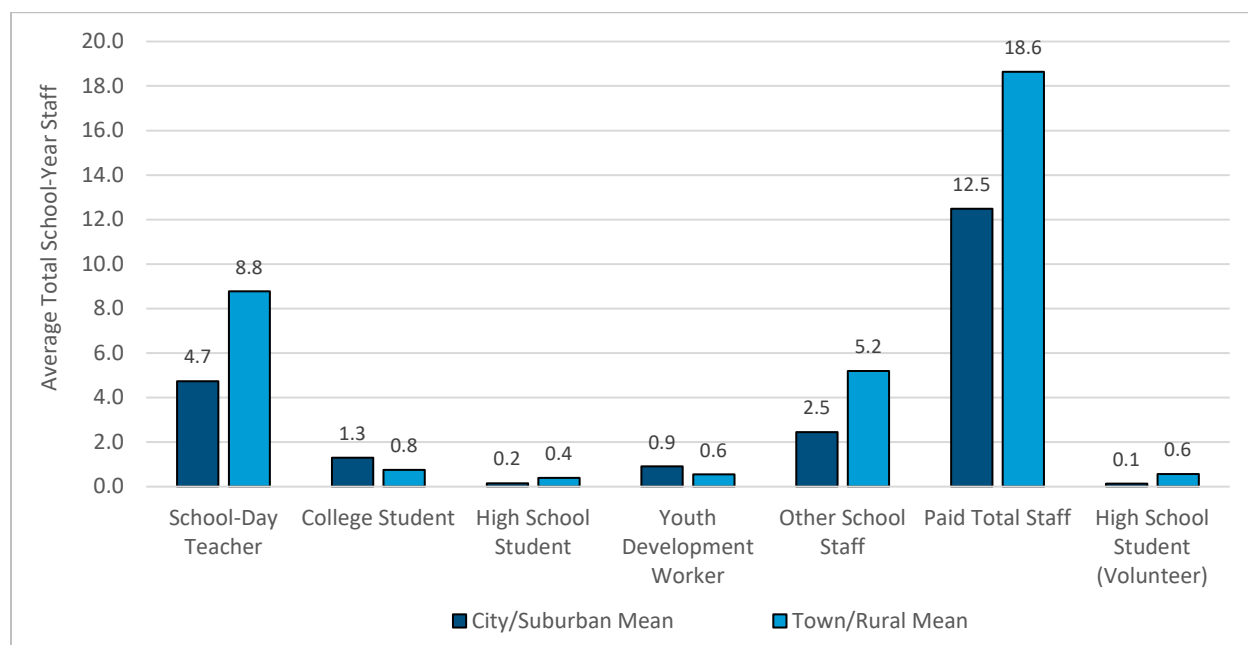
Source. Texas 21st Student Tracking System data, 2022–23 school year.
Note. Based on school-year staff data reported by 700 centers with urbanicity data (437 city/suburban, 263 town/rural). Only statistically significant differences are shown. Significance was determined by using a *t*-test (significance defined as $p \leq .05$). Texas ACE – Texas Afterschool Centers on Education.

There were numerous statistically significant differences observed when comparing centers by grade levels served, although most of these differences were not large. Centers primarily serving elementary school students tended to have slightly more paid staff overall than did centers primarily serving middle or high school students (on average, 15.7 versus 13.3, respectively). See Exhibit 5.

Exhibit 5. Significant Differences in School Year 2022–23 Average Staff at Texas ACE, by Grade Levels Served
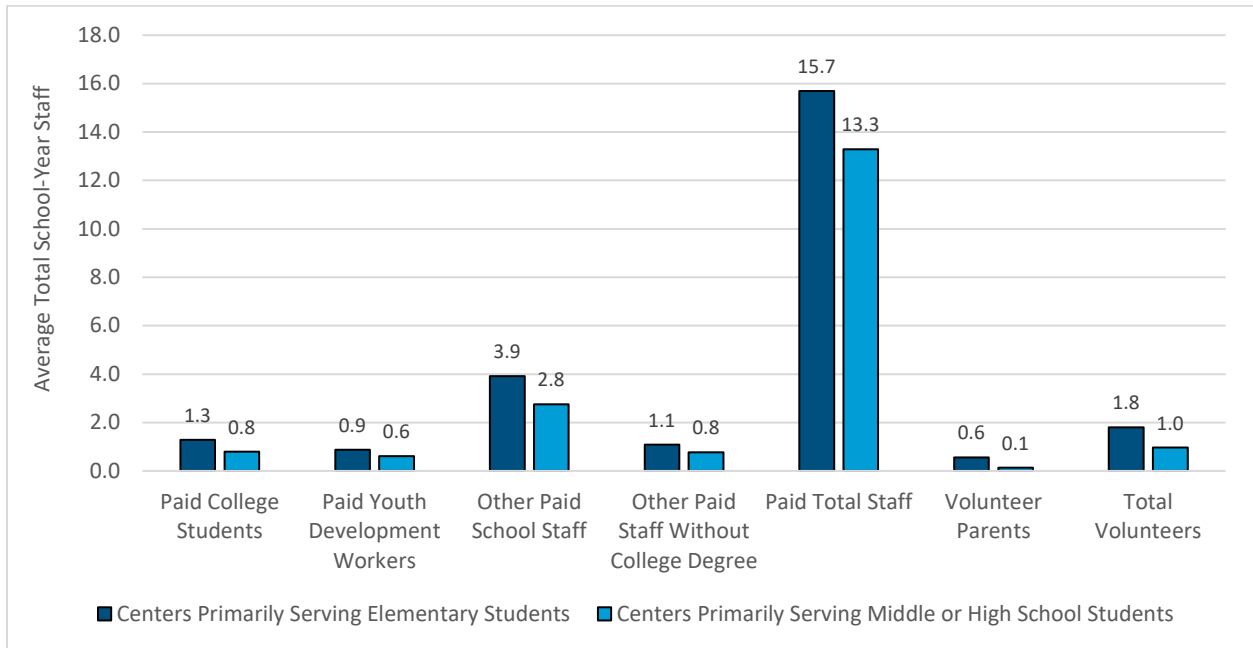
Source. Texas 21st Student Tracking System data, 2022–23 school year.

Note. Based on school-year staff data reported by 701 centers with grade-levels-served data (438 serving primarily elementary school students and 263 primarily serving middle or high school students). Only statistically significant differences are shown. Significance was determined by using a *t*-test (significance defined as $p \leq .05$). Texas ACE – Texas Afterschool Centers on Education.

Centers associated with Cycle 11 tended to rely slightly more on paid school staff and paid youth development workers than did centers associated with Cycle 10, although the differences were again modest (if still statistically significant). See Exhibit 6.

Exhibit 6. Significant Differences in Average Number of School Year 2022–23 Staff at Texas ACE, by Cycle
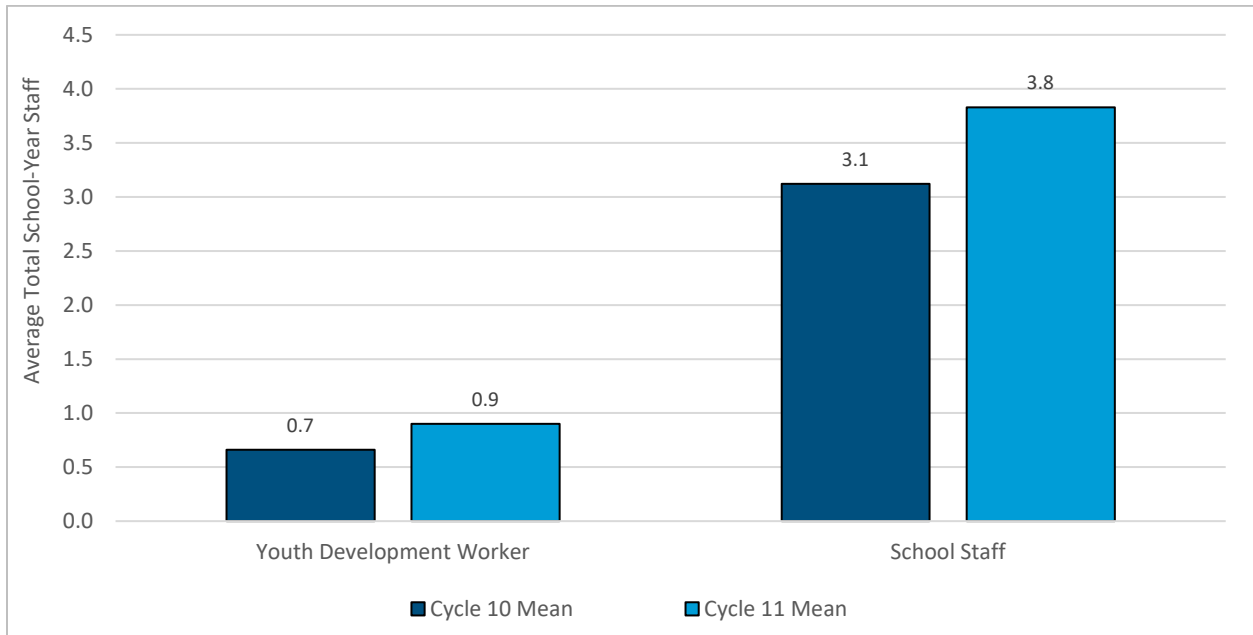
Source. Texas 21st Student Tracking System data, 2022–23 school year.

Note. Based on school-year staff data reported by 704 centers (353 Cycle 10 and 351 Cycle 11). Only statistically significant differences are shown. Significance was determined by using a *t*-test (significance defined as $p \leq .05$). Texas ACE – Texas Afterschool Centers on Education.

Finally, centers associated with school-district grants were more likely than those not associated with school-district grants (i.e., not-school-district grants) to rely on school-day teachers (7.4 school-day teachers on average versus 4.4, respectively) as well as other school staff (4.2 other school staff on average versus 2.3, respectively). This makes intuitive sense: Centers associated with a school-district grant could have greater access to school-based staff. However, centers associated with school-district grants also had a higher average number of school-year staff overall (16.6 versus 11.9). See Exhibit 7.

Exhibit 7. Significant Differences in School Year 2022–23 Average Staff at Texas ACE, by Grant Type
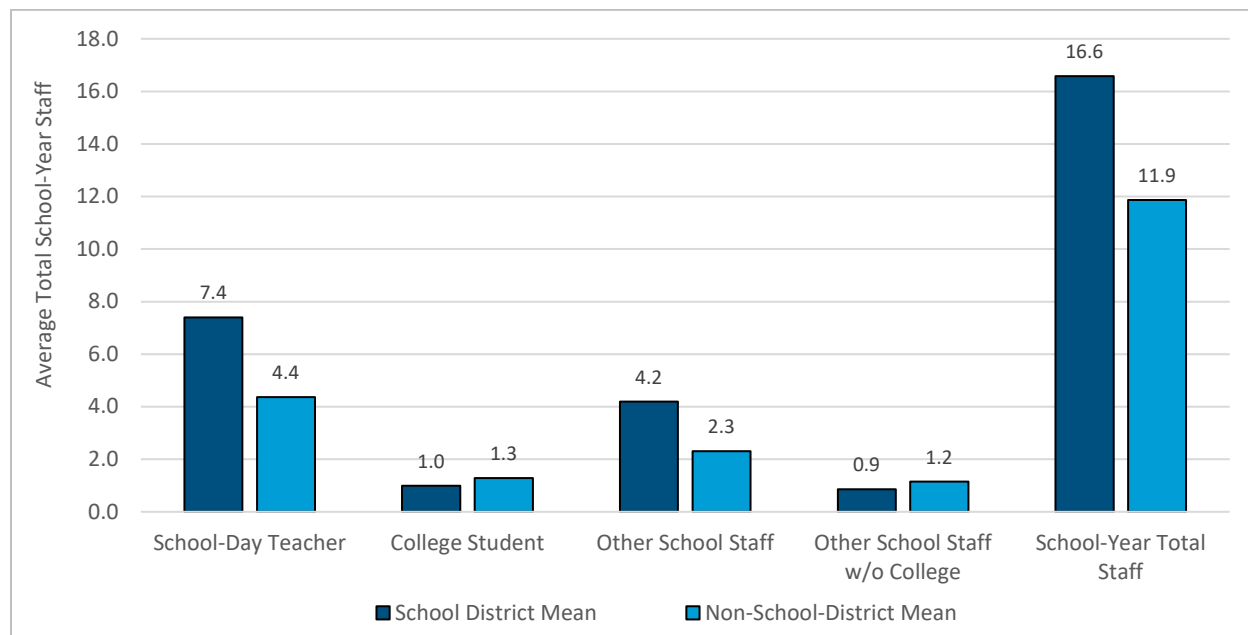
Source. Texas 21st Student Tracking System data, 2022–23 school year.

Note. Based on school-year staff data reported by 701 centers (435 with school-district grants and 266 with non-school-district grants). Only statistically significant differences are shown. Significance was determined by using a *t*-test (significance defined as $p \leq .05$). Texas ACE – Texas Afterschool Centers on Education.

In all, these results are similar to those observed for 2021–22.

Frontline Staff Survey Respondents Compared with TX21st Staffing Data

An important question for this report is whether the survey respondent population is generally representative of the larger school-year staff population just described. This section provides a partial answer to this question.

Overall Number of Respondents

As already described, there were 3,353 complete surveys, with an additional 800 partial surveys (for a total of 4,153 surveys received). These surveys were submitted by 602 centers (50% of which were Cycle 10 and 50% Cycle 11), representing about 85% of all Cycle 10 and Cycle 11 centers active during the 2022–23 school year.[11] In this sense, centers from both cycles are about evenly represented, primarily in terms of centers providing at least one survey, and a

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[11] It is possible that more centers than the noted 602 provided survey data. Survey respondents were provided a center-specific PIN to enter when starting the survey (to link survey responses to specific programs), and although most respondents did this correctly, 95 respondents did not. It was therefore impossible to link these responses to a specific center or use these responses in subgroup analysis. The majority of these unlinked responses were complete surveys.

strong majority of all centers are reflected in the survey responses. On average, each center had about 5.8 surveys, with a standard deviation of 3.8.

By staff type, a plurality of respondents were school-day teachers (40%). School-day teaching assistants made up another 20%, with an additional 9% reporting as other school-day staff (meaning that about 70% of all survey respondents self-reported as school staff of one type or another). A very low proportion of survey respondents identified as partner staff, volunteers, or family engagement specialists (with less than 2% of each). (See Exhibit 8.) Thus for much of the remainder of this report, survey results by staff type will omit partner staff, volunteers, and family engagement specialists (or provide values for these groups in faded blue) given the low *n* sizes. These groups are still included in the overall results, however.

Exhibit 8. Texas ACE Frontline Staff Survey Respondents, by Staff Type (Spring 2023 Frontline Staff Survey)
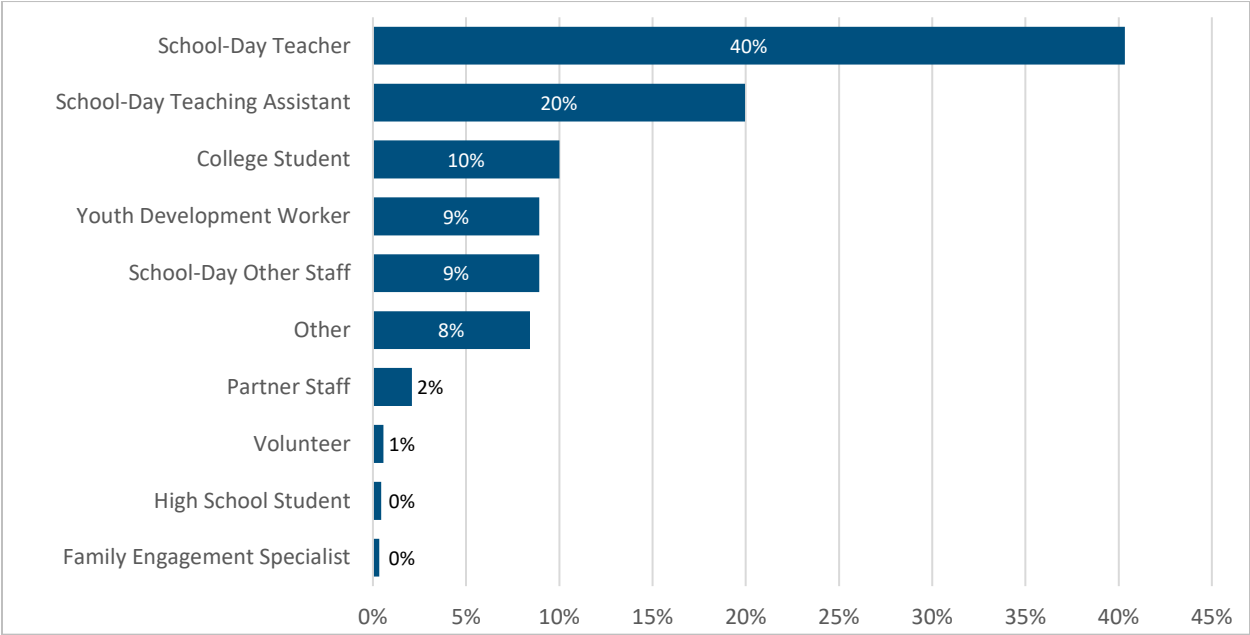
Source. Frontline staff surveys collected by the American Institutes for Research in spring 2023.
Note. Staff respondents, *N* = 4,099. Texas ACE – Texas Afterschool Centers on Education.

Comparing the proportion of survey respondents by staff type to the overall staff proportions reported in the TX21st data (as presented in the previous section), the proportions are roughly aligned. Compared with the TX21st data for school year 2022–23, school-day teachers were slightly underrepresented in the survey data, as were other school staff, whereas college students and youth development workers were somewhat overrepresented. However, note that the TX21st staff data represent staff from across the entire school year, whereas the survey data present a single point in time during the school year; staff reported in TX21st for school-year

2022–23 may not have worked the full year or were not available during survey administration. That said, see Exhibit 9 for a comparison of TX21st and frontline staff survey staff type proportions.

Exhibit 9. Texas ACE Frontline Staff Survey Respondent Staff Types Compared with TX21st Total Staff Reported for School Year 2022–23, by Proportion of Total Staff

Source. TX21st data, 2022–23 school year, and frontline staff surveys collected by the American Institutes for Research in spring 2023.

Note. Staff survey respondents, *N* = 4,099. Staff types reported on the frontline staff survey were not identical to categories reported in TX21st. Unmatched categories are grouped as "Other." "High School Students" was omitted because high school students were not included in the frontline staff survey administration. Texas ACE – Texas Afterschool Centers on Education; TX21st – Texas 21st Student Tracking System.

Additional subgroup comparison data on survey respondent staff types are in Appendix B (Exhibits A1–A4), and further information on survey respondent representativeness relative to the TX21st data is in Appendix C.

Frontline Staff Survey Respondents' Experience, Gender, Race, and Ethnicity

The survey included a series of questions about basic respondent characteristics. No comparison with TX21st data is possible for the demographics shown in this section because TX21st does not collect this information.

First, respondents identifying as school-day teachers were asked a follow-up question concerning whether they were certified. Of 1,653 total reported school-day teachers, nearly all indicated that they were certified (1,517, or about 92%). All respondents were then

presented with the question, "How many years have you worked in afterschool and/or summer programming, in any capacity?" More than half of the survey respondents indicated 2 years or less of experience in afterschool (53%), with about 30% indicating at least 5 years of experience. See Exhibit 10.

Exhibit 10. Texas ACE Frontline Staff Survey Respondent Years of Experience in Afterschool (Spring 2023 Frontline Staff Survey)
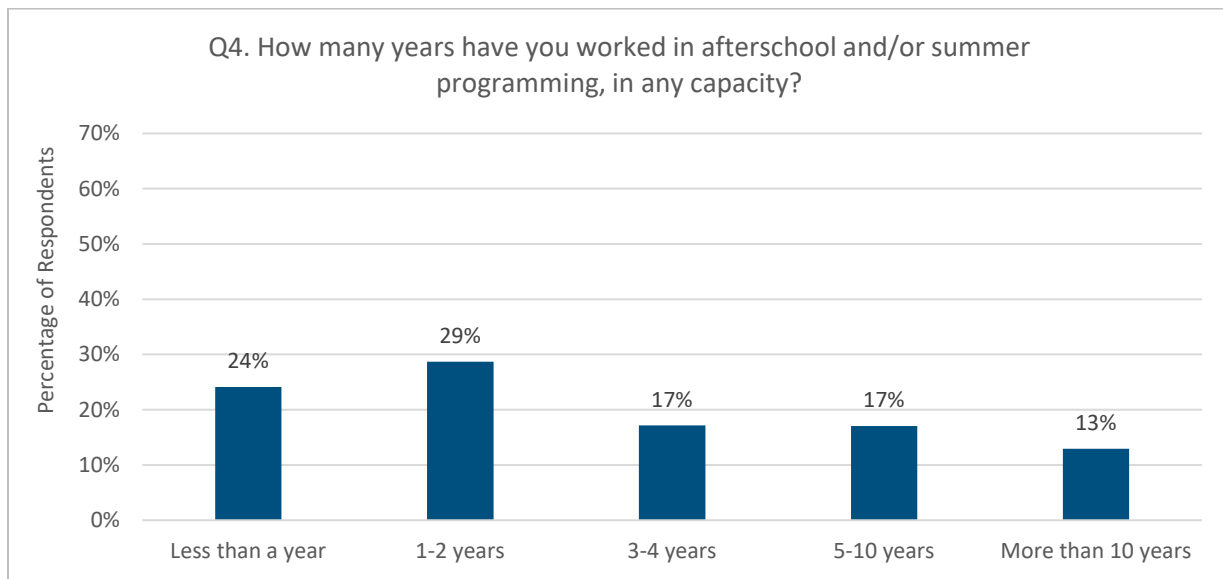
Source. Frontline staff surveys collected by the American Institutes for Research in spring 2023.
Note. Staff respondents, *N* = 4,064. Texas ACE – Texas Afterschool Centers on Education.

Looking at the same data grouped by staff type, school-day teachers were most likely to report longer experience in afterschool, with 46% indicating at least 5 years of experience and 65% indicating at least 3 years of experience. Family engagement specialists were next highest in terms of 5 years or more of experience (36%, with 43% indicating 3 years or more of experience), although note again that very few family engagement specialists responded to the survey. Other school-day staff were second highest in terms of 3 years or more of experience (44%). Youth development workers and college students were generally less experienced, with only 4% of college students and 11% of youth development workers indicating 5 years or more of experience (and 27% of youth development workers and 17% of college students indicating at least 3 years of experience). This finding is particularly noteworthy given findings concerning youth development workers and college students provided subsequently in this report—notably regarding work experiences, stress, and desired changes, as well as job satisfaction and pay. See Exhibit 11.

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Exhibit 11. Texas ACE Frontline Staff Survey Respondent Years of Experience in Afterschool (Spring 2023 Frontline Staff Survey), by Staff Type

Horizontal stacked bar chart showing years of experience by staff type. Legend: 2 Years or Less, 3-4 Years, 5 Years or More.

Staff Type	2 Years or Less	3-4 Years	5 Years or More
School-Day Teacher	35%	18%	46%
School-Day Other Staff	56%	16%	28%
Family Engagement Specialist	57%	7%	36%
School-Day Teaching Assistant	58%	18%	24%
Partner Staff	60%	11%	29%
Other	60%	18%	22%
Youth Development Worker	73%	15%	11%
Volunteer	78%	17%	4%
College Student	83%	13%	4%

Source. Frontline staff surveys collected by the American Institutes for Research in spring 2023.
Note. School-day teachers, *N* = 1,649; school-day teaching assistants, *N* = 814; school-day other staff, *N* = 364; family engagement specialists, *N* = 14; youth development workers, *N* = 364; partner staff, *N* = 85; college students, *N* = 406; volunteers, *N* = 23; other, *N* = 345. Texas ACE – Texas Afterschool Centers on Education.

There were differences in experience level when responses were analyzed by subgroup (using chi-square tests, with significance defined as $p \leq .05$). Cycle 11 staff tended to have a higher proportion of staff reporting lower levels of experience (57% with less than 2 years' experience versus 48%), but this is unsurprising given start-date differences between Cycle 10 and Cycle 11.[12] Suburban staff tended to have lower levels of experience, with about 60% of the respondents indicating less than 2 years of experience (compared with about 50% of the respondents each for rural, town-, or city-based respondents). Programs serving high school students tended to have staff with higher levels of experience, with nearly two thirds (65%) of the respondents associated with high school–only programs indicating at least 3 years of experience and about 57% of the respondents associated with programs serving middle and high school students reporting at least 3 years of experience (comparable figures for centers serving elementary only, elementary–middle, middle only, or other grade levels were between about 44% and 49%).

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[12] As of the 2022–23 school year, Cycle 10 grantees were in year five of their five-year grant cycle, while Cycle 11 grantees were in year two.

The survey also asked respondents how long they had worked in their current program ("How many years have you worked in this Texas ACE program in your current role?"). The vast majority of staff indicated 2 years or less of experience in their current role within their program (75% of the respondents). Differences by cycle tended to be the most pronounced, although, again, this is expected (62% of Cycle 10 respondents indicated 2 years or less of experience in their current role compared with 88% of Cycle 11 respondents). Other subgroup differences tended to be modest and to mirror experience in afterschool more broadly, as already described.

Respondents also provided information about their gender, race, and ethnicity. In terms of gender, 78% of the respondents were female, and just less than 19% were male (3% preferred not to say). The majority also were White (68%), with a sizable minority of Black staff (14%). An additional 9% of the respondents preferred not to report race, and 7% selected "other." Less than 1% indicated American Indian/Alaska Native, Asian, or Native Hawaiian/Other Pacific Islander. In terms of ethnicity, about 63% indicated that they were Hispanic, 30% indicated that they were not, and a little less than 7% indicated that they preferred not to say.

Finally, the respondents were asked whether they lived in the community served by their Texas ACE program. About 63% indicated that they did. This was slightly more true of Cycle 10 than Cycle 11 (65% versus 60%), although the starker contrast was with locale: About 70% of rural and 74% of town-based staff indicated that they lived in the community served by their program compared with 53% of city-based staff and 59% of suburban staff. Additional subgroup comparisons are in Appendix B (Exhibits B5–B11 and B135–B145).

Summary

A majority of staff have less than 2 years of experience (53%), although school-day teachers—the largest group of staff—tended to report more experience in afterschool than other staff types. Youth development workers and college students tended to report less experience. Most survey respondents were female (78%), White (68%), and Hispanic (63%), although not necessarily all three. A sizable minority of staff (14%) were Black.

Hiring, Orientation, and Professional Development

The frontline staff survey included a series of questions about staff hiring, initial job preparation, and ongoing professional development opportunities. This section presents data resulting from those questions.

How Staff Learned About Their Job in the Texas ACE Program

Respondents first indicated how they learned about the opportunity to work in the Texas ACE program. As shown in Exhibit 12, nearly half (46%) of the respondents said that they heard

about their current position from the site coordinator or grant director. This was by far the most common response, with the next most selected response being that they heard about the position from school administrative staff (14%). There were statistically significant differences in how staff from different subgroups answered this question, but the overall pattern remained roughly the same (e.g., hearing about the position from the site coordinator or grant director was most common regardless of subgroup). Statistically significant subgroup differences are in Appendix B (Exhibits B12–B15).

Exhibit 12. How Texas ACE Staff Learned about the Program (Spring 2023 Frontline Staff Survey)

Q6. How did you first learn about the opportunity to work in this Texas ACE program?

Response	Percentage
The Texas ACE site coordinator or grant director	46%
Administrative staff of the school served by the Texas ACE program (e.g., the principal)	14%
A school-day teacher	11%
Other	7%
A job advertisement online	6%
A program manager for the organization I work for	6%
College faculty or staff	4%
A parent or adult family member of a student attending the program	2%
A job advertisement posted locally	2%
A student attending the program	1%

Source. Frontline staff surveys collected by the American Institutes for Research in spring 2023.
Note. N = 4,042. Texas ACE – Texas Afterschool Centers on Education.

Motivations for Taking a Texas ACE Job

In addition to asking respondents how they heard about their present job in the Texas ACE program, respondents were asked about their motivations for applying for and taking their current job. Respondents were shown a series of possible motivations and were able to indicate whether each motivation was "very important," "somewhat important," "not important," or "not applicable." The motivations that received the highest proportion of "very important" responses were "I wanted to work with students who need extra learning supports," "I wanted

to teach students something I am passionate about," and "I wanted to work with students this age." "I wanted additional pay" was indicated as "very important" less often than most other motivations, but nearly half (47%) of the respondents said that this was a "very important" motivation for them in taking the job, and an additional 32% said that it was "somewhat important." See Exhibit 13.

Exhibit 13. Texas ACE Staff Motivation for Taking Current Job (Spring 2023 Frontline Staff Survey)

Q7. How important were each of the listed motivations to you when you took your current job in this Texas ACE program?

Motivation	Very Important	Somewhat Important
I wanted to work with students who need extra learning supports.	76%	17%
I wanted to teach students something I am passionate about (e.g., arts, sports)	75%	18%
I wanted to work with students this age.	72%	20%
I wanted to gain experience in an educational setting.	62%	18%
I have a personal connection with this school.	57%	17%
I wanted to gain experience in afterschool or summer learning specifically.	53%	25%
I wanted to work with students who experience poverty.	51%	24%
I have a personal connection to this program.	49%	23%
I wanted additional pay.	47%	32%
I participated in a similar program when I was a student.	24%	13%

Source. Frontline staff survey administered by American Institutes for Research in spring 2023.
Note. N ranged from 3,752 to 3,788. Texas ACE – Texas Afterschool Centers on Education. Responses of "N/A" are included in the denominator for calculation of percentages shown.

There were several statistically significant differences in how staff from different locales answered this question. City-based staff were more likely to say that "I wanted to gain experience in an educational setting" was "very important" (67% versus 65% for suburban staff, 59% for town-based staff, and 52% for rural staff). City-based staff also were most likely to say that "I wanted to gain experience in afterschool or summer learning specifically" was "very important" (58% versus 52% for suburban staff, 52% for town-based staff, and 45% for rural staff). Further, city-based staff were most likely to indicate that "I participated in a similar

program when I was a student" was a "very important" motivation (28% versus 27% of suburban staff, 18% of town-based staff, and 20% of rural staff). The only motivation that was selected by rural staff more than any other locale subgroup was "I have a personal connection with this school" (63% versus with 57% of city-based staff, 49% of suburban staff, and 61% of town-based staff).

Significant differences also occurred when comparing staff from school-district grants versus non-school-district grants. Staff associated with non-school-district grants were more likely to say that "I wanted to gain experience in an educational setting" was a "very important" motivator (68% versus 60%) but were less likely to say that "I have a personal connection with this school" was "very important" (50% versus 60%). Staff associated with school-district grants were more likely to say that "I wanted additional pay" was a "very important" consideration (51% versus 39%).

Additional subgroup comparisons are in Appendix B (Exhibits B16–B34).

Initial Job Training and Professional Development

The survey included several questions relating to training—both initial job training and professional development opportunities. In terms of initial job training, the vast majority of the respondents indicated that this job training left them "very prepared" (57%) or "somewhat prepared" (27%)—an important finding given the overall lack of experience reported by the majority of staff, as outlined earlier. (See Exhibit 14.) Statistically significant subgroup differences also were evident in terms of perceived initial job training effectiveness, but all subgroups had at least 80% of the respondents indicating that they were at least "somewhat prepared" for their job given initial training. (Subgroup comparisons are in Appendix B, Exhibits B35–B38.) However, analysis of responses to this question by staff type showed that youth development workers and college students were more likely to indicate being "a little prepared" or "not at all prepared" than were other staff types (12% and 17%, respectively, compared with 6%–9% for other staff types). College students were least likely to report being "very prepared," with only 38% responding this way (compared with more than half for all other staff types).

About 12% of youth development workers and 17% of college students said that they were only "a little prepared" or "not prepared at all" by their initial orientation and training (compared with 6%–9% of other staff types). College students were least likely to report being "very prepared," with only 38% responding this way (compared with more than half of the other staff types).

Exhibit 14. Effectiveness of Initial Job Training Reported by Texas ACE Staff (Spring 2023 Frontline Staff Survey)
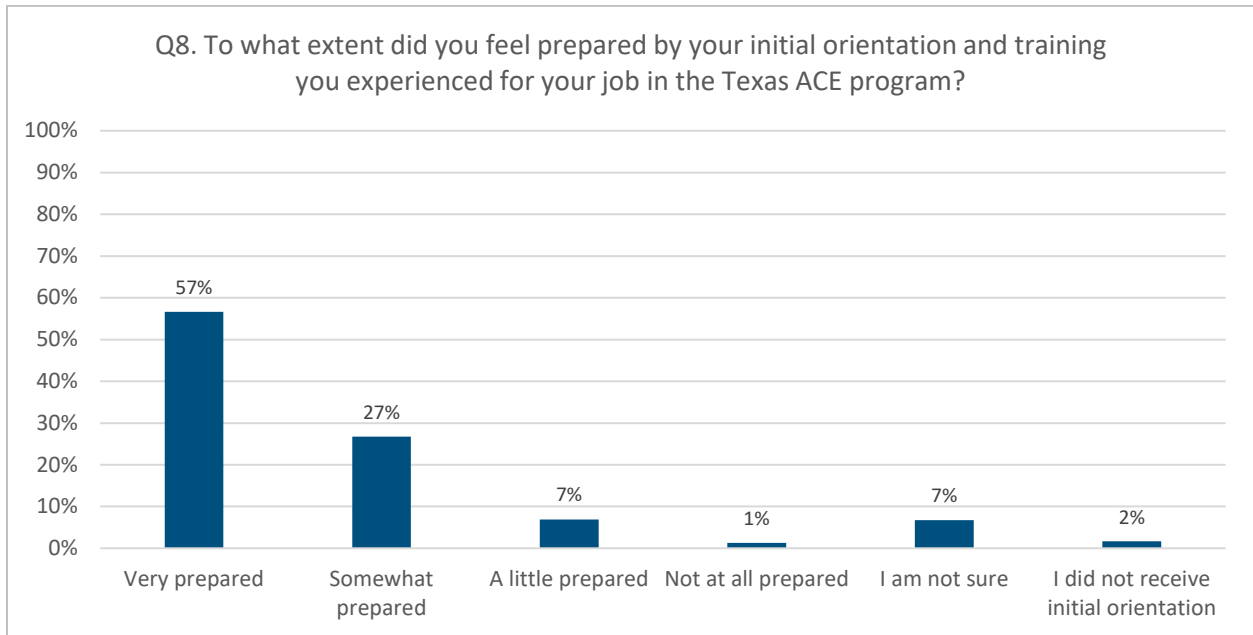
Q8. To what extent did you feel prepared by your initial orientation and training you experienced for your job in the Texas ACE program?

Response	Percentage
Very prepared	57%
Somewhat prepared	27%
A little prepared	7%
Not at all prepared	1%
I am not sure	7%
I did not receive initial orientation	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,871. Texas ACE – Texas Afterschool Centers on Education.

In terms of professional development opportunities, Exhibit 15 shows the types of professional development most frequently reported by survey respondents, along with the number of those respondents who indicated that the training was at least "somewhat useful." The most commonly selected training was "orientation and training sessions held before the start of a programming year," followed by "training related to providing a safe and supportive environment" and "training intended to build staff understanding of social emotional learning." In all cases but for "other" trainings, nearly as many respondents as had the training said that it was at least "somewhat useful."[13]

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[13] For respondents selecting "Other," the survey asked them to specify the training in question. For those indicating that "other" training was not helpful, responses of "NA," "none," "no training," "no training available," and so on predominate, indicating that respondents used the "Other" response to report a lack of training options.

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Exhibit 15. Professional Development Opportunities Reported by Texas ACE Staff (Spring 2023 Frontline Staff Survey)

Q30. Please indicate the types of professional development or training you have received this year, specifically for your work in the Texas ACE program. For each type you have received, indicate how helpful you thought it was.

Professional Development Type	Somewhat or Very Useful	Had Training
Orientation and training sessions held before the start of a programming year	2271	2331
Training related to providing a safe and supportive environment (including safe procedures and classroom management)	1466	1485
Training intended to build staff understanding of social-emotional learning	1360	1389
Training intended to build staff understanding of student academic learning	1055	1074
Training on family engagement and communication	689	702
Training on alignment with the school-day, provided alongside school-day staff	634	645
Training related to the use of high-quality instructional materials (HQIM) provided by my Texas ACE program	495	508
Other (please specify)	190	432
Training provided through MyTexasACE	395	409
Training related to the use of high-quality instructional materials (HQIM) provided by the material vendors	366	374
Training related to the Texas ACE Quality Assessment Process	312	324
Training related to one or more quality assessment tool (e.g., Youth Program Quality Assessment, Assessment of Program Practices tool)	281	292
Participation in statewide or national conferences	15?	167
Utilization of the You for Youth (Y4Y) website	94	98

■ Somewhat or Very Useful   □ Had Training

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N = 3,478. Texas ACE – Texas Afterschool Centers on Education.

When asked what would improve professional development opportunities, about half of the respondents who answered this question indicated simply that more professional learning opportunities offered through Texas ACE would be useful. About a third indicated that learning opportunities offered at "convenient times" would improve offerings. These two most-selected improvements make sense given the fact that most learning opportunities were considered at least somewhat helpful. (See Exhibit 16.) Note that subgroup responses were similar to one another in terms of the proportion of respondents selecting each improvement option.[14] Additional comparison data are in Appendix B (Exhibits B125–B128 for Question 30 and B129–B131 for Question 31).

Exhibit 16. Staff-Suggested Improvements for Texas ACE Professional Development (Spring 2023 Frontline Staff Survey)
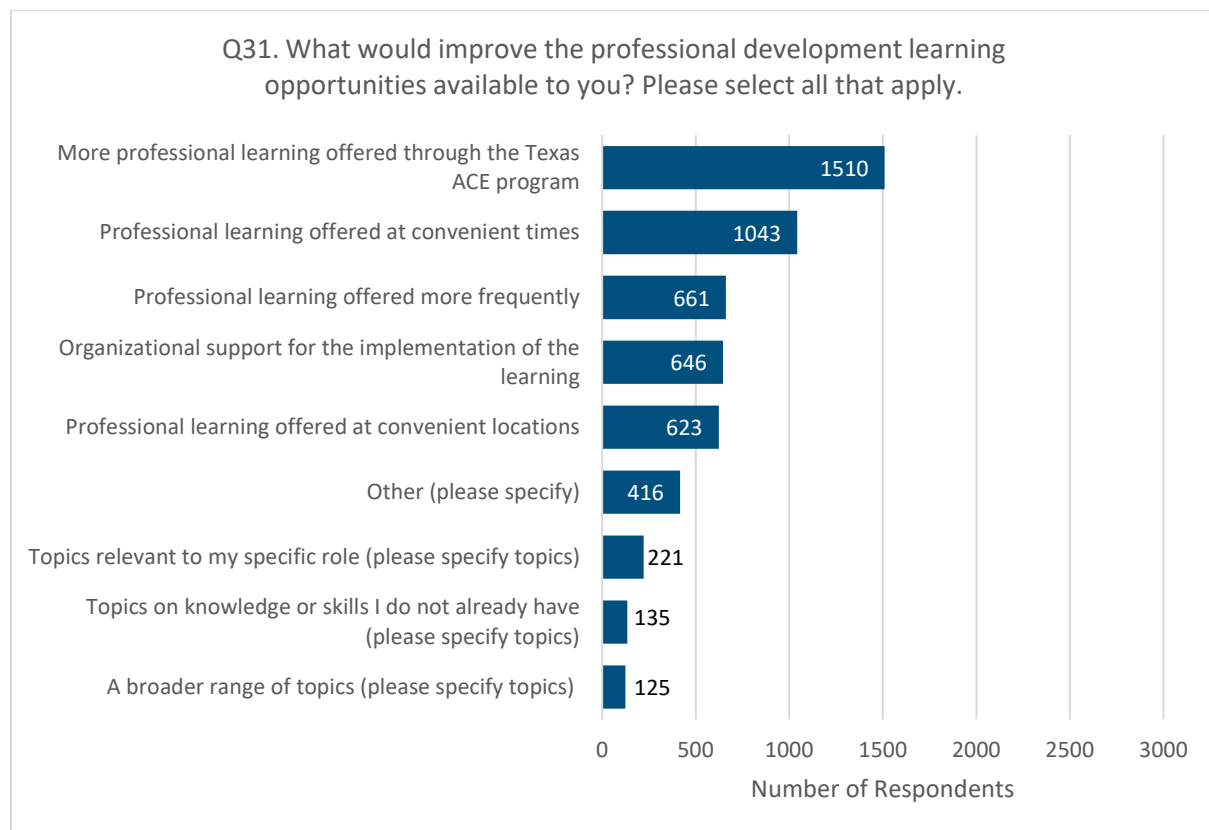
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,106. Texas ACE – Texas Afterschool Centers on Education.

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[14] Chi-square tests were not conducted on this question, given the ambiguity of a missing/nonselected value within the check-box list; that is, chi-square tests would require imputation of 0 values for missing or skipped rows within the question. Percentages were calculated for subgroups based on the total number of respondents answering the question in any way, however, and response proportions using this method were very similar to one another.

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As a final note, respondents who selected "Other" were directed to specify the improvement they wished to see. These answers varied, although most requested training on specific types of activities. For example, respondents requested training in biology, gardening, first aid/CPR, autism, ADHD, mythology, and even leatherworking. At least 20 respondents indicated that they wanted training related to mathematics, and a similar number indicated wanting training related to reading. About 15 respondents suggested trainings related to STEM (with additional respondents asking for training about individual STEM components such as technology) and 14 wanted training in classroom management. The most common response, however, with well more than 100 responses, was some variation of "none" or "N/A."

Summary

More than three quarters of staff responding to the survey indicated feeling at least somewhat prepared for their job based on initial job training and orientation and generally reported that the professional learning opportunities they had were at least somewhat useful. However, about 12% of youth development workers and 17% of college students said that their initial job preparation left them only a little prepared or not at all prepared. In terms of requested improvements for professional development, the most commonly selected options were basically "more" and "at more convenient times." A subset of staff did request specific types of training under "other," focusing on training in specific types of activities or specific subjects.

Activity Leadership

The frontline staff survey included a series of questions concerning activity leadership. To begin, the survey provided respondents with a list of activity types and asked them to check the box next to each type that they lead or help lead in their Texas ACE program. By far the most common response was "homework help," with nearly two thirds (65%) of the respondents selecting this option. Tutoring was second (44%), followed by sports/recreation (37%). See Exhibit 17 for the full list of activity types along with the percentage of staff that selected each one.

Exhibit 17. Texas ACE Staff Activity Leadership (Spring 2023 Frontline Staff Survey)

Q10. What type(s) of youth activities do you lead or help lead in your Texas ACE program? Please select all that apply.

Activity	Percentage
Homework help	65%
Tutoring	44%
Sports/recreation	37%
Social-emotional learning activities	34%
STEM (Science, Technology, Engineering, Mathematics)	34%
Performing or visual arts (dance, theater, music, art)	28%
Other enrichment	25%
Mentoring	22%
Youth leadership activities	18%
Writing, comics/cartooning, book club	16%
Language/cultural activities	12%
High Impact Tutoring (HIT) using High Quality Instructional Materials (HQIM)	12%
Other (please specify)	11%
College and career readiness	10%

Percentage of Respondents

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,757. Texas ACE – Texas Afterschool Centers on Education.

The responses to this first activity-related question also were examined by staff type to see whether specific kinds of activities tended to be led by specific staff. For each staff type except family engagement specialists, 55%–80% indicated leading homework help. Family engagement specialists were more likely to indicate a focus on social-emotional learning (36%) or a mix of other activities. In addition, school-day teachers were most likely to report leading tutoring activities, with 60% of school-day teachers selecting this option (compared with school-day teaching assistants at 38%, the next highest). See Exhibit 18 for the top two selected options by staff type. Note, however, that the percentages shown indicate only the proportion of staff endorsing each activity type as one they lead or help lead; the percentages do not indicate the extent to which each respondent's time was dedicated to a given type of activity.

Exhibit 18. Activities That Staff Lead or Help Lead: Most Selected and Second Most Selected Activity Types by Staff Type (Spring 2023 Frontline Staff Survey)

	Most selected activity type	Second most selected activity type
School-day teacher	Tutoring (61%)	Homework help (60%)
School-day teaching assistant	Homework help (73%)	Sports/recreation (39%)
School-day other staff	Homework help (64%)	Sports/recreation (39%)
Family engagement specialist	Social-emotional learning (36%)	Sports/recreation, language/cultural activities, mentoring (29% for each)
Youth development worker	Homework help (80%)	Sports/recreation (55%)
Partner staff	Homework help, STEM (55% each)	Social-emotional learning (52%)
College student	Homework help (75%)	Sports/recreation (56%)
Volunteer	Homework help (55%)	Performing or visual arts (45%)
Other	Homework help (73%)	Social-emotional learning (48%)

Note. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Source. School-day teachers, *N* = 1,497; school-day teaching assistants, *N* = 720; school-day other staff, *N* = 309; family engagement specialists, *N* = 14; youth development workers, *N* = 327; partner staff, *N* = 83; college students, *N* = 379; volunteers, *N* = 20; other, *N* = 292. Texas ACE – Texas Afterschool Centers on Education.

In terms of center-level subgroup comparisons, there were many significant differences observed. In terms of locale, rural and town-based center staff were more likely to report leading or helping to lead tutoring (48% of rural staff and 55% of town-based staff versus 39% of city-based staff and 46% of suburban staff).[15] City and suburban staff also were more likely to report leading or helping to lead youth leadership activities (23% of city-based staff and 18% of suburban staff versus 16% of town-based staff and 14% of rural staff). Finally, town-based staff were much more likely to report leading or helping to lead high-impact tutoring with HQIM than were staff from other locales (19% selecting this option versus 13% of rural staff, 11% of suburban staff, and 9% of city-based staff).

In terms of grade levels served, staff associated with programs serving primarily elementary school students were more likely to select homework help as an activity they lead or help lead than were staff associated with centers serving primarily middle or high school students (72%

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[15] This does align with rural and town-based center reliance on school-day teachers as reported in the 21APR data. However, it bears emphasis that, in terms of the proportion of respondents to the frontline staff survey, suburban, rural, and city-based staff all had roughly similar proportions of school-day teachers (between 38% and 40% of the respondents versus 47% of town-based staff).

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versus 55%). Staff at centers primarily serving elementary school students also were more likely to report leading or helping to lead STEM activities (39% versus 26%).

Finally, staff associated with school-district grants were more likely to report leading or helping to lead tutoring than were staff associated with non-school-district grants (49% versus 38%, respectively). Staff associated with school-district grants were less likely to report leading or helping to lead performing or visual arts (26% versus 35%).

Other significant differences, including differences related to program cycle (which tended to be more modest than those reported here, if still statistically significant), are in Appendix B (Exhibits B39–B42).

The survey also asked respondents to indicate how they plan for youth activities that they lead. Nearly half of all respondents (44%) reported that they develop activities on their own, without activity guides, curriculum, tools, or training provided by the program. This was the most selected option. See Exhibit 19.

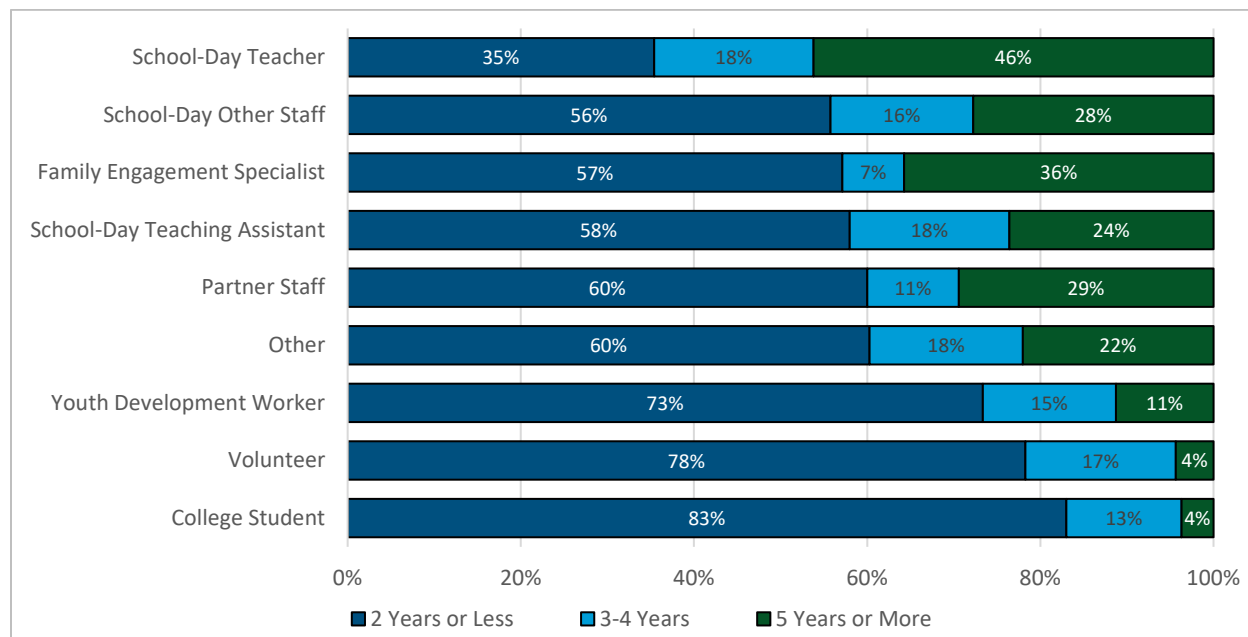**Exhibit 19. Texas ACE Staff Planning Strategies (Spring 2023 Frontline Staff Survey)**
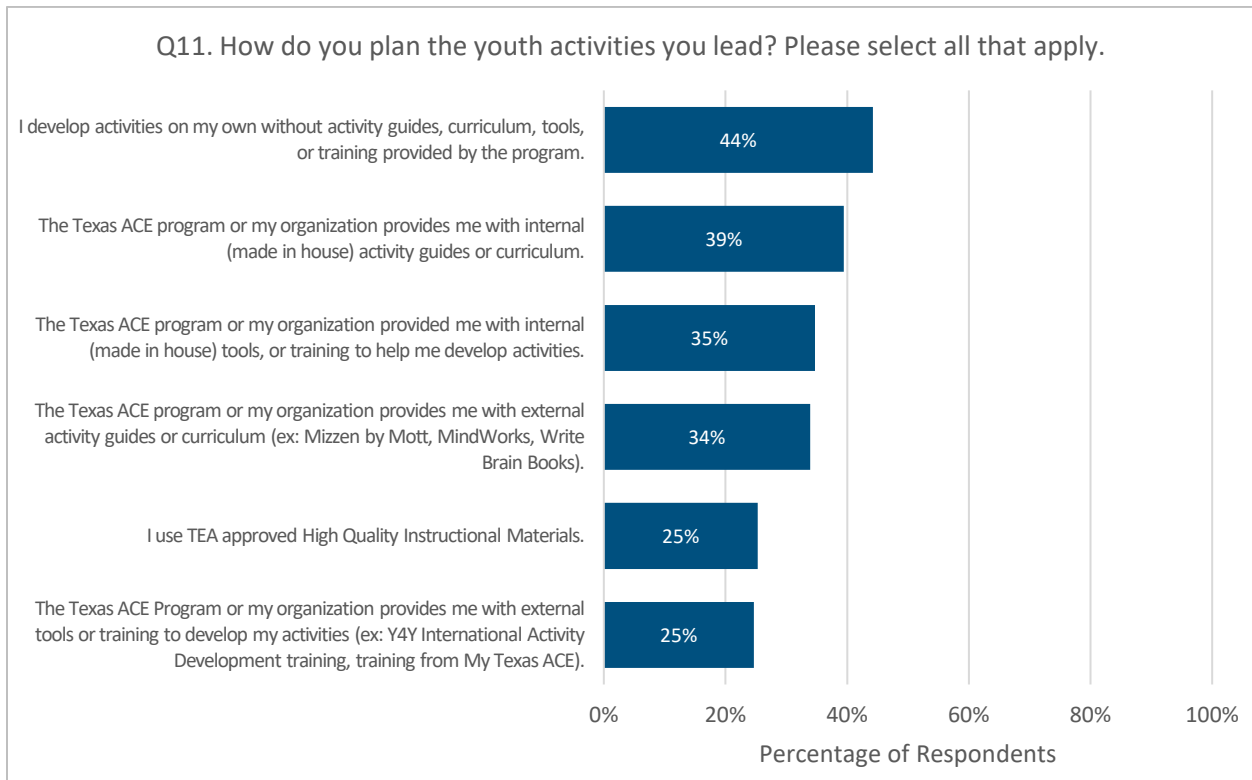
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,702. Texas ACE – Texas Afterschool Centers on Education; Y4Y – You for Youth.

This same question was investigated in terms of staff types. Of staff who developed activities on their own, school-day teachers were most likely to report this option (53%), although at least a third of all staff types indicated that they develop activities on their own. A plurality of other school-day

More than half of the school-day teachers (53%) reported planning activities on their own without activity guides, curriculum, tools, or training provided by the program. At least a third of all staff types indicated planning activities this way as well.

staff (44%) and family engagement specialists (43%), as well as a majority of school-day teachers (53%), selected "The Texas ACE program or my organization provides me with internal (made in house) activity guides or curriculum." Between 41% and 59% of all other staff types selected "The Texas ACE program or my organization provides me with external activity guides or curriculum (ex: Mizzen by Mott, MindWorks, Write Brain Books)."

In terms of subgroup comparisons, there were only a few noteworthy differences across groups, primarily with respect to grade levels served. First, staff associated with programs primarily serving elementary school students were more likely to indicate that the Texas ACE program or their organization provided them guides or curricula, whether externally sourced (36% versus 26% for staff at centers primarily serving middle or high school students) or made in-house (43% versus 34%). Staff associated with centers serving primarily middle or high school students were more likely to indicate that they developed activities on their own (52% versus 41% of staff at centers primarily serving elementary school students). Other statistically significant differences are in Appendix B (Exhibits B44–B46).

Following questions about activity leadership and activity planning, respondents were asked to estimate the average number of hours per week they work in the Texas ACE program. Respondents were able to type in the number of hours. Overall, the average number of hours worked each week, as reported by survey respondents, was 10.8 hours. This overall average masks a fair degree of variation when considered by staff type, however. Excluding family engagement specialists, partner staff, and volunteers (groups with very small *n* sizes), the highest number of hours worked per week was reported by youth development workers, with 19.8 hours on average. The lowest average was reported by school-day teachers (6.5 hours); this stands to reason because school-day teachers already work with students during the regular school day and support activities during out-of-school time. An hour to 2 hours of time in the Texas ACE program per day of program operation seems reasonable for a school-day teacher (although whether that amount of time is sustainable likely varies by program and individual teacher). See Exhibit 20.

Exhibit 20. Average Number of Hours per Week as Reported by Texas ACE Staff (Frontline Staff Survey, Spring 2023)
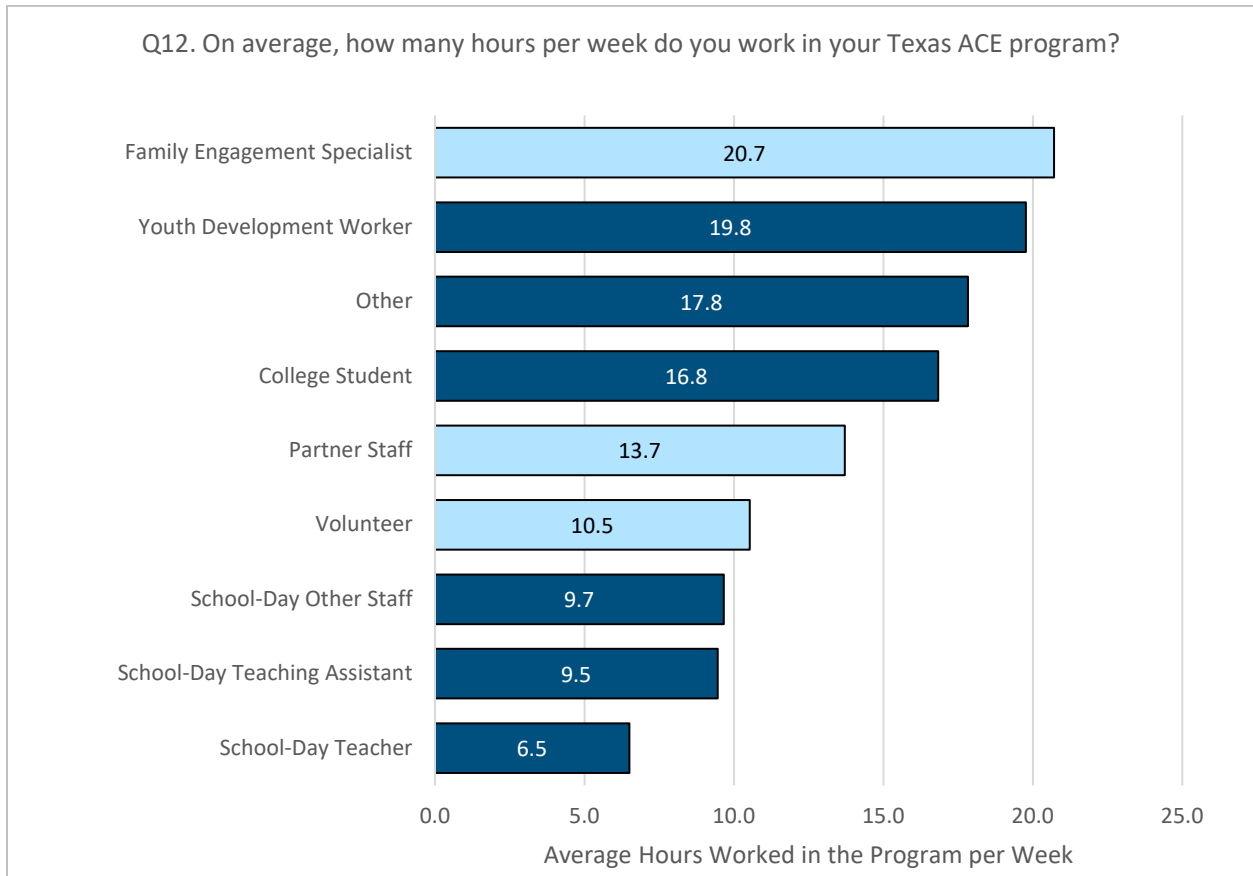
Q12. On average, how many hours per week do you work in your Texas ACE program?

Role	Average Hours Worked in the Program per Week
Family Engagement Specialist	20.7
Youth Development Worker	19.8
Other	17.8
College Student	16.8
Partner Staff	13.7
Volunteer	10.5
School-Day Other Staff	9.7
School-Day Teaching Assistant	9.5
School-Day Teacher	6.5

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N = 1,525 for school-day teachers, 738 for school-day teaching assistants, 333 for school-day other staff, 14 for family engagement specialists, 324 for youth development workers, 83 for partner staff, 379 for college students, 20 for volunteers, and 311 for other staff (3,728 total). Texas ACE – Texas Afterschool Centers on Education. Lighter-shaded bars indicate low *N* size.

In terms of subgroup differences, average hours worked per week differed significantly between centers depending on locale. Comparing city and suburban center staff as a group with rural and town-based center staff as a group (given that *t*-tests were again used for this comparison), city and suburban staff reported more hours per week on average (11.6 versus 9.5). Staff associated with centers serving primarily elementary school students also reported more hours on average than centers serving middle/high school students (11.1 versus 9.8). Finally, staff not associated with a school-district grant reported an average of 13.8 hours per week versus 9.7 hours for staff associated with a school-district grant. Other statistically significant differences are in Appendix B (Exhibits B47–B49).

Finally, respondents were asked to estimate the average number of students attending activities they lead or help lead. Overall, staff reported an average of 22.1 students in each activity they lead.[16] Once again excluding family engagement specialists, partner staff, and volunteers because of low *n* size, other staff reported the largest activity groups, with an average of 36.0 students in each activity session, followed by youth development workers (29.8) and college students (26.5). See Exhibit 21.

Exhibit 21. Average Number of Students per Activity Session as Reported by Texas ACE Staff (Frontline Staff Survey, Spring 2023)
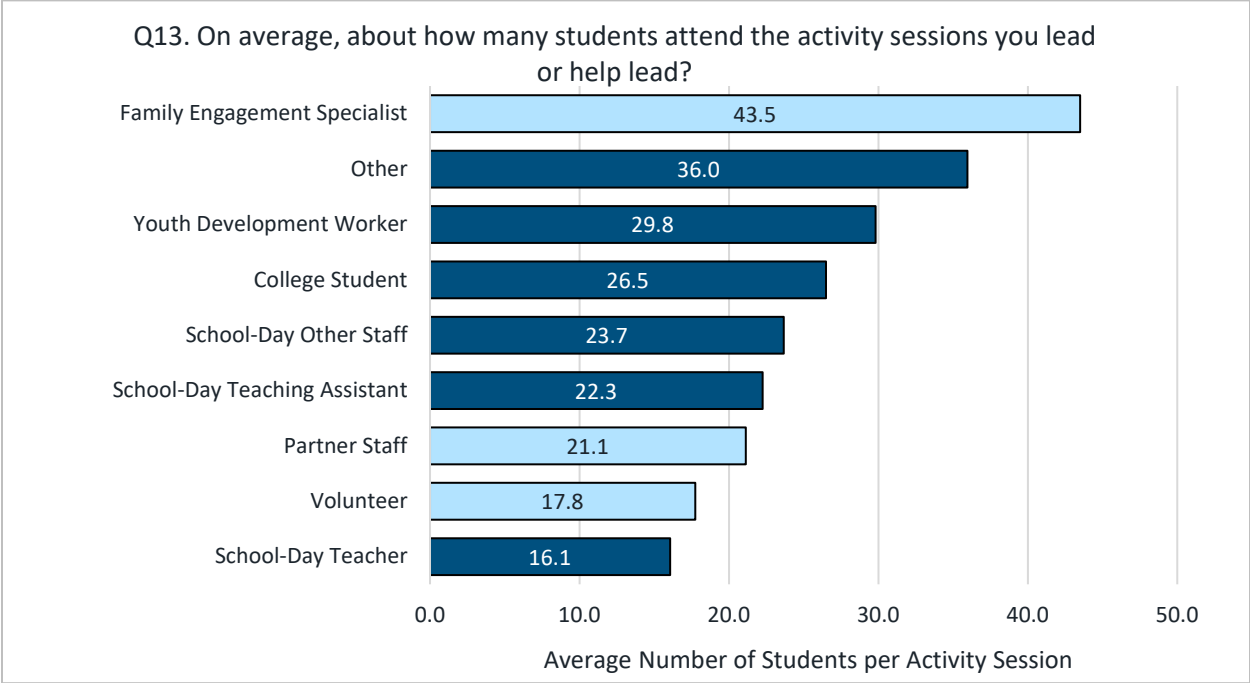
Q13. On average, about how many students attend the activity sessions you lead or help lead?

Role	Average Number of Students per Activity Session
Family Engagement Specialist	43.5
Other	36.0
Youth Development Worker	29.8
College Student	26.5
School-Day Other Staff	23.7
School-Day Teaching Assistant	22.3
Partner Staff	21.1
Volunteer	17.8
School-Day Teacher	16.1

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 1,521 for school-day teachers, 732 for school-day teaching assistants, 330 for school-day other staff, 14 for family engagement specialists, 322 for youth development workers, 83 for partner staff, 379 for college students, 20 for volunteers, and 307 for other staff (3,708 total). Texas ACE – Texas Afterschool Centers on Education. Lighter-shaded bars indicate low *N* size.

Similar to hours per week, there were significant differences in terms of the average number of youth in each activity when analyzed by locale and school-district grant status. City or suburban staff reported an average of 23.0 students per activity versus 20.0 for rural or town-based staff. Staff associated with non-school-district grants reported larger activity group sizes, with an average of 26.3 students compared with 20.3 students for school district grants. See Appendix B, Exhibits B50–B51. No other statistically significant differences were observed.

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[16] Note that this does not imply a student-staff ratio because the survey does not account for the total number of staff in each activity session.

Summary

Overall, the most reported activity type led by staff was homework help, with 65% of staff indicating that they lead or help lead this activity. School-day teachers were most likely to report leading tutoring, with 61% of teachers saying that they lead or help lead tutoring. School-day teachers also were most likely to indicate that they create their own activities without activity guides, curriculum, tools, or training provided by the program (with 53% of school-day teachers indicating that they plan activities this way).

In terms of hours per week, youth development workers reported an average of 19.8 hours. School-day teachers reported the lowest average hours, with 6.5—although, as mentioned previously, this lower average number of hours is in addition to time that teachers spend on other school-related responsibilities. Youth development workers also reported the second-highest group size for activities, with an average of 29.8 students per activity (the highest group size being reported by "other" staff). Of note, college students also had a high average number of students per activity session, at 26.5 per activity.

Work Experiences, Stress, and Desired Changes

The largest portion of the frontline staff survey was dedicated to questions on staff experience in the Texas ACE workplace, associated stress, and desired changes. This section presents response data for these questions, first in terms of all staff and then by staff type. As in previous sections, subgroup responses are described in cases where statistically significant differences were observed.

Experiences in the Texas ACE Workplace and Associated Stress

Respondents were asked to report how satisfied they were with a range of program-related items, from level of pay to relationships with other staff. Respondents could indicate that they were "very dissatisfied," "somewhat dissatisfied," "somewhat satisfied," or "very satisfied." An option of "NA" also was provided.

Overall, respondents indicated highest satisfaction with the relationships they have in the program, with a strong majority indicating that they were "very satisfied" with "relationships with students attending the program" and "relationships with peers/other front-line staff" (86% of the respondents in both cases). In addition, 85% of the respondents indicated being "very satisfied" with "relationships with Texas ACE program leaders." For each relationship-related item, only about 2%–3% of the respondents indicated any amount of dissatisfaction. However, only 45% of the respondents indicated that they were "very satisfied" with their "level of pay," with 17% indicating some level of dissatisfaction. See Exhibit 22.

Exhibit 22. Texas ACE Staff Job Satisfaction (Frontline Staff Survey, Spring 2023)

Q20. Concerning your current job in the Texas ACE program, how satisfied are you with each of the following?

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Relationships with students attending the program	1%	1%	12%	86%
Relationships with peers/other frontline staff	1%	1%	12%	86%
Relationships with Texas ACE program leaders	2%	1%	12%	85%
Impact on students' lives	1%	1%	14%	85%
Control over how I lead activities	1%	1%	14%	84%
Flexibility of work schedule	2%	2%	15%	82%
Control over what activities I lead	1%	2%	15%	82%
Communication with Texas ACE program leadership	2%	2%	15%	81%
Communication with other Texas ACE frontline staff	1%	2%	18%	79%
Overall level of support from others working in the Texas ACE program	2%	2...	17%	79%
Opportunities for growth	1%	3%	19%	77%
Communication with school leadership	2...	4...	17%	77%
Relationships with parents/adult family members of students attending Texas ACE	1%	2%	22%	76%
Clarity of operational procedures (including paperwork, reporting, etc.)	2%	3%	20%	75%
Communication with parents/adult family members	1%	2%	23%	74%
Other (please specify)	9%	4%	15%	72%
Amount of time required to prepare for activities	2%	4%	24%	70%
Level of pay	6%	11%	38%	45%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N ranged from 3,158 to 3,512 (except for "Other," which had an *N* = 717). Note that "very dissatisfied" and "somewhat dissatisfied" percentages not labeled because of space limitations. Texas ACE – Texas Afterschool Centers on Education.

Analyzing these response data by staff type revealed important variation in terms of overall dissatisfaction. In particular, youth development workers were more likely to express dissatisfaction in terms of "level of pay" (32% indicating "very dissatisfied" or "somewhat dissatisfied") and "amount of time required to prepare activities (9% "very" or "somewhat" dissatisfied), whereas college students were most likely to express dissatisfaction with "communication with school leadership" (11% expressing some level of dissatisfaction). College students also showed generally high levels of dissatisfaction with "level of pay" (28% "very" or "somewhat dissatisfied") compared with school-day teachers, school-day teaching assistants, and other school-day staff (between 9% and 16% "very" or "somewhat dissatisfied"). See Exhibit 23.

Exhibit 23. Texas ACE Staff Job Satisfaction (Frontline Staff Survey, Spring 2023), by Staff Type
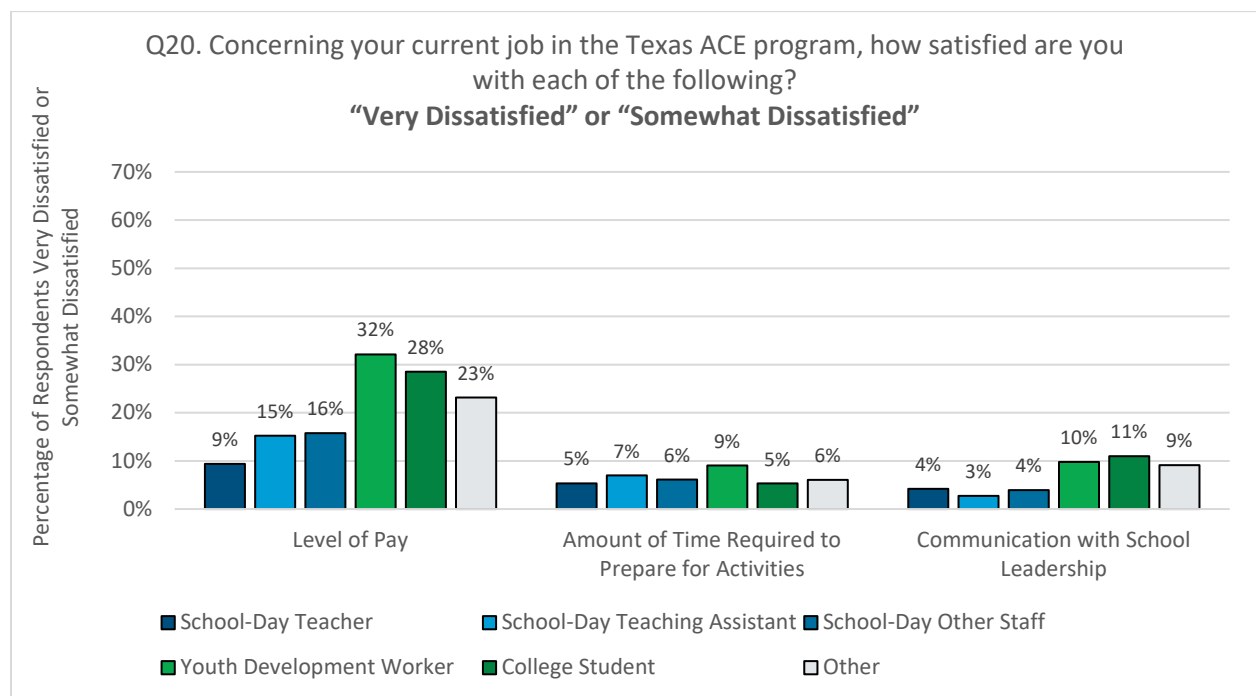
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N ranged from 1,417 to 1,432 for school-day teachers, 644 to 669 for school-day teaching assistants, 294 to 305 for school-day other staff, 287 to 310 for youth development workers, 338 to 358 for college students, and 274 to 285 for other staff. Texas ACE – Texas Afterschool Centers on Education.

In terms of center-level subgroup differences, relatively few statistically significant differences were observed for the items associated with this question. However, responses concerning "level of pay" were significantly different across all four subgroup comparisons. In terms of cycle, there was a sizable difference in terms of level of satisfaction (as opposed to dissatisfaction), with Cycle 10 staff more likely to indicate that they were "very satisfied" with

their pay than were Cycle 11 staff (47% versus 41% selecting "very satisfied," respectively, with Cycle 11 staff being more likely to say that they were "somewhat satisfied," at 39% versus 35% of Cycle 10 staff). Staff associated with school-district grants also were more likely to say that they were "very satisfied" than were staff associated with non-school-district grants, at 46% versus 39% (with non-school-district staff being more likely to say that they were "somewhat satisfied" or "somewhat dissatisfied," at 39% and 14%, respectively, versus 37% and 10%, respectively, for school-district staff). Staff associated with programs serving primarily elementary school students were more likely to express dissatisfaction with level of pay than were staff at centers primarily serving middle or high school students, with 18% compared with 12% dissatisfied. Finally, staff at suburban and city-based centers were more likely to express dissatisfaction with pay (at about 19% each) versus town-based (14%) or rural staff (12%).

Satisfaction with level of pay varied significantly across all four subgroup comparisons. Staff associated with Cycle 10 centers (versus Cycle 11), school-district grants (versus non-school-district grants), centers serving primarily middle or high school students (versus elementary students), and town/rural centers (versus city/suburban) generally expressed higher levels of satisfaction (or less dissatisfaction) with level of pay than their comparison counterparts.

Next, the survey asked respondents to indicate whether a series of items constituted a major, moderate, or minor challenge or was not a challenge at all. For each item, at least two thirds of the respondents selected "not a challenge." However, about a third of the respondents indicated that lack of planning time and staff-to-student ratios were at least a minor challenge. See Exhibit 24.

Exhibit 24. Texas ACE Staff-Reported Challenges (Frontline Staff Survey, Spring 2023)

Q25. When thinking about your job, how much of a challenge have you experienced in the following areas?

Challenge Area	Major Challenge	Moderate Challenge	Minor Challenge	Not a Challenge
Asked to do things outside my role	1%	4%	10%	85%
Too much paperwork	1%	3%	11%	84%
Unsure of my responsibilities	1%	7%	15%	78%
Insufficient space for activities	4%	7%	16%	73%
Insufficient materials for activities	3%	7%	18%	73%
Too many demands on my attention	2%	7%	19%	72%
Lack of planning time	2%	8%	22%	67%
Staff to student ratios not ideal	3%	9%	21%	67%
Other (please specify)	8%	2%	4%	86%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N ranged from 3,189 to 3,459. Texas ACE – Texas Afterschool Centers on Education.

"OTHER" CHALLENGES

For Question 25, staff reporting "Other" challenges were prompted to provide details about their challenge. Some representative responses include the following:

- Changing site coordinators or no site coordinator at all.
- Coordinator that contradicts themselves and micromanages staff. Very snappy and unprofessional in interpersonal interactions with staff.
- Discipline of disruptive students.
- Facilities not clean and safe for students.
- Needed our own space.
- Insufficient funds for activity.

When these same responses were viewed by staff type, several items showed that youth development workers and college students experienced higher levels of challenge than did

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other staff types. This was especially true concerning "insufficient space for activities" and "staff to student ratios not ideal." See Exhibit 25.

Exhibit 25. Texas ACE Staff-Reported Challenges (Frontline Staff Survey, Spring 2023), by Staff Type
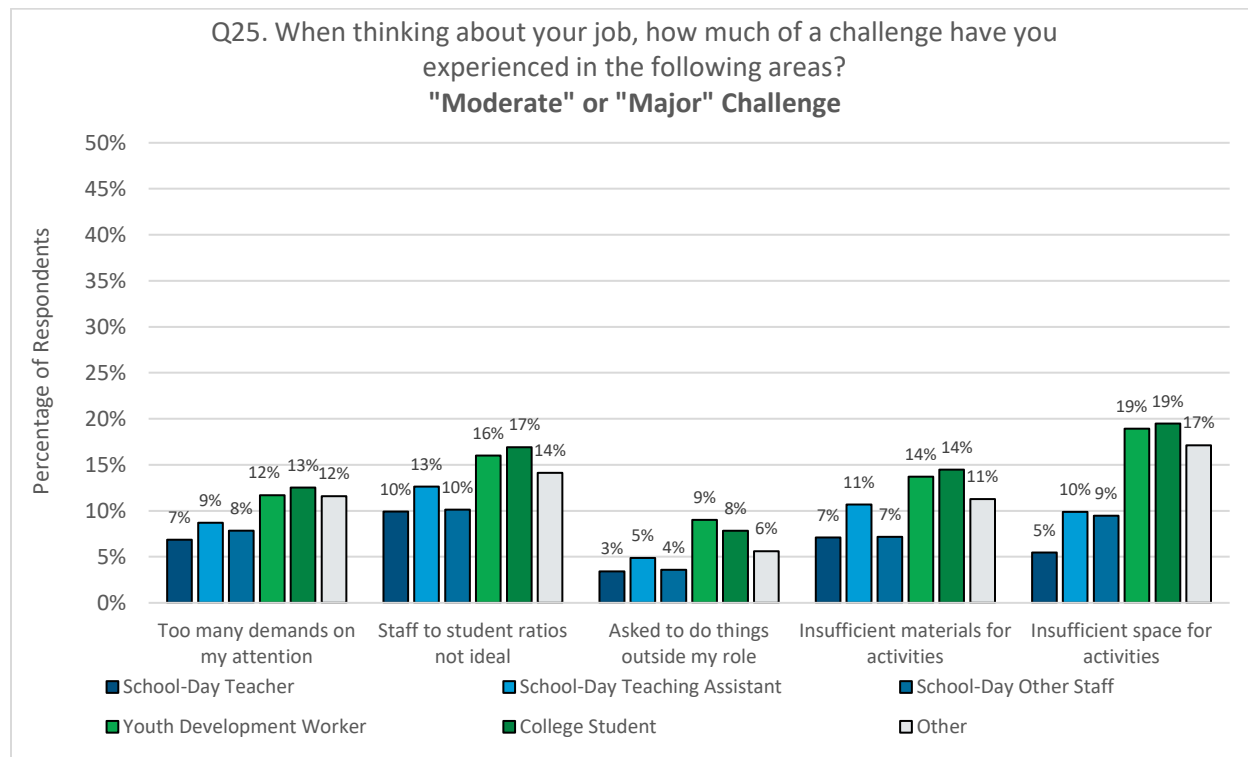
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N ranged from 1,297 to 1,432 for school-day teachers, 619 to 658 for school-day teaching assistants, 286 to 306 for school-day other staff, 283 to 301 for youth development workers, 337 to 359 for college students, and 256 to 286 for other staff. Texas ACE – Texas Afterschool Centers on Education.

When considered by subgroups, most meaningful statistically significant differences concerned locale or the school-district status of the grant. [17] In terms of locale, town-based staff seemed less likely to report having a "moderate" or "major" challenge when compared with other program locales (where significant differences were evident). (See Exhibit 26.) In terms of school-district grant status, staff associated with non-school-district grants consistently reported higher levels of challenge than did staff associated with school-district grants. See Exhibit 27.

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[17] There were several statistically significant differences concerning program cycle, for example, but the differences tended to be modest (e.g., less than 3 percentage points between the cycles).

Exhibit 26. Texas ACE Staff-Reported Challenges (Frontline Staff Survey, Spring 2023), by Program Locale
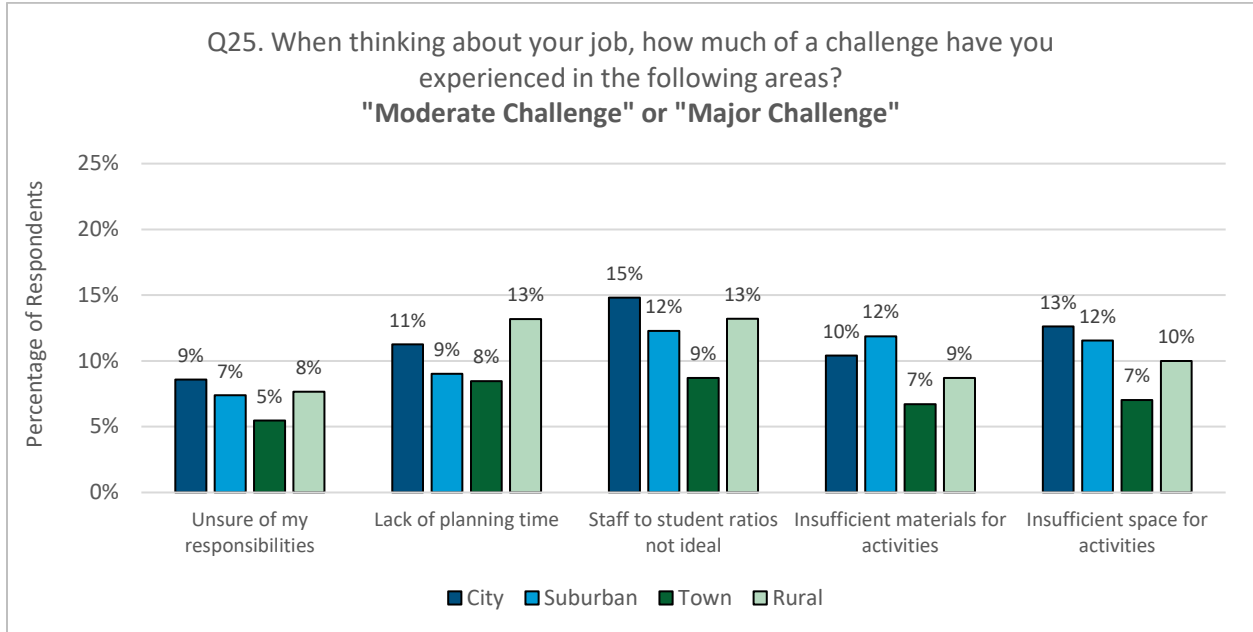
Q25. When thinking about your job, how much of a challenge have you experienced in the following areas?
"Moderate Challenge" or "Major Challenge"

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for city-based programs ranged from 1,093 to 1,101, *N* for suburban ranged from 740 to 745, *N* for town-based programs ranged from 741 to 749, and *N* for rural programs ranged from 574 to 580. Only items with a significant difference among locales are shown. Significance was determined by using a chi square test (significance defined as *p* ≤ .05). Texas ACE – Texas Afterschool Centers on Education.

Exhibit 27. Texas ACE Staff-Reported Challenges (Frontline Staff Survey, Spring 2023), by School-District Grant Status

Q25. When thinking about your job, how much of a chjlalenge have you experienced in the following areas?
"Moderate Challenge" or "Major Challenge"

Legend: ■ Non-School-District Grants ■ School-District Grants

Category	Non-School-District Grants	School-District Grants
Unsure of my responsibilities	10%	7%
Too many demands on my attention	12%	8%
Staff to student ratios not ideal	17%	11%
Asked to do things outside my role	7%	4%
Insufficient materials for activities	14%	8%
Insufficient space for activities	17%	8%
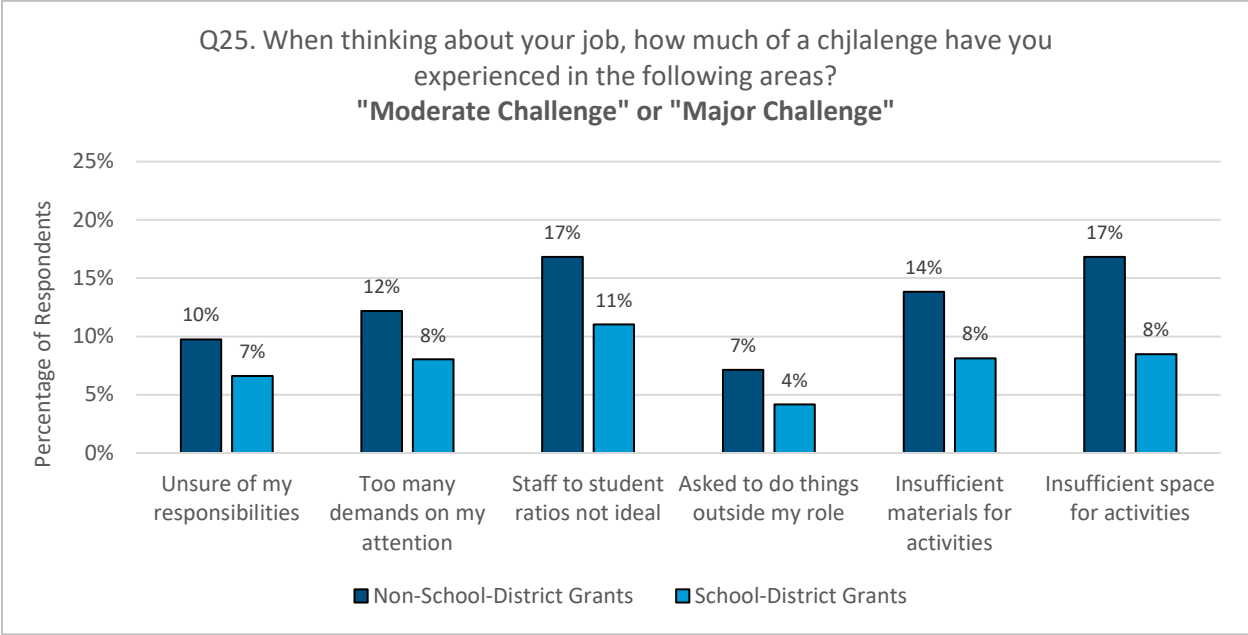
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for centers associated with non-school-district grants ranged from 808 to 814, whereas *N* for centers associated with school-district based grants ranged from 2,351 to 2,358. Only items with a significant difference are shown. Significance was determined by using a chi square test (significance defined as *p* ≤ .05). Texas ACE – Texas Afterschool Centers on Education.

Staff also were asked to indicate the extent to which they experienced challenges when leading or helping to lead activities. The challenge area receiving the highest proportion of "moderate" or "major" challenge responses were "students talk when they are not supposed to." Note as well that 7% of the respondents indicated that "students show little interest in improving academic skills" was a "major challenge." See Exhibit 28.

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Exhibit 28. Texas ACE Activity-Related Challenges (Frontline Staff Survey, Spring 2023)

Q26. When leading activities or helping to lead activities, how much of a challenge have you experienced in the following areas?

	Major Challenge	Moderate Challenge	Minor Challenge	Not a Challenge
Students show little interest in activities	3%	9%	29%	60%
Students appear bored	3%	9%	32%	56%
Students do not participate in activity discussions	3%	11%	36%	51%
Students show little interest in improving academic skills	7%	12%	33%	48%
Students appear distracted	5%	12%	38%	45%
Students do not follow instructions	5%	13%	39%	43%
Students talk when they are not supposed to talk	10%	17%	40%	33%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N ranged from 3,494 to 3,501. Texas ACE – Texas Afterschool Centers on Education.

Considering these same challenges by staff type, youth development workers and college students again appear to experience higher levels of challenge than do other staff types. Notably, youth development workers and college students were much more likely than other staff types to indicate experiencing "moderate" or "major challenge" concerning "students talk[ing] when they are not supposed to." Overall, youth development workers and college students were more likely than other staff types to indicate "moderate" or "major challenge" for each challenge area provided in this question. See Exhibit 29.

Exhibit 29. Texas ACE Activity-Related Challenges (Frontline Staff Survey, Spring 2023)
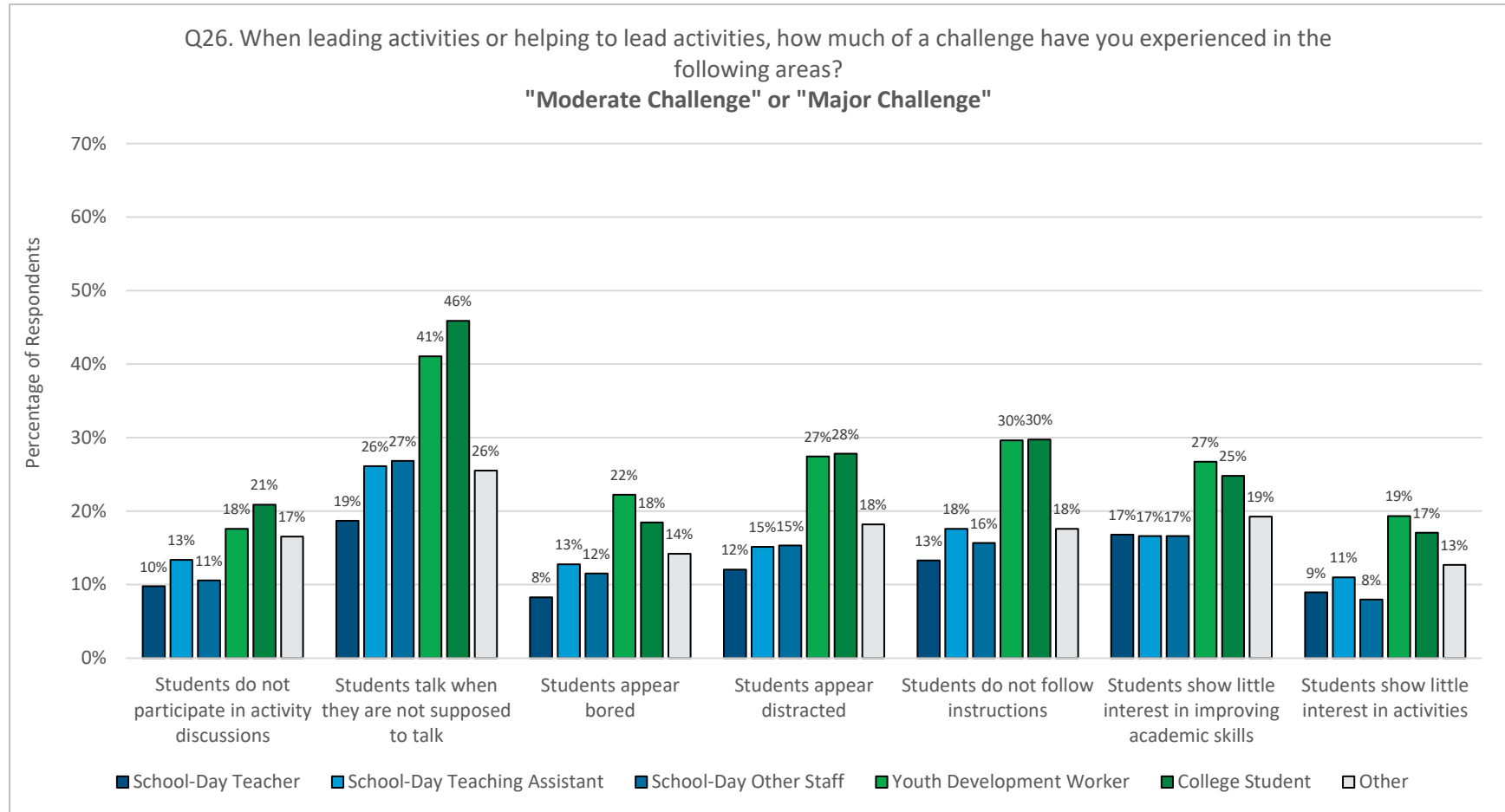
Q26. When leading activities or helping to lead activities, how much of a challenge have you experienced in the following areas?
"Moderate Challenge" or "Major Challenge"

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N ranged from 1,428 to 1,432 for school-day teachers, 673 to 676 for school-day teaching assistants, 312 to 314 for school-day other staff, 305 to 307 for youth development workers, 363 to 364 for college students, and 289 to 292 for other staff. Texas ACE – Texas Afterschool Centers on Education.

In terms of subgroup differences, significant differences in terms of challenges when leading or helping to lead activities mostly had to do with the age of youth primarily served (elementary or middle/high school) or the grant's school-district status. Centers serving primarily elementary school students or associated with non-school-district grants were both more likely to report "moderate" and "major" challenges concerning students talking when they are not supposed to, students appearing bored, students appearing distracted, and students not following instructions.[18] (See Exhibits 30 and 31.) The Cycle 11 staff were more likely to report challenges concerning students talking when not supposed to or students appearing distracted (with about 30% and 19% of Cycle 11 staff indicating that these were a "moderate" or "major" challenge, respectively, versus 24% and 14% for Cycle 10, respectively). All significant differences across groups are in Appendix B (Exhibits B52–B69 for Question 20, Exhibits B79–B103 for Question 25, and Exhibits B104–B115 for Question 26).

Exhibit 30. Texas ACE Activity-Related Challenges (Frontline Staff Survey, Spring 2023), by Primary Grade Levels Served

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for centers serving primarily elementary school students ranged from 2,217 to 2,222, whereas N for centers serving primarily middle/high school students ranged from 981 to 982. Only items with a significant difference are shown. Significance was determined by using a chi square test (significance defined as $p \leq .05$). Texas ACE – Texas Afterschool Centers on Education.

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[18] In terms of proportion of survey respondents, it bears repeating that centers serving primarily elementary school students and centers associated with non-school-district grants both had fewer school-day teachers and more youth development workers and college students than their comparison centers did. That is, the differences observed here may, to some extent, be a function of staff type (and associated staff experience). That said, youth development workers and school-day teachers at centers serving elementary programs were more likely to report higher levels of challenge than their counterparts at centers serving primarily middle and high school students, suggesting that the differences observed are not merely based on staff type.

Exhibit 31. Texas ACE Activity-Related Challenges (Frontline Staff Survey, Spring 2023), by School-District Grant Status

Q26. When leading activities or helping to lead activities, how much of a challenge have you experienced in the following areas?
"Moderate Challenge" or "Major Challenge"

- Students talk when they are not supposed to talk: 31% / 25%
- Students appear bored: 15% / 12%
- Students appear distracted: 19% / 16%
- Students do not follow instructions: 21% / 17%

■ Centers Associated With Non-School-District Grants ■ Centers Associated With School-District Grants
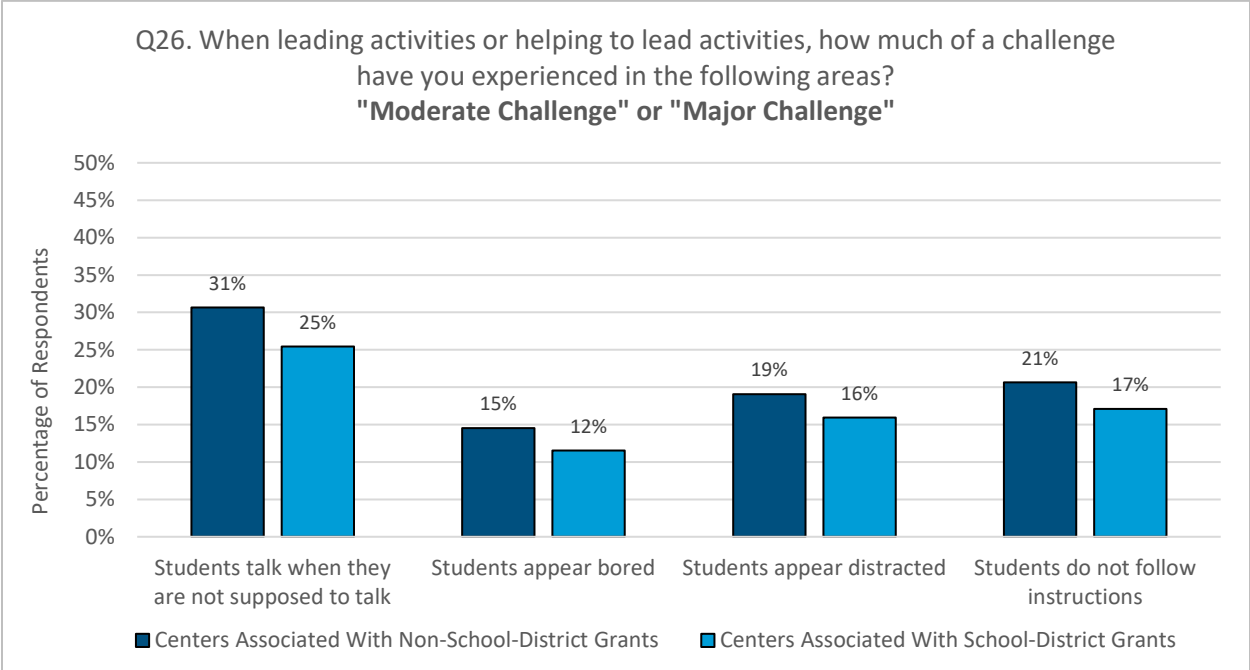
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for centers associated with non-school-district grants ranged from 824 to 825, whereas *N* for centers associated with school-district grants ranged from 2,374 to 2,379. Only items with a significant difference are shown. Significance was determined by using a chi square test (significance defined as $p \leq .05$). Texas ACE – Texas Afterschool Centers on Education.

In addition to questions about challenges, the survey included broader questions concerning interactions with other staff and overall program staffing levels. In terms of interactions with other staff, a strong majority (92%) indicated that their interactions in the Texas ACE program were entirely or mostly positive (in keeping with the relationship satisfaction data presented earlier in this subsection). Of the 8% that reported a less positive experience, most merely said that their interactions were "a mix of positive and negative," whereas 2% indicated that their interactions were "neither positive nor negative" but "businesslike." See Exhibit 32.

Exhibit 32. Interactions Among Texas ACE Staff (Frontline Staff Survey, Spring 2023)
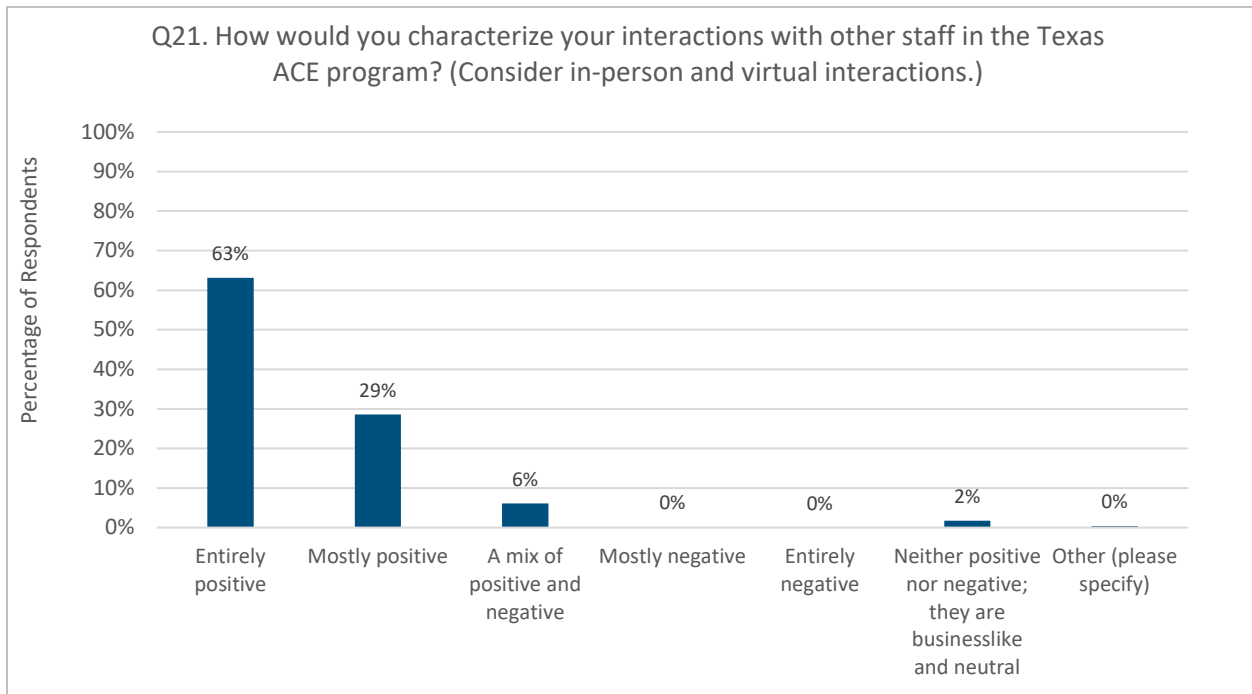
Q21. How would you characterize your interactions with other staff in the Texas ACE program? (Consider in-person and virtual interactions.)

Percentage of Respondents (y-axis, 0%–100%)

- Entirely positive: 63%
- Mostly positive: 29%
- A mix of positive and negative: 6%
- Mostly negative: 0%
- Entirely negative: 0%
- Neither positive nor negative; they are businesslike and neutral: 2%
- Other (please specify): 0%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N = 3,609. Texas ACE – Texas Afterschool Centers on Education.

Despite this generally positive take on interactions with coworkers within the program, youth development workers and college students again stand out as exceptions. About 14% of youth development workers and 10% of college students indicated that their interactions with other staff were a "mix of positive and negative," compared with 6% or less for other staff types (excluding family engagement specialists, partner staff, and volunteers, which had very low *n* sizes). (See Exhibit 33.) There was only one statistically significant subgroup difference for this question (school-district grants versus non-school-district grants), but this difference was not very meaningful in practical terms. Subgroup differences are in Appendix B (Exhibit B70).

Exhibit 33. "A Mix of Positive and Negative" Interactions among Texas ACE Staff (Frontline Staff Survey, Spring 2023)

Q21. How would you characterize your interactions with other staff in the Texas ACE program? (Consider in-person and virtual interactions.)
" A mix of positive and negative"

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. School-day teachers, *N* = 1,474; school-day teaching assistants, *N* = 704; school-day other staff, *N* = 323; family engagement specialists, *N* = 14; youth development workers, *N* = 318; partner staff, *N* = 80; college students, *N* = 369; volunteers, *N* = 18; other, *N* = 297. Staff types with low *N* values are shown in lighter blue. Texas ACE – Texas Afterschool Centers on Education.

Respondents were asked to indicate whether their program was fully staffed. A majority of the respondents said "yes" to this question (56%), whereas not quite a quarter of the respondents indicated that the program was at least a little short-staffed (24%). About a fifth of the respondents did not know. See Exhibit 34.

Exhibit 34. Texas ACE Staff Perceptions of Staffing Levels (Frontline Staff Survey, Spring 2023)

Q24. Is your Texas ACE program currently fully staffed?

Chart showing percentage of respondents:
- Yes, the program is fully staffed. — 56%
- No, the program is a little short-staffed. — 18%
- No, the program is moderately short-staffed. — 4%
- No, the program is significantly short-staffed. — 2%
- I am not sure. — 20%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,602. Texas ACE – Texas Afterschool Centers on Education.

There were differences in the responses to this question when viewed by staff type. At almost every level of "no" (i.e., a "little," "moderately," or "significantly" short-staffed), youth development workers and college students were more likely than other staff types to indicate that their program was short-staffed. See Exhibit 35. Additional comparisons are in Appendix B (Exhibits B76–B78).

Exhibit 35. Texas ACE Staff Perceptions of Staffing Levels (Frontline Staff Survey, Spring 2023), by Staff Type

Q24. Is your Texas ACE program currently fully staffed?
"No ..." responses

Legend:
- No, the program is a little short-staffed.
- No, the program is moderately short-staffed.
- No, the program is significantly short-staffed.

Staff Type	A little short-staffed	Moderately short-staffed	Significantly short-staffed
School-Day Teacher	14%	3%	1%
School-Day Teaching Assistant	17%	4%	2%
School-Day Other Staff	18%	3%	2%
Youth Development Worker	25%	7%	3%
College Student	22%	5%	3%
Other	19%	5%	2%
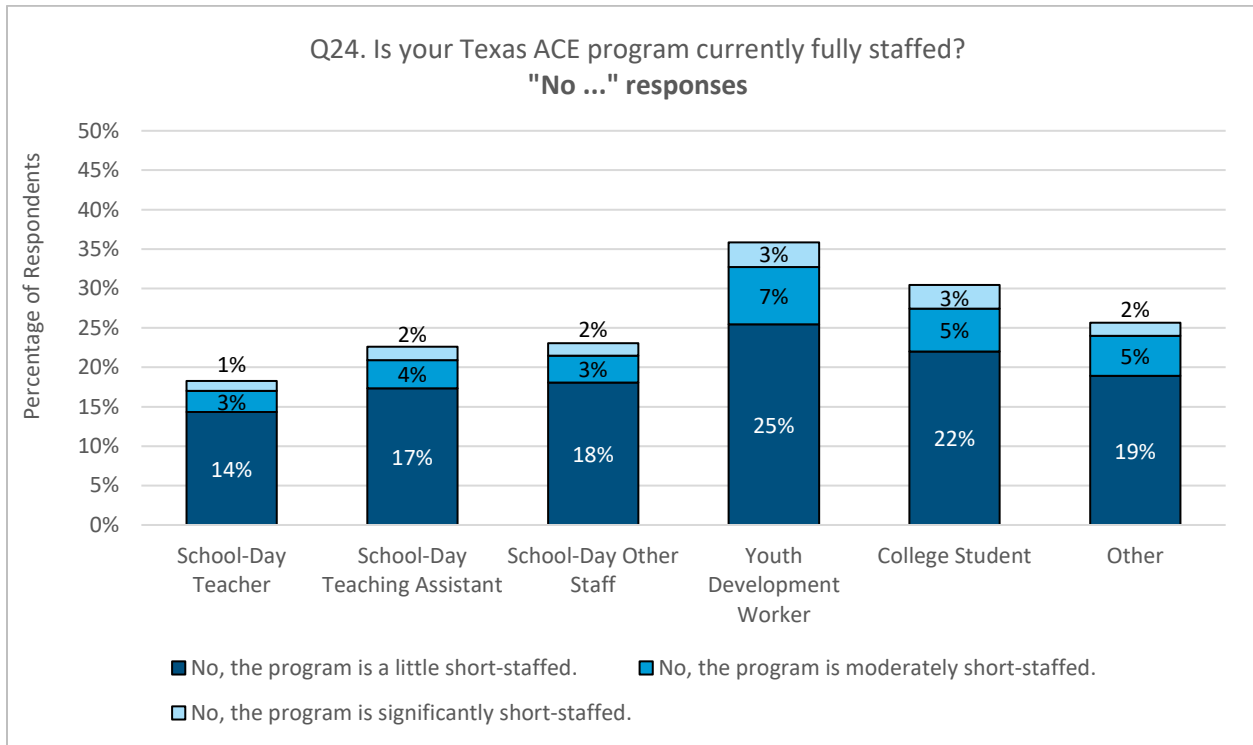
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. School-day teachers, *N* = 1,471; school-day teaching assistants, *N* = 703; school-day other staff, *N* = 321; youth development workers, *N* = 318; college students, *N* = 368; other, *N* = 296. Texas ACE – Texas Afterschool Centers on Education.

To gain an overall sense of staff stress, the survey included a blanket question concerning stress frequency. A majority of program staff indicated that they "never" (27%) or "hardly ever" (36%) experience stress while working in their program. However, about 8% indicated that they "often" or "always" experience stress while working in their program. See Exhibit 36.

Exhibit 36. Texas ACE Staff Work-Related Stress (Frontline Staff Survey, Spring 2023)

Q27. Since the beginning of the current school year, how often has your work in this program been stressful?

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,532.

Considering stress frequency by staff type, more than half of the youth development workers and college students reported experiencing stress in their work at least "sometimes," with 12% of youth development workers and 14% of college students indicating that they experience stress "often" or "always." (See Exhibit 37.) Subgroup comparisons yielded only modest differences; statistically significant subgroup differences are in Appendix B (Exhibits B116–B117).

Exhibit 37. Texas ACE Staff Work-Related Stress (Frontline Staff Survey, Spring 2023), by Staff Type
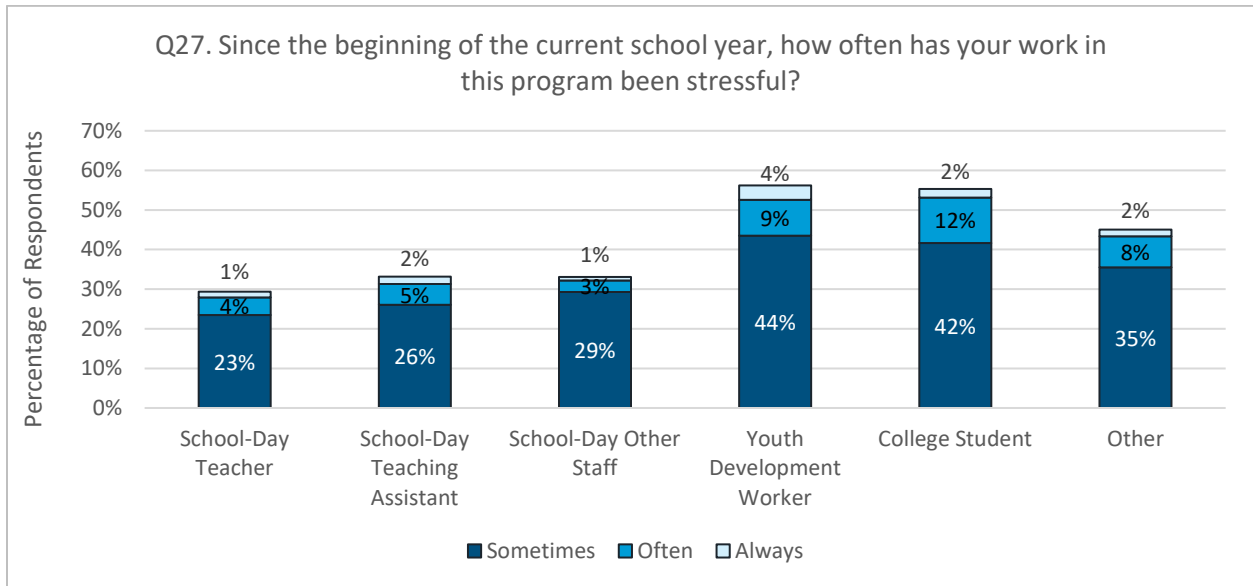
Q27. Since the beginning of the current school year, how often has your work in this program been stressful?

Staff Type	Sometimes	Often	Always
School-Day Teacher	23%	4%	1%
School-Day Teaching Assistant	26%	5%	2%
School-Day Other Staff	29%	3%	1%
Youth Development Worker	44%	9%	4%
College Student	42%	12%	2%
Other	35%	8%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. School-day teachers, *N* = 1,440; school-day teaching assistants, *N* = 687; school-day other staff, *N* = 314; youth development workers, *N* = 308; college students, *N* = 365; other, *N* = 293. Texas ACE – Texas Afterschool Centers on Education.

Stress may be fairly frequent for a subset of staff, but if that stress is well managed—if the staff are coping well despite stress—then stress may be less of a concern than it would otherwise be. The survey included a question about this, asking respondents who indicated some frequency of stress how well they are coping with that stress. Generally, staff who reported stress indicated that they were coping at least "fairly well," with 82% selecting this response or "very well." However, this leaves nearly a fifth of all staff coping with stress "somewhat well" or "not well at all." See Exhibit 38.

Exhibit 38. Texas ACE Staff Work-Related Stress Management (Frontline Staff Survey, Spring 2023)
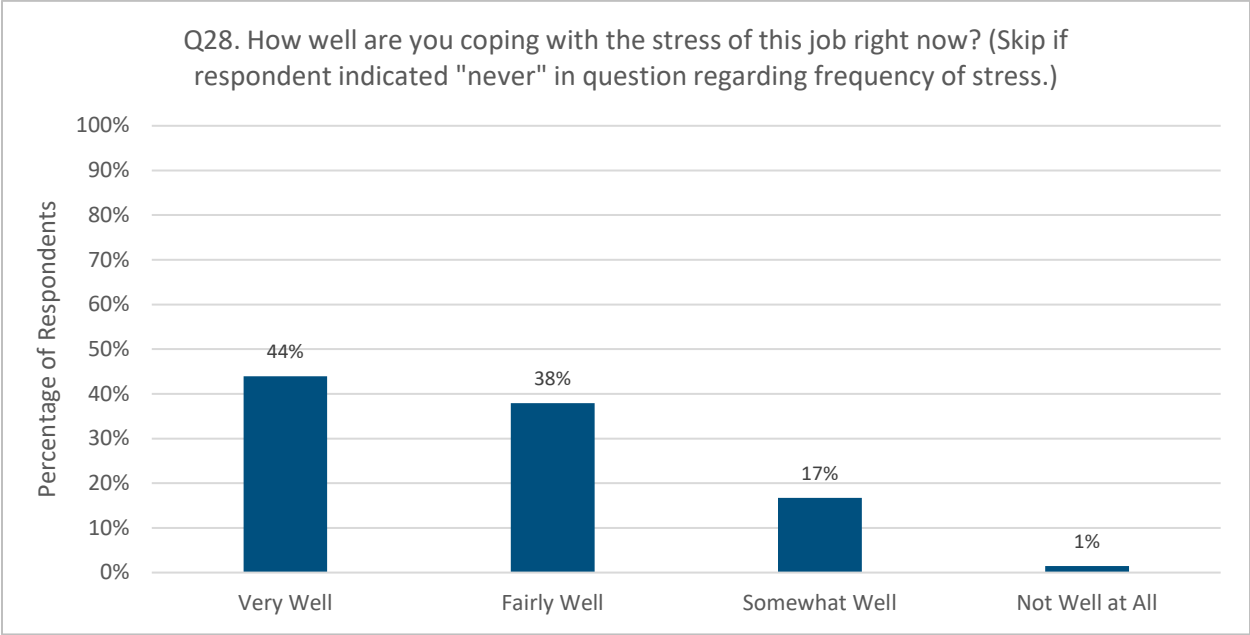
Q28. How well are you coping with the stress of this job right now? (Skip if respondent indicated "never" in question regarding frequency of stress.)

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 2,582. Texas ACE – Texas Afterschool Centers on Education.

Analyzing these same response data by staff type indicate, once again, that youth development workers and college students are coping less well than other staff types, with more than 20% of each staff type indicating that they are coping with stress only "somewhat well" or "not well at all." (See Exhibit 39.) Note, however, that 15%–17% of staff in each category reported coping at this same level; that is, for a subset of all staff, this is an important challenge.

Exhibit 39. Texas ACE Staff Work-Related Stress Management (Frontline Staff Survey, Spring 2023), by Staff Type

Q28. How well are you coping with the stress of this job right now? (Skip if respondent indicated "never" in quiestion regarding frequency of stress.)
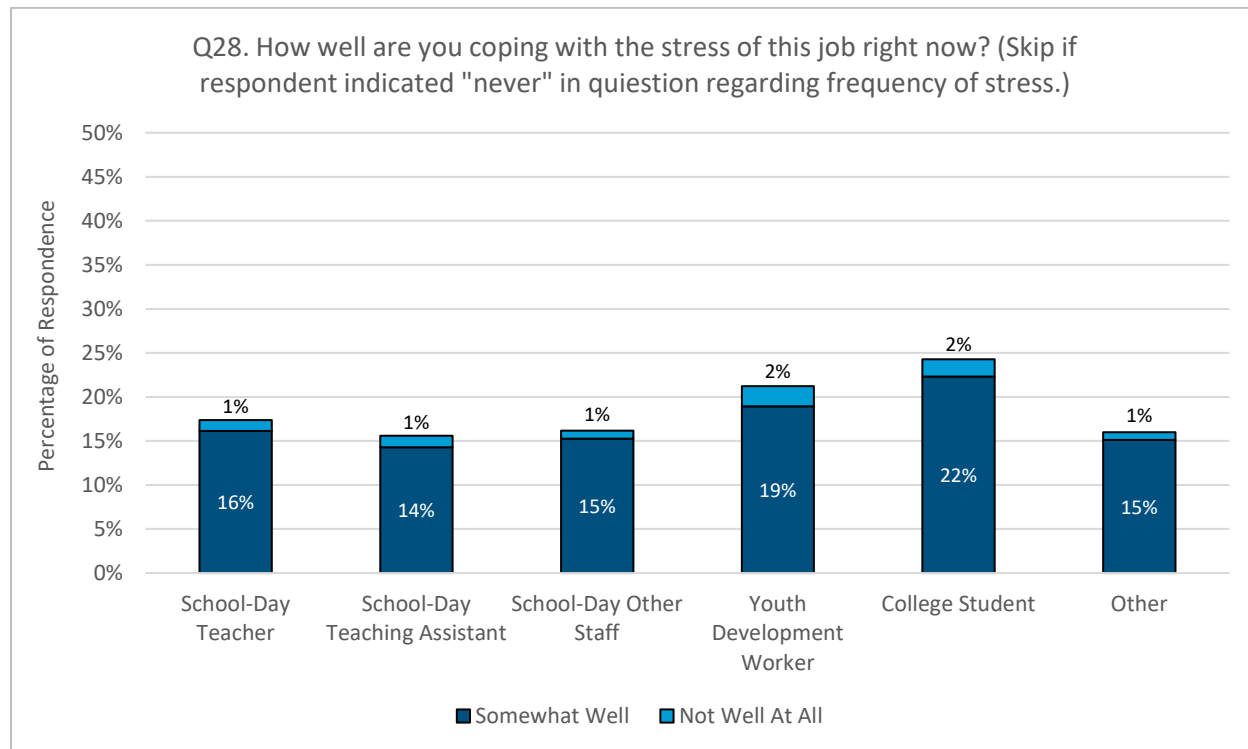
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. School-day teachers, *N* = 991; school-day teaching assistants, *N* = 462; school-day other staff, *N* = 229; youth development workers, *N* = 264; college students, *N* = 309; other, *N* = 225. Texas ACE – Texas Afterschool Centers on Education.

Subgroup analyses also were conducted on this question. Coping level varied by locale, with city and suburban staff indicating lower levels of coping compared with town and rural staff. Overall, 20% of city-based staff and 21% of suburban staff indicated coping "somewhat well" or "not well at all" versus 16% of town-based staff and 13% of rural staff.[19] Additional comparisons are in Appendix B (Exhibits B118–B120).

Conceptually related to job challenges and stress is the individual-level decision to

Among staff experiencing any level of workplace stress, about 21% of youth development workers and 24% of college students said that they were coping "somewhat well" or "not well at all." However, at least 15% of all staff types indicated coping "somewhat well" or "not well at all" with workplace stress.

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[19] Note again that this overlaps with concentrations of youth development workers and college students in terms of the respondent demographics.

continue working in the Texas ACE program or not. The survey included a question about this topic after the challenge- and stress-related questions. Although most staff (85%) indicated that they would continue to work in the program, or probably would, not quite 15% indicated that they probably would not, would not, or didn't know.[20] See Exhibit 40.

Exhibit 40. Texas ACE Staff Plans for Future Work (Frontline Staff Survey, Spring 2023)
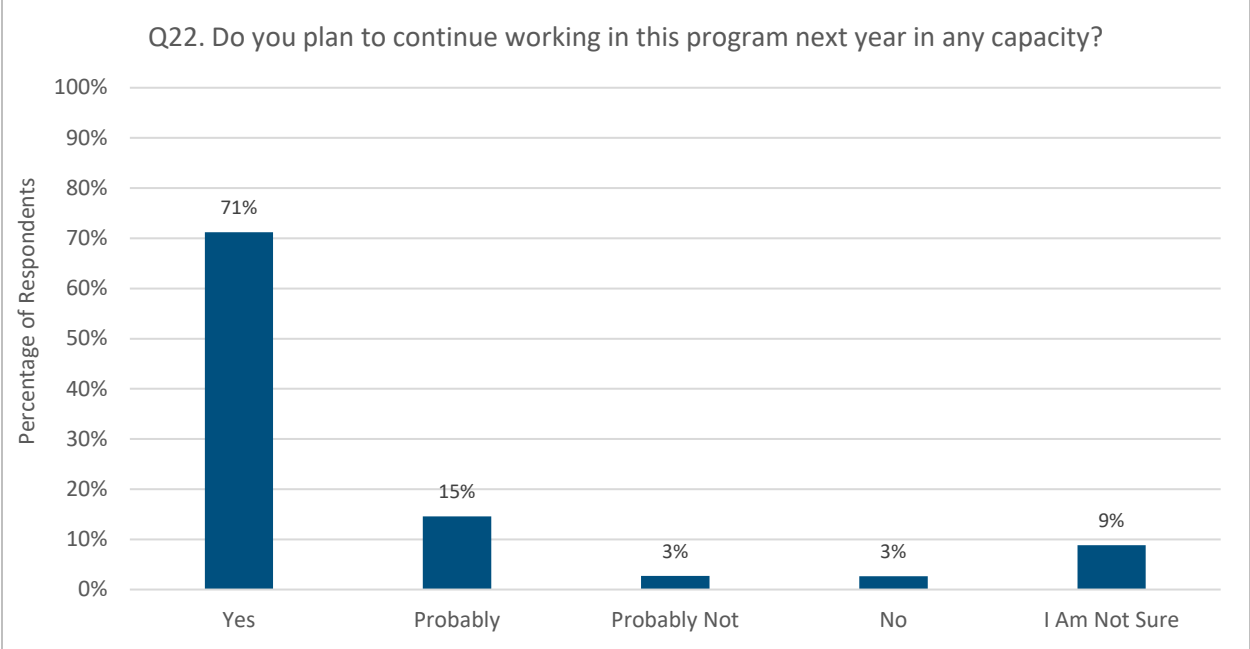
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,608. Note that, with rounding, percentages do not sum to 100%. Texas ACE – Texas Afterschool Centers on Education.

Analyzed by staff type, youth development workers and college students were least likely to select "yes" as their response to this question (although they were more likely to answer "probably" than were other staff types). See Exhibit 41.

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[20] The percentages shown in the associated exhibit sum to 16%, but this is a result of rounding.

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Exhibit 41. Texas ACE Staff Plans for Future Work (Frontline Staff Survey, Spring 2023), by Staff Type
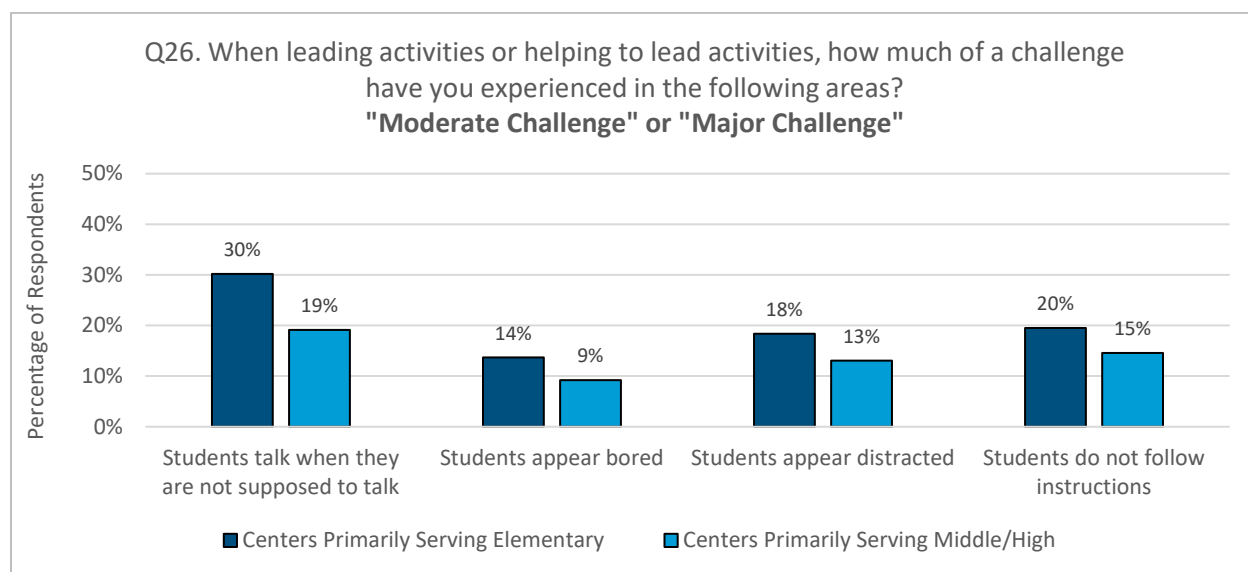

Q22. Do you plan to continue working in this program next year in any capacity?

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. School-day teachers, *N* = 1,474; school-day teaching assistants, *N* = 707; school-day other staff, *N* = 325; youth development workers, *N* = 319; college students, *N* = 370; other, *N* = 297. Texas ACE – Texas Afterschool Centers on Education.

In terms of center subgroup differences, rural staff were more likely than staff from other locales to answer this question with "no" or "probably not," with about 7% of the respondents answering this way (versus about 4% for city-based staff, 5% for suburban staff, and 5% for town-based staff). Note that slightly more than 4% of rural staff said "no," whereas slightly less than 3% said "probably not." Other subgroup differences are reported in Appendix B (Exhibits B71–B73).

In addition to the preceding question, respondents were asked whether they plan to continue working in the Texas ACE program *in their current role*. Answer patterns were similar to those just presented, with nearly all respondents saying "yes" or "probably." Note that respondents who answered the previous question with "no" or "unsure" were not given this question, which accounts for a higher proportion of respondents answering "yes" to this question than was the case for the previous question. See Exhibits 42 and 43, noting that, once again, youth development workers and college students stand out as being less sure of continuing in their present role. Additional comparisons are in Appendix B (Exhibits B74–B75).

Exhibit 42. Texas ACE Staff Plans for Future Work (Frontline Staff Survey, Spring 2023)
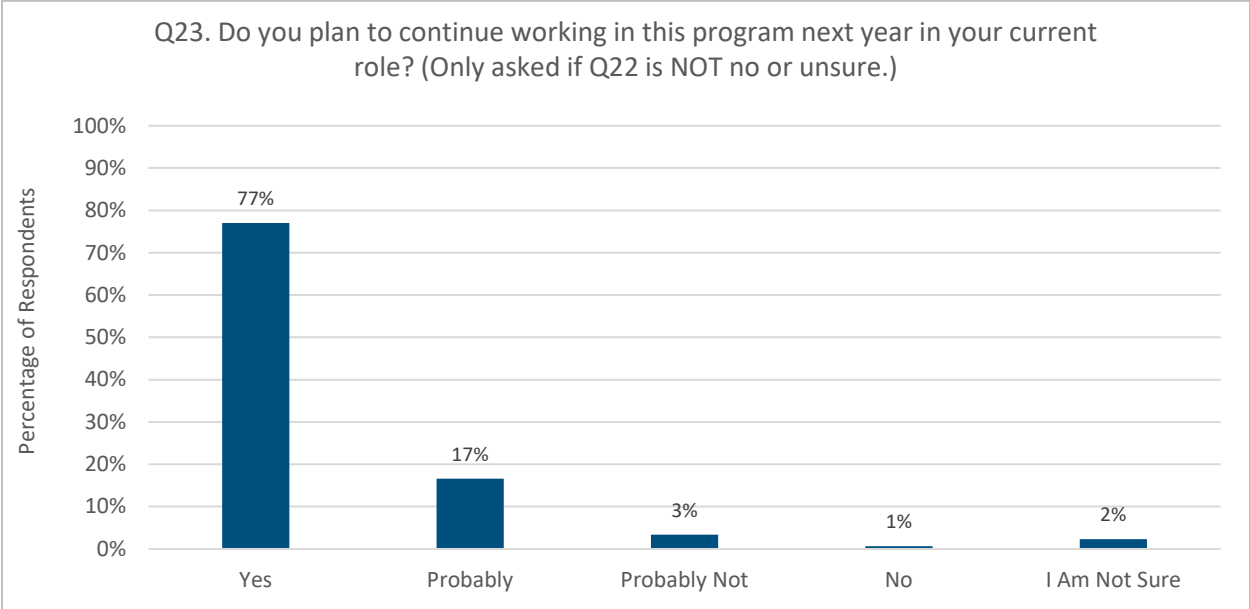
Q23. Do you plan to continue working in this program next year in your current role? (Only asked if Q22 is NOT no or unsure.)

- Yes: 77%
- Probably: 17%
- Probably Not: 3%
- No: 1%
- I Am Not Sure: 2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,191. Texas ACE – Texas Afterschool Centers on Education.

Exhibit 43. Texas ACE Staff Plans for Future Work (Frontline Staff Survey, Spring 2023), by Staff Type
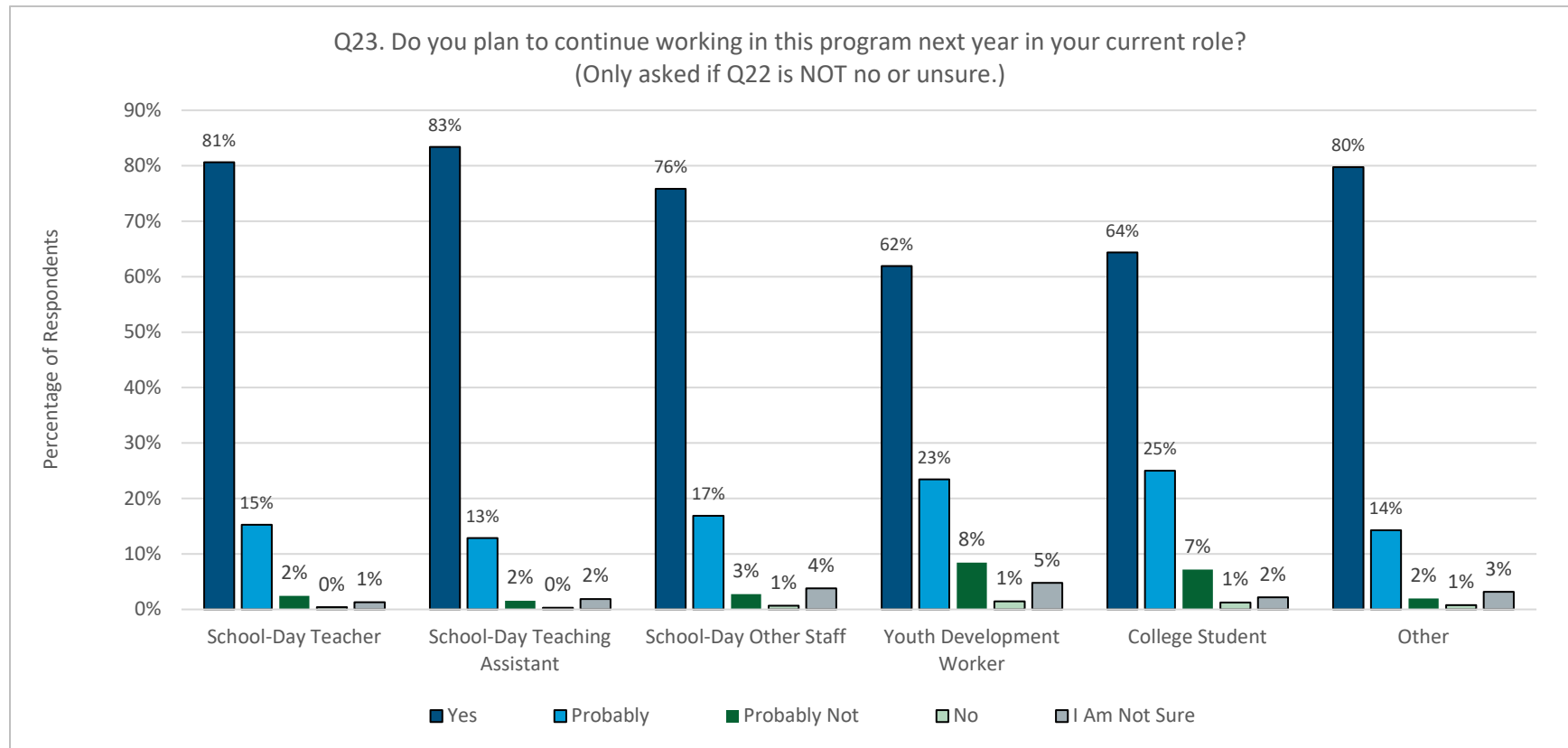
Q23. Do you plan to continue working in this program next year in your current role?
(Only asked if Q22 is NOT no or unsure.)

Legend: Yes, Probably, Probably Not, No, I Am Not Sure

Staff Type	Yes	Probably	Probably Not	No	I Am Not Sure
School-Day Teacher	81%	15%	2%	0%	1%
School-Day Teaching Assistant	83%	13%	2%	0%	2%
School-Day Other Staff	76%	17%	3%	1%	4%
Youth Development Worker	62%	23%	8%	1%	5%
College Student	64%	25%	7%	1%	2%
Other	80%	14%	2%	1%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. School-day teachers, *N* = 1,311; school-day teaching assistants, *N* = 638; school-day other staff, *N* = 290; youth development workers, *N* = 273; college students, *N* = 320; other, *N* = 252. Texas ACE – Texas Afterschool Centers on Education.

Desired Changes

After questions about challenges, stress, and future plans, the survey presented a question about what types of change might make working in the Texas ACE program better. Specifically, the survey asked, "If you could, what would you change about your current job?" Respondents were given a list of 21 different items and were instructed to select their top three. The results are in Exhibit 44 (showing the top eight most-selected responses). Perhaps unsurprisingly, "improve pay and/or benefits" was selected by two thirds of the respondents, with the next highest—interestingly, "more work hours"—at a distant 30%.

Exhibit 44. Texas ACE Staff Desired Changes (Frontline Staff Survey, Spring 2023)
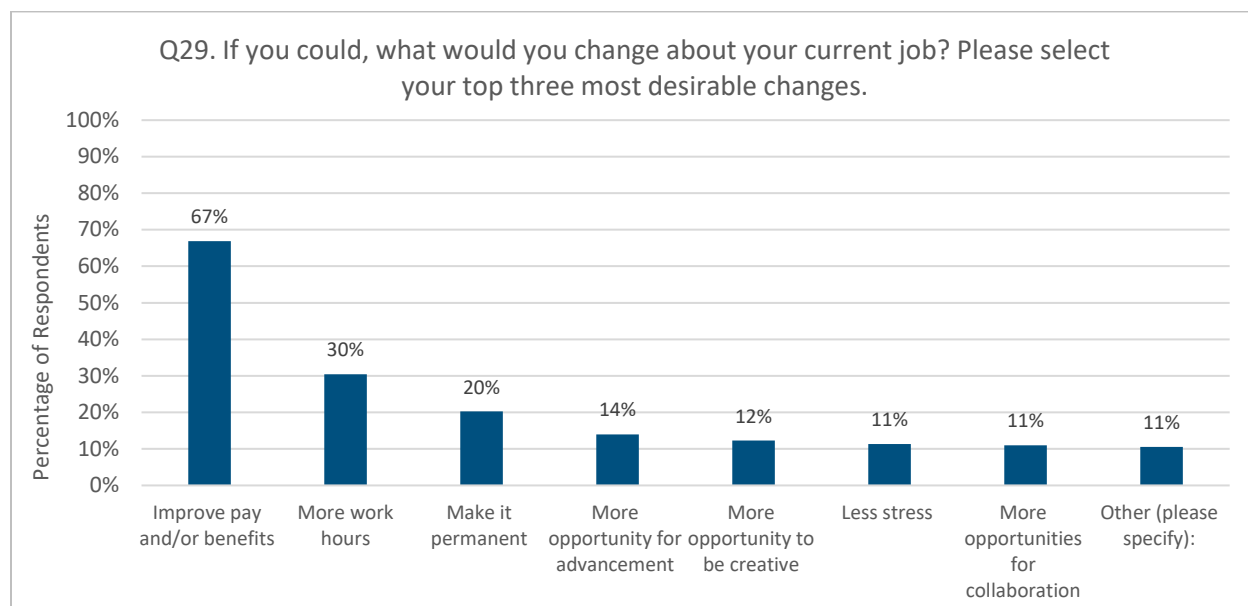
Q29. If you could, what would you change about your current job? Please select your top three most desirable changes.
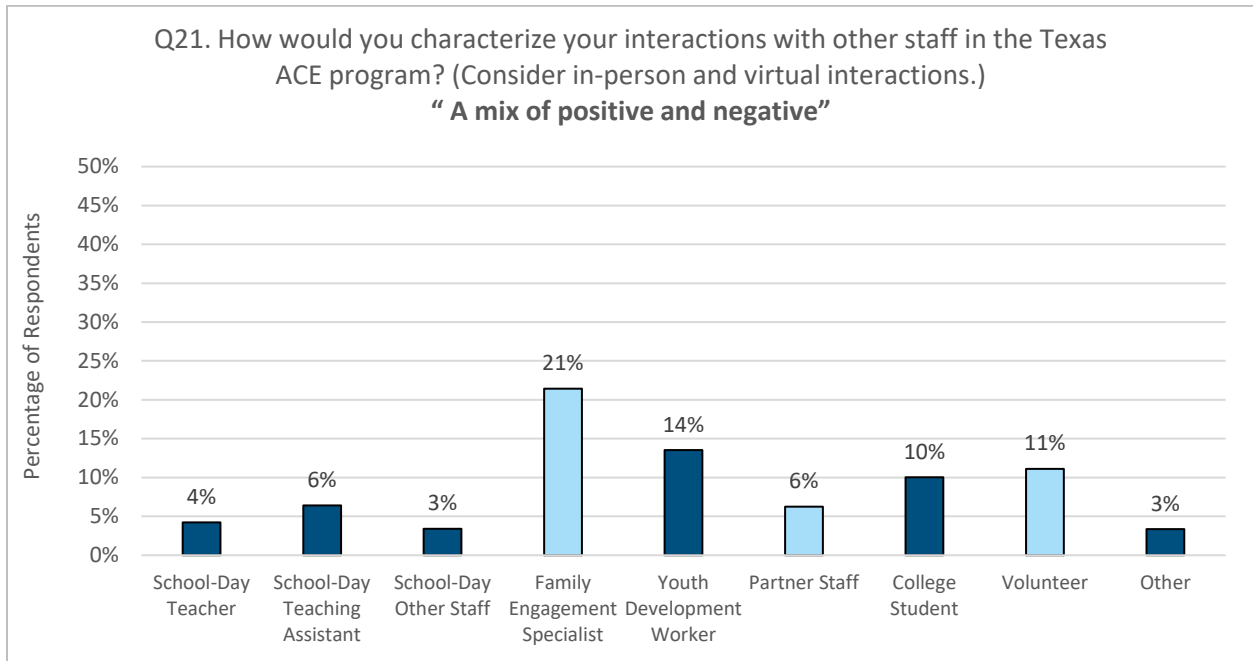
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,428. Texas ACE – Texas Afterschool Centers on Education. "Other" included many instances of "NA" or "nothing," but also included requests for more program funding, smaller classes, or more materials.

In terms of change priorities by staff type, youth development workers and college students were more likely to select "more work hours" than were other staff types (45% and 52%, respectively, compared with 23%–34% for other staff types), while simultaneously being less likely to endorse "make it permanent" than were all other staff types (with 11% and 13%, respectively, compared with 19%–24% for other staff types).[21] Youth development workers and college students (along with other staff) were more likely to select "more opportunity for advancement." See Exhibit 45 for response data by staff type. (The three most selected change options have been highlighted for ease of reference.)

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[21] Note that this does not mean youth development workers and college students are not concerned with permanent work. This question merely asked staff to prioritize changes.

Exhibit 45. Prioritized Desired Job Changes, by Staff Type

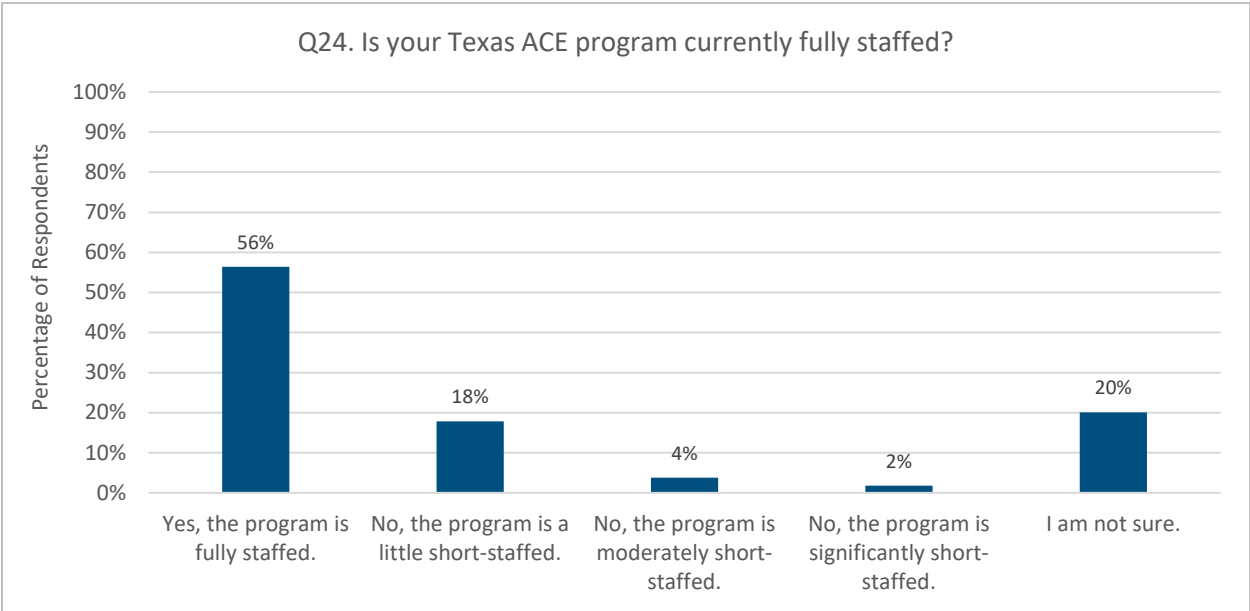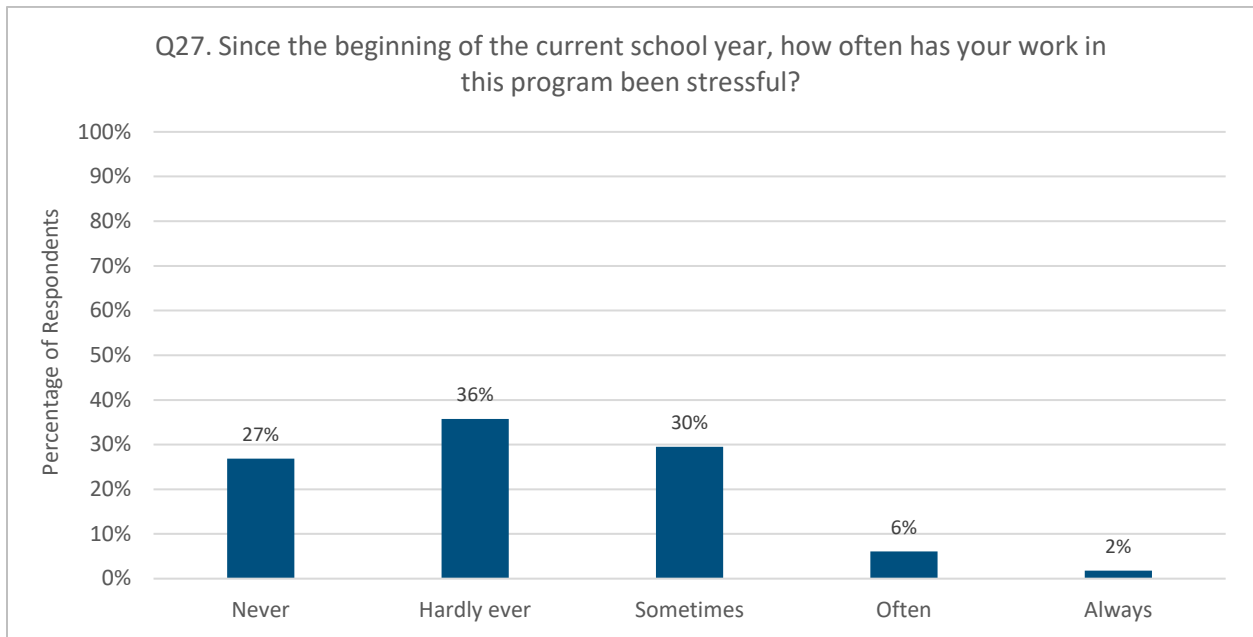|	School-day teacher	School-day teaching assistant	School-day other staff	Youth development worker	College student	Other
Improve pay and/or benefits	65%	71%	62%	73%	71%	67%
Improve work environment [a]	6%	10%	8%	17%[a]	12%	9%
More flexibility in work hours	8%	5%	5%	4%	3%	5%
More work hours	23%	27%	27%	45%	52%	34%
Less work hours	2%	1%	1%	0%	1%	1%
More opportunity for advancement [a]	10%	16%	13%	17%	21%	18%
More opportunities for collaboration	14%	8%	10%	10%	8%	12%
More support from leadership	4%	5%	5%	10%	8%	7%
More opportunities to work or interact directly with youth	4%	6%	6%	4%	6%	10%
Less stress	13%	9%	9%	8%	14%	11%
Receive more or better professional learning support	8%	6%	9%	9%	8%	8%
Make it permanent	24%	22%	19%	11%	13%	21%
More job security	7%	11%	12%	6%	10%	13%
More challenge	1%	2%	2%	2%	1%	0%
Less challenge	1%	2%	2%	2%	2%	1%
More opportunity to be creative	12%	13%	12%	14%	12%	12%
More autonomy	3%	1%	2%	2%	1%	1%
Less autonomy	0%	0%	1%	1%	0%	1%
More recognition	6%	6%	4%	7%	8%	4%
More mission-focused	4%	3%	6%	3%	2%	2%
Other (please specify):	14%	8%	13%	5%	3%	12%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. School-day teachers, *N* = 1,400; school-day teaching assistants, *N* = 662; other school-day staff, *N* = 301; youth development workers, *N* = 305; college students, *N* = 359; and other, *N* = 291. Blue shading indicates a top-three change option for the staff type. Texas ACE – Texas Afterschool Centers on Education.

[a] "Improve work environment" received nearly the same proportion of responses from youth development workers as did "more opportunity for advancement" but was slightly lower before rounding.

Change priorities also were analyzed by subgroups, with a few notable results. Suburban staff were more likely to select "more work hours" than were staff in other locales, with 38% selecting this option (versus 31% of city-based staff, 27% of town-based staff, and 26% of rural staff). Staff working in programs primarily serving middle or high school students were more likely to select "make it permanent" than were staff at centers serving primarily elementary school students (25% versus 18%). Staff at centers associated with non-school-district grants were more likely to select "more work hours" (37% versus 28% for staff associated with school-district grants) but less likely to select "make it permanent" (15% versus 22%). Finally, Cycle 10 staff were more likely to select "make it permanent" (22% versus 18%) and "more job security" (11% versus 7%), potentially explainable as a function of the grant life cycle. Group comparison data are in Appendix B (Exhibits B121–B124).

Summary

Overall, staff reported positive experiences working in Texas ACE programs, with a strong majority of staff (more than 85%) indicating that they are "very satisfied" with relationships in the program, whether with other staff, leadership, or students. Workplace challenges are, for most staff, minor or not a challenge at all (about 90% of staff reported that each challenge asked about on the survey was "minor" or "not a challenge"), and most staff (92%) indicate that they experience work-related stress only sometimes, hardly ever, or never at all. For those staff who do experience stress (of any frequency), most report that they are coping with it very well (44%) or fairly well (38%).

There are notable and consistent differences in these data when viewed by staff type, however. Youth development workers and college students, as outlined in detail in this subsection, reported less satisfaction with specific parts of their work, higher levels of challenge, higher levels of stress, and less coping ability than do other staff types. In these ways, these two staff types stand out clearly in the data.

In terms of desired changes, by far the most selected response option was "improve pay and/or benefits," with 67% selecting this option. Although all staff types selected this option as their top change priority, youth development workers and college students were most likely to select it (73% and 71%, respectively). Of particular note given the satisfaction, challenge, and stress data, however, youth development workers and college students were most likely to select "more work hours" as a highly desired change, with 45% and 52% selecting this option, respectively.

Job Satisfaction and Pay

After asking about satisfaction with specific aspects of the Texas ACE program, along with work-related stress and challenges, the survey asked respondents to indicate their overall satisfaction

with their job. Respondents were nearly all "mostly" or "completely satisfied," with 90% of all responses falling into one of these categories. Of the remaining 10%, only 2% indicated any level of dissatisfaction. See Exhibit 46.

Exhibit 46. Overall Job Satisfaction among Staff at Texas ACE Programs (Spring 2023 Survey)
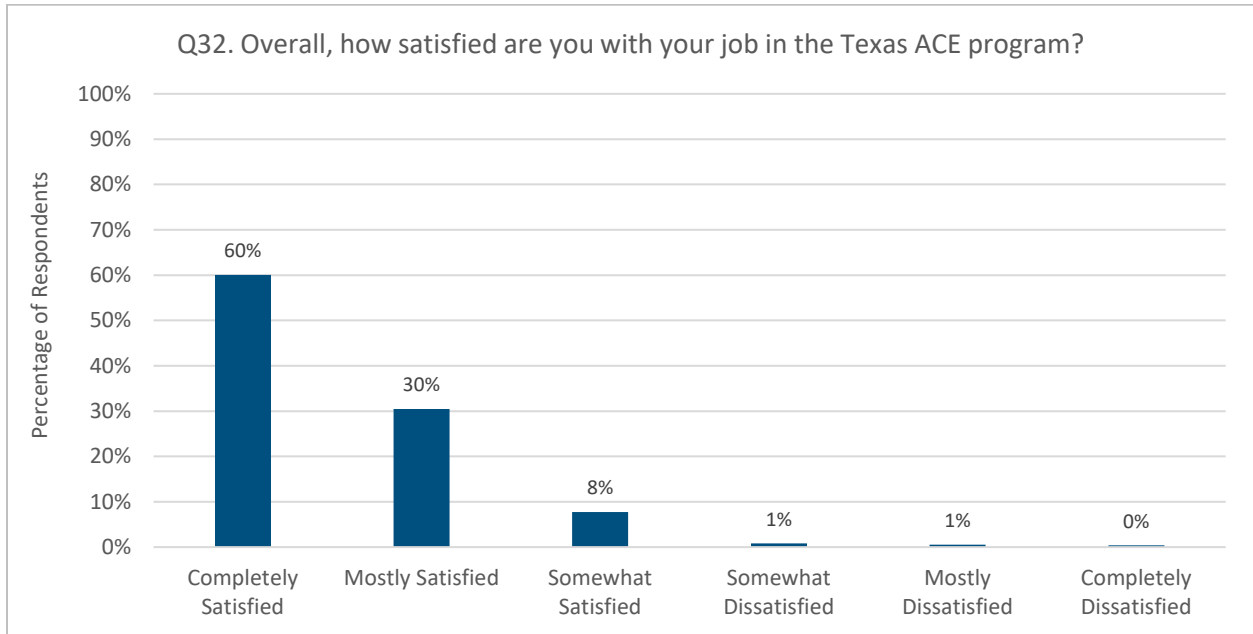
Q32. Overall, how satisfied are you with your job in the Texas ACE program?

Category	Percentage
Completely Satisfied	60%
Mostly Satisfied	30%
Somewhat Satisfied	8%
Somewhat Dissatisfied	1%
Mostly Dissatisfied	1%
Completely Dissatisfied	0%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 3,394. Texas ACE – Texas Afterschool Centers on Education.

In keeping with the findings from the previous subsection, however, youth development workers and college students tended to report less satisfaction than was the case for other staff types. See Exhibit 47.

Exhibit 47. Overall Job Satisfaction among Staff at Texas ACE Programs (Spring 2023 Survey), by Staff Type
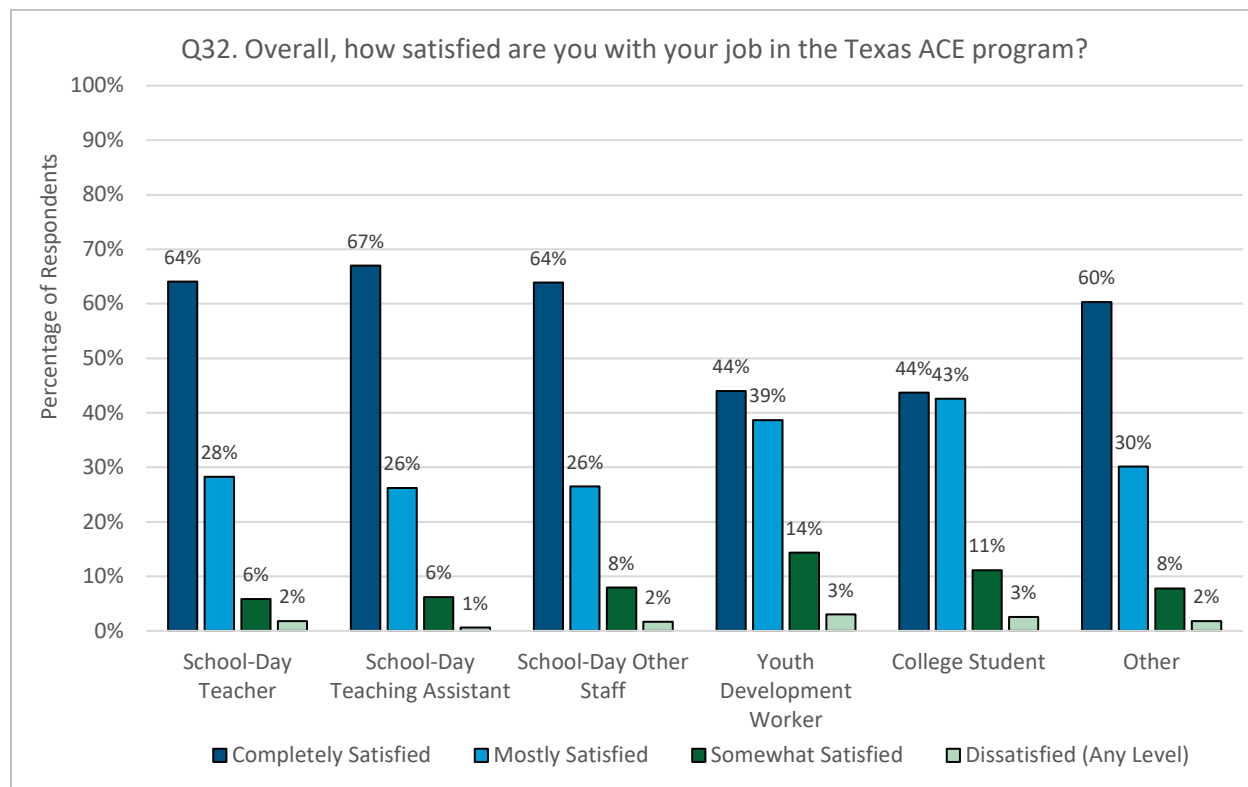
Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N = 1,384 for school-day teachers, 664 for school-day teaching assistants, 302 for school-day other staff, 300 for youth development workers, 350 for college students, and 282 for other (3,282 responses total). Categories for somewhat dissatisfied, mostly dissatisfied, and completely dissatisfied are grouped for visual clarity. Texas ACE – Texas Afterschool Centers on Education.

Subgroup analyses also were performed on this question, with only modest differences observed. Subgroup differences are in Appendix B (Exhibits B132–B134).

Respondents also were questioned about pay. They were first guided to indicate how they are paid (hourly, part-time salary, full-time salary, or volunteer) and then, depending on the type of pay reported, asked for specific pay information. As shown in Exhibit 48, the vast majority of the respondents indicated being paid hourly (83%).

Exhibit 48. Texas ACE Program Staff by Pay Type (Spring 2023 Frontline Staff Survey)

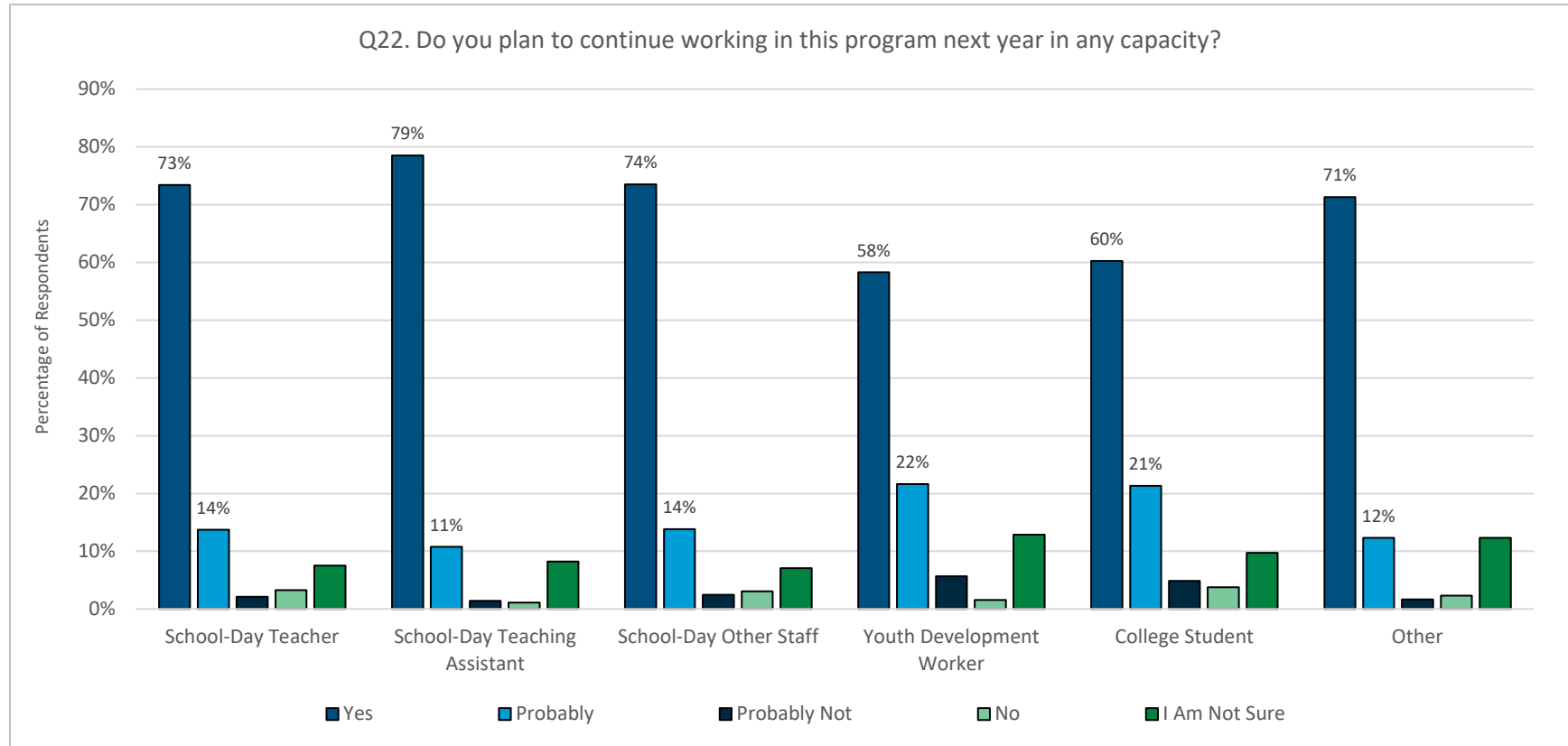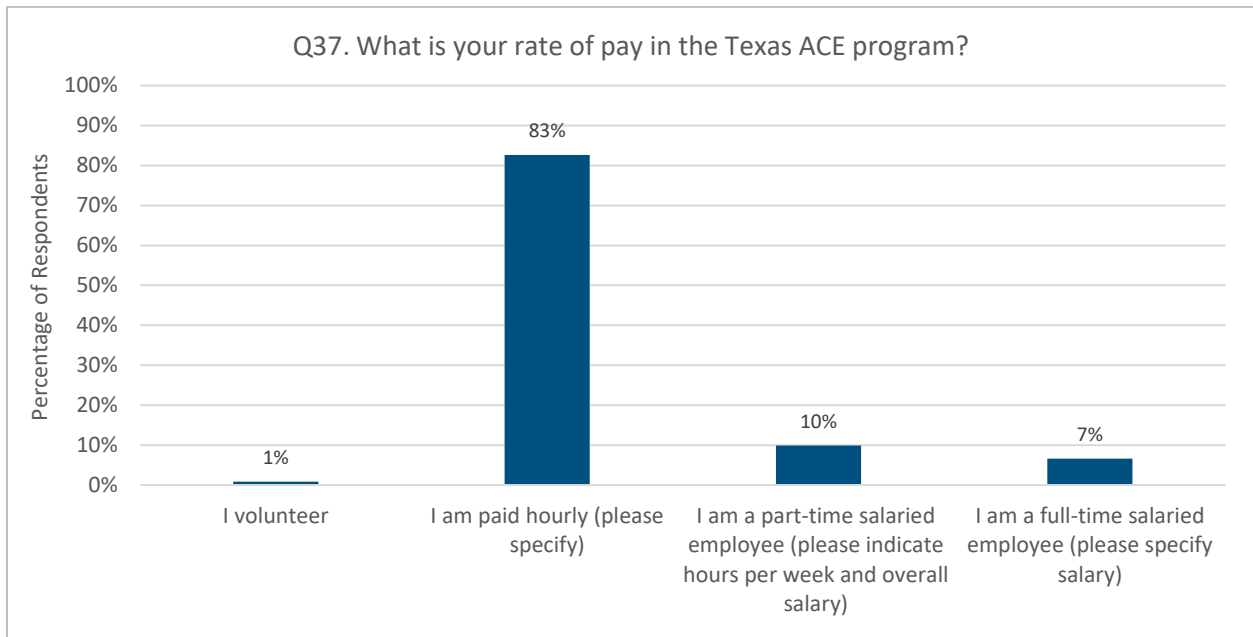*Source.* Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N = 3,387. Texas ACE – Texas Afterschool Centers on Education.

Given that the vast majority of the respondents indicated being paid hourly, staff type and subgroup analysis was limited to hourly pay rates. The overall average hourly pay rate reported by staff was $23.80 per hour (with a standard deviation of $10.32). When analyzed by staff type, however, and again in keeping with data from previous subsections, youth development workers and college students reported the lowest hourly average, whereas school-day teachers reported the highest. This is, of course, expected, but continues an established pattern: Youth development workers and college students stand out as different from other staff types when it comes to workplace stress, challenge, and satisfaction. See Exhibit 49.

Exhibit 49. Texas ACE Program Staff by Hourly Pay Rate (Spring 2023 Survey), by Staff Type
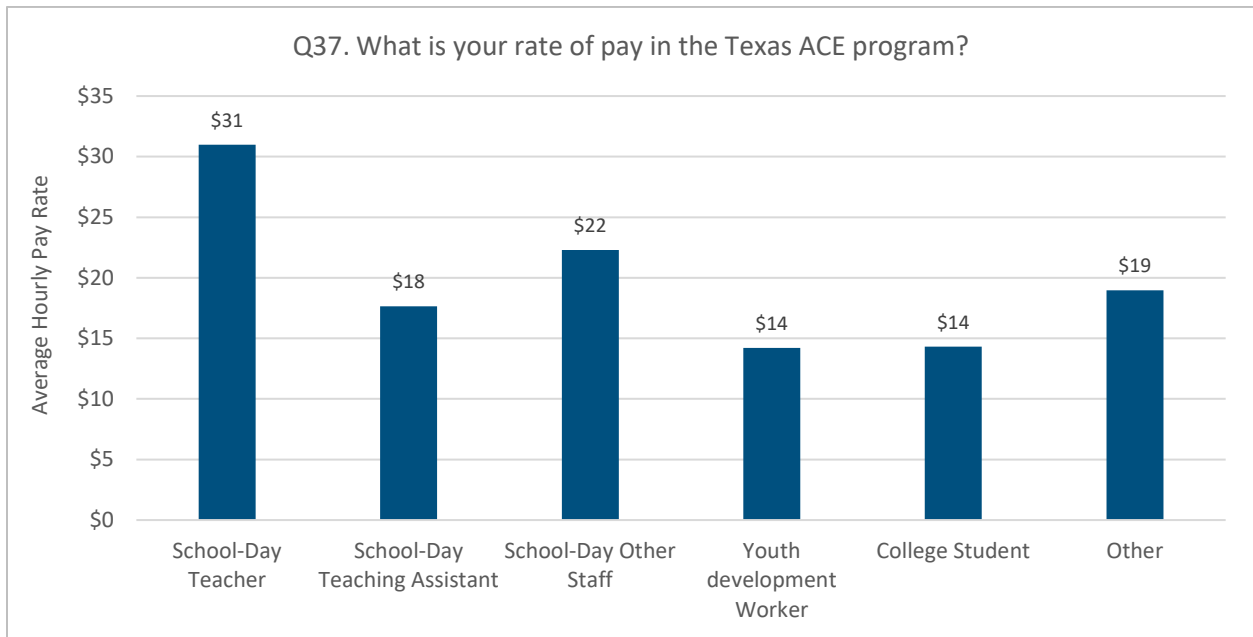
Q37. What is your rate of pay in the Texas ACE program?

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 2,663. Texas ACE – Texas Afterschool Centers on Education.

T tests were used to assess subgroup differences in pay rates. Overall, however, differences across groups were modest, tending to fall within $1.50 to $2.50 of each other (i.e., even where statistically significant differences exist, staff are typically paid on average between about $23.00 and $25.00 per hour). Staff at centers primarily serving middle or high school students, staff at centers associated with school-district grants, and staff at rural or town-based centers were on average paid more than their counterparts. Given the overall similarity of pay rates, however, specific details about subgroup differences are in Appendix B (Exhibits B146–B148).

Summary

The vast majority of staff responding to the survey are paid hourly, with an average hourly rate of $23.80. However, youth development workers and college students reported a much lower average rate, at about $14 per hour each.

One additional type of subgroup analysis was conducted that bears mention. Given general interest in pay-rate equity, analyses were conducted on hourly pay rates using reported race as a split variable. Generally, this analysis focused on White pay rates versus Black pay rates, given *n* sizes for race-based groups as presented elsewhere in this report. A statistically significant difference was found when comparing reported hourly rates for Black staff and White staff, even when limiting comparisons in terms of both staff type and program locale (an important consideration given that, for example, Black school-day teachers were more likely to be associated with urban centers than White school-day teachers). For example—and to provide the example with the greatest observed difference—Black school-day teachers in urban areas (*n* = 72) reported a mean hourly rate of $26.56, whereas White school-day teachers in urban areas (*n* = 210) reported a mean hourly rate of $32.00. In this case, the difference seemed to be driven by pay rates greater than $25 per hour; specifically, about 29% of Black school-day teachers in urban centers were paid more than $25 per hour (most were paid $25 per hour exactly), compared with 80% of White school-day teachers (with 59% reporting that they are paid $35 or more per hour).

What does this mean? With the data available, no definitive conclusion about the meaning of this finding is possible. Comparison of hourly pay rates by race, as conducted here, did not control for factors such as educational attainment, age, demographics, school characteristics (including program location or school budget factors), or district, all of which are, from a theoretical standpoint, highly relevant for any rigorous analysis of pay rates. In addition, any suitable analysis of pay rates based on race should include same-school, peer-matched comparisons (at the individual level) to better control for alternate explanations of pay-rate differences. This type of analysis was not possible for this report given the data available, and so these results remain ambiguous. The primary implication of this finding, then, is that pay rates by race may be an important question for TEA to investigate in the future.

Use of High-Quality Instruction Materials

Finally, included in the survey were questions about staff use of HQIM. Respondents were first asked whether they use HQIM in providing Texas ACE programming and, if so, which materials.[22] Of the 3,692 staff who provided a response, about 64% responded by saying that they do not use any HQIM. (For this reason, findings related to subgroups are presented only when differences observed were meaningfully large.) For those who said that they did use HQIM, the most commonly reported HQIM were Zearn and "Other (please specify)." In terms of

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[22] The use of HQIM was not a requirement for Cycle 10 or Cycle 11 programs. Use of HQIM became a requirement for the first time with Cycle 12.

"other" HQIM, respondents indicated a wide variety of materials, although the most commonly mentioned material was Book Nook. See Exhibits 50 and 51.

Exhibit 50. Use of HQIM in Texas ACE Programs
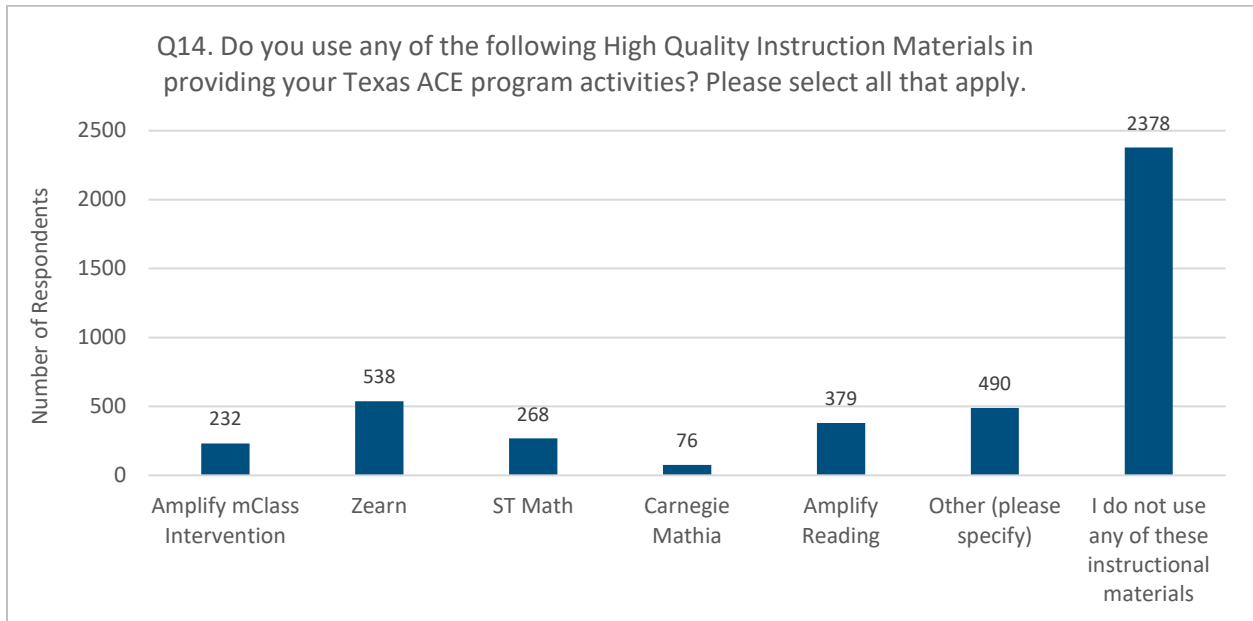
Q14. Do you use any of the following High Quality Instruction Materials in providing your Texas ACE program activities? Please select all that apply.

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 1,314. HQIM – high-quality instructional materials; Texas ACE – Texas Afterschool Centers on Education.

Exhibit 51. Use of HQIM in Texas ACE Programs: "Other" Responses
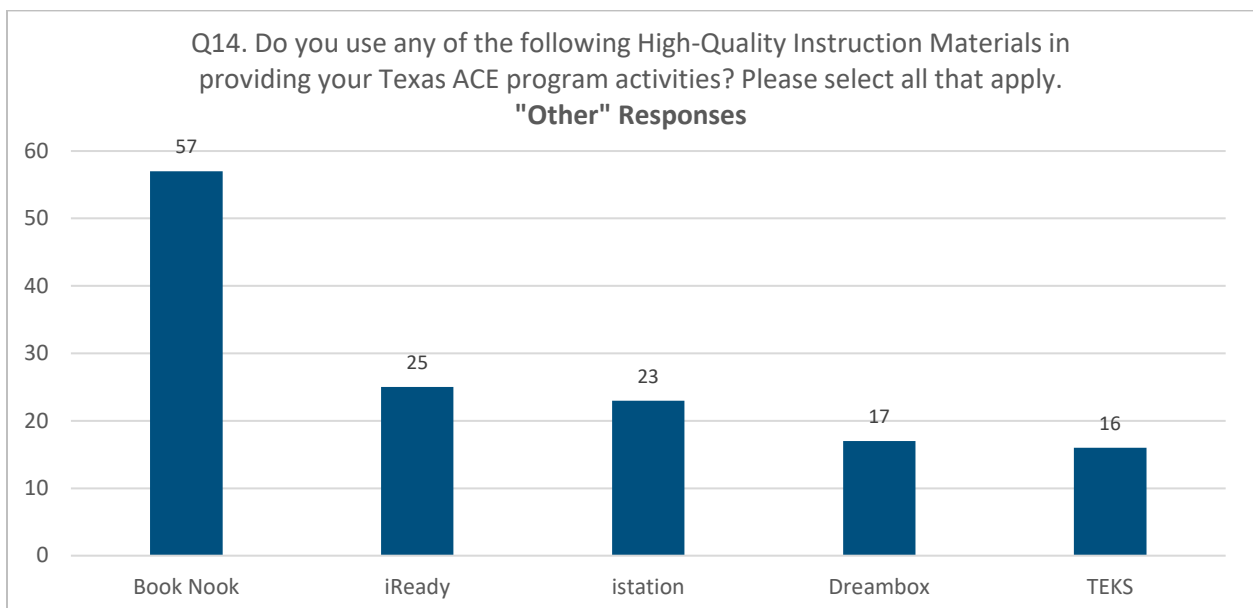
Q14. Do you use any of the following High-Quality Instruction Materials in providing your Texas ACE program activities? Please select all that apply.
"Other" Responses

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N = 1,314. HQIM – high-quality instructional materials; Texas ACE – Texas Afterschool Centers on Education.

In terms of subgroups, we observed some large differences concerning the program cycle. For instance, Cycle 11 staff were much more likely to indicate using Zearn than were Cycle 10 staff (48% versus 33%, respectively), as well as ST Math (24% versus 17%). In terms of locale, town-based staff also were much more likely to report using Zearn (54% versus 39% for suburban, the next highest). Rural staff were more likely to report using Amplify Reading than were staff in other locales (39% versus 28% for town-based staff, the next highest). There also were differences in terms of primary grade levels served, though this is expected given that different curricula are geared toward different age groups. School-district grant status also showed differences, with centers associated with school-district grants more likely to report using Zearn (45% versus 29%). Note, however, that most staff reporting use of HQIM were associated with centers primarily serving elementary school students (*n* = 927 versus *n* = 279 for middle/high school centers) and were working in centers with school-district grants (*n* = 977 versus 229). See Exhibits 52–55.

Exhibit 52. Use of HQIM in Texas ACE Programs, by Cycle
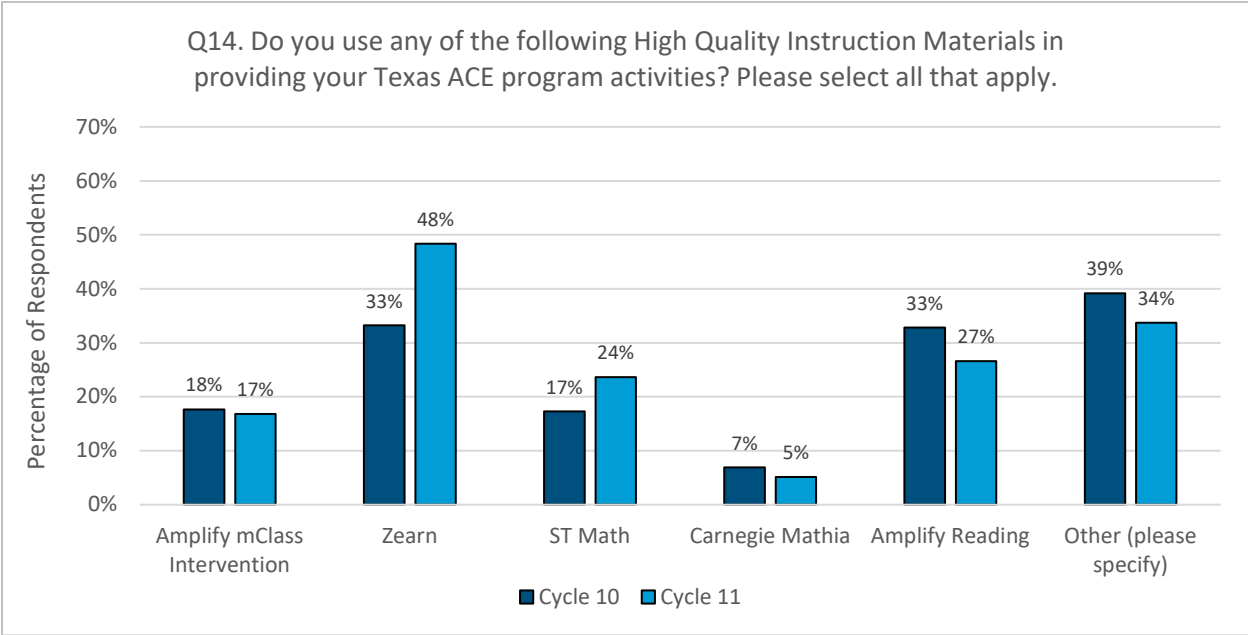
Q14. Do you use any of the following High Quality Instruction Materials in providing your Texas ACE program activities? Please select all that apply.

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. For Cycle 10, *N* = 521; for Cycle 11, *N* = 685. HQIM – high-quality instructional materials; Texas ACE – Texas Afterschool Centers on Education.

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Exhibit 53. Use of HQIM in Texas ACE Programs, by Locale
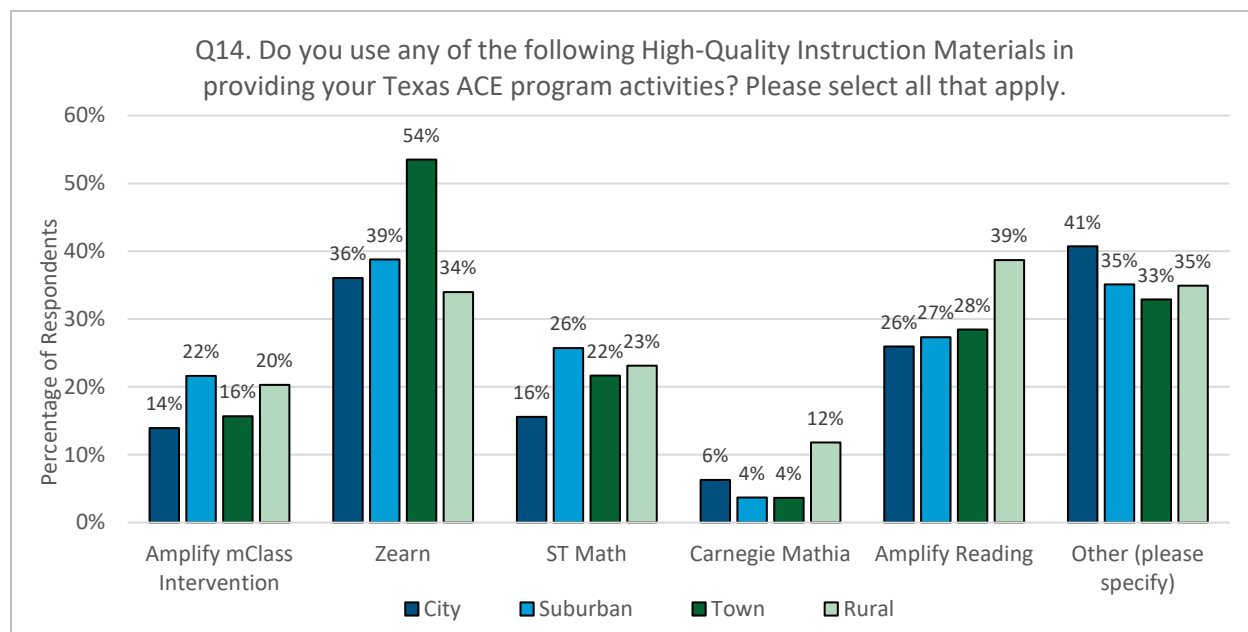
Q14. Do you use any of the following High-Quality Instruction Materials in providing your Texas ACE program activities? Please select all that apply.

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. For city-based programs, *N* = 366; for suburban, *N* = 245; for town, *N* = 383; for rural, *N* = 212. HQIM – high-quality instructional materials; Texas ACE – Texas Afterschool Centers on Education.

Exhibit 54. Use of HQIM in Texas ACE Programs, by Grade Levels Served
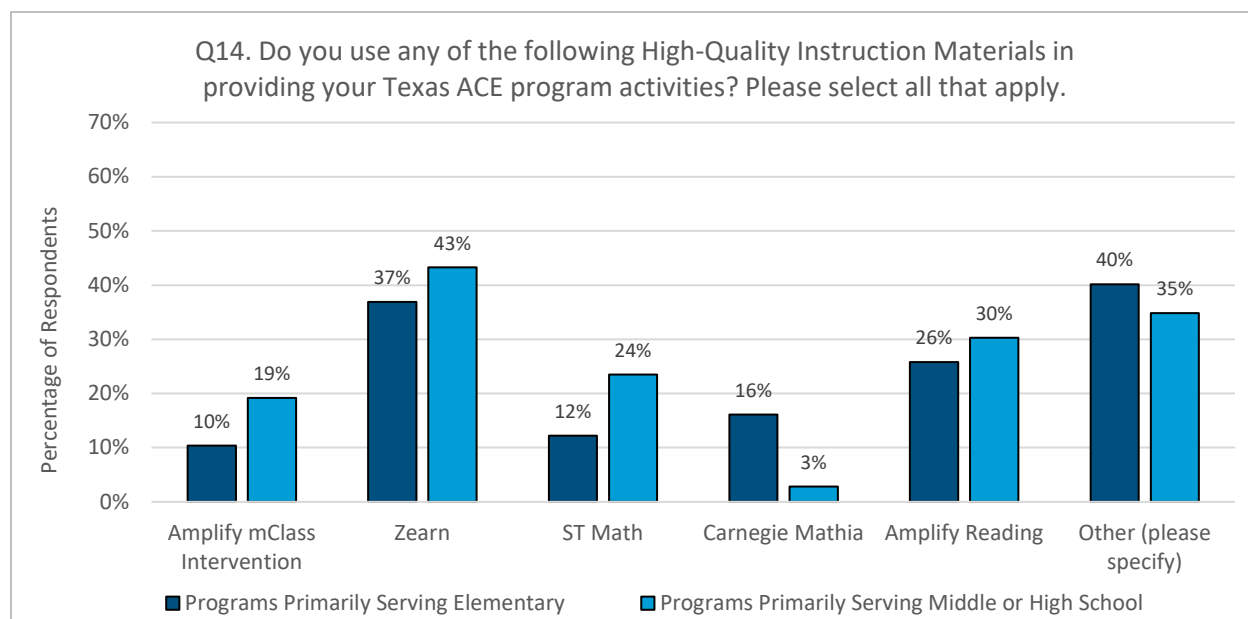
Q14. Do you use any of the following High-Quality Instruction Materials in providing your Texas ACE program activities? Please select all that apply.

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for programs serving primarily elementary school students = 927; *N* for programs primarily serving middle or high school students = 279. HQIM – high-quality instructional materials; Texas ACE – Texas Afterschool Centers on Education.

Exhibit 55. Use of HQIM in Texas ACE Programs, by School-District Grant Status
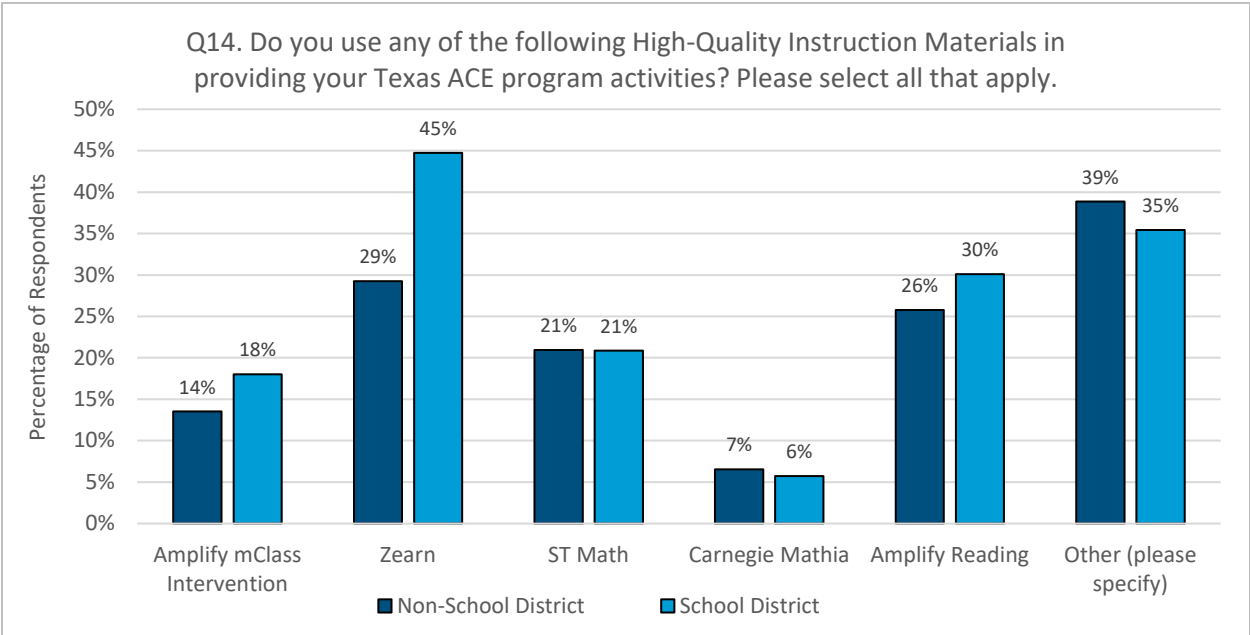
Q14. Do you use any of the following High-Quality Instruction Materials in providing your Texas ACE program activities? Please select all that apply.

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for non-school districts = 229; *N* for school districts = 977. HQIM – high-quality instructional materials; Texas ACE – Texas Afterschool Centers on Education.

Respondents who reported making use of HQIM were then asked how satisfied they were with the HQIM they selected. (Respondents were allowed to indicate the satisfaction level for only the HQIM they indicated using.) Overall, satisfaction levels were high, with roughly a third of the respondents in most cases indicating "very satisfied," and nearly all respondents indicating "very satisfied" or "somewhat satisfied" for each material listed. The highest satisfaction level was for "Other." See Exhibit 56.

Exhibit 56. Staff-Reported Satisfaction with HQIM in Texas ACE Programs
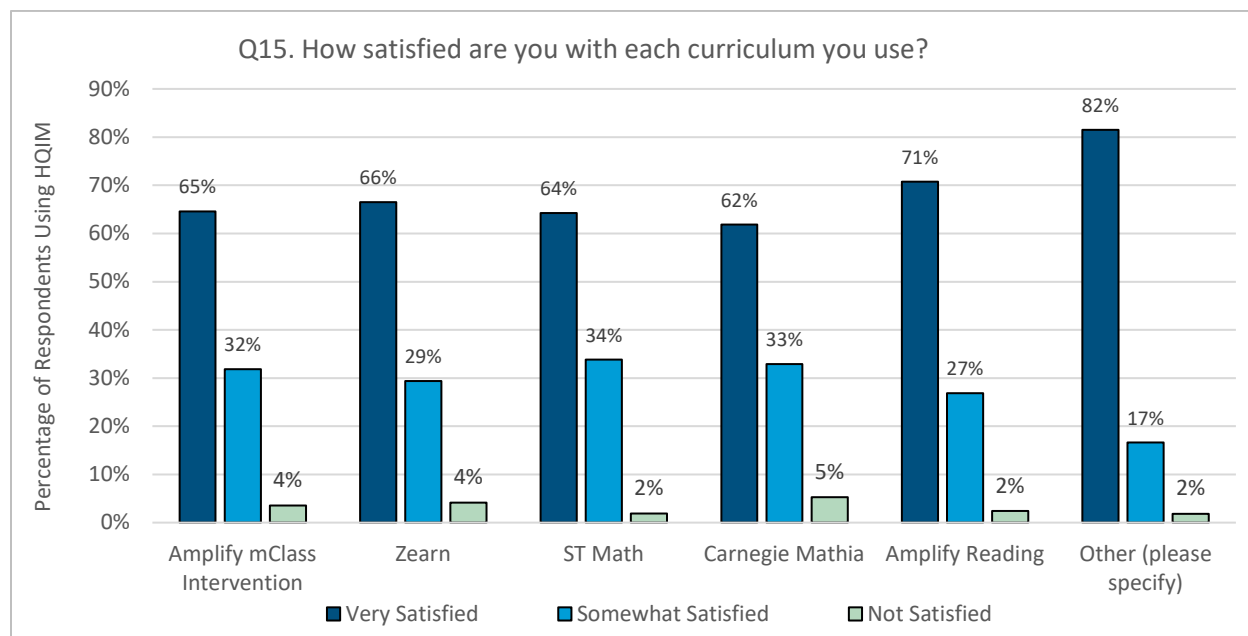
Q15. How satisfied are you with each curriculum you use?

Y-axis: Percentage of Respondents Using HQIM

Curriculum	Very Satisfied	Somewhat Satisfied	Not Satisfied
Amplify mClass Intervention	65%	32%	4%
Zearn	66%	29%	4%
ST Math	64%	34%	2%
Carnegie Mathia	62%	33%	5%
Amplify Reading	71%	27%	2%
Other (please specify)	82%	17%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Q16 = 1,314, *N* for Q17 = 1,308, *N* for Q18 = 1,306, and *N* for Q19 = 1,306. HQIM – high-quality instructional materials; Texas ACE – Texas Afterschool Centers on Education.

Respondents were asked how easy it was to use the HQIM they had identified in the previous question and how helpful the HQIM had been. About 59% of the respondents said that it was "very easy" to use the HQIM they had identified, with an additional 35% saying that it was "somewhat easy." Only about 5% of the respondents indicated that it had been "somewhat difficult" to use the HQIM. Concerning how helpful the materials were, 55% of the respondents said that the introduction of HQIM had helped students "a great deal," whereas another 32% said that it had "helped some." Again, about 5% indicated that the materials "helped a little." Notably, very few respondents indicated that HQIM use had been "very difficult," had "not helped," or had "made it harder for students to grow academically." Given this relative lack of variation, along with the overall smaller *n* size, subgroup analyses were not conducted on these data.

The survey concluded the section on HQIM by asking about student reactions to the introduction of HQIM and about staff motivation to use HQIM overall. About 52% of the respondents said that students have "responded very positively" to the introduction of HQIM, with another 37% saying that students responded "somewhat positively." Perhaps related to this, about 70% of the respondents indicated that they were "highly motivated" to use HQIM, whereas another 25% said that they were "moderately motivated."

Summary

Only about a third of the respondents indicated making use of HQIM. Of those that did, Zearn was the most common choice—although Zearn was selected most frequently by staff associated with Cycle 11 centers, town-based centers, centers serving primarily middle or high school students, and centers associated with school-district grants. Staff using HQIM generally reported that the HQIM were relatively easy to use (95% indicating "very easy" or "somewhat easy"), that they have helped students at least "some" (87%, with 55% indicating that they have helped students a "great deal"), and that students have responded positively to the introduction of HQIM (89% saying that students have responded at least "somewhat positively," with 52% saying "very positively"). Almost all staff using HQIM reported that they were at least moderately motivated to use HQIM (95%, with 70% saying that they were "highly motivated").

Discussion

As described in the introduction, the data presented in this report are best understood as a continuation of the analyses associated with the 2021–22 Perspectives on Staffing Report. Given this, how do the findings in this report further inform the primary findings of the 2021–22 Perspectives on Staffing Report? To address this question, and to help organize the findings presented in the preceding sections, this report concludes by revisiting the 2021–22 findings and providing comments on how the current report supports, differs, or otherwise addresses each. The discussion concludes with additional details concerning youth development workers and college students, who clearly emerge as staff types of concern within the findings of this report.

Spring 2023 Frontline Staff Survey Findings Compared to Spring 2022 Project Director Survey Findings

1. Texas ACE programs during 2021–22 relied heavily on school-day teachers for staff. The 2021–22 Perspectives on Staffing Report showed that during 2021–22, approximately 41% of all staff during the school year were school-day teachers, and rural and town-based centers were more likely to rely on school-day teachers than were centers in other locales. The TX21st data for 2022–23 as presented in this report are in line with this finding. It may therefore be of some assurance that school-day teachers responding to the frontline staff survey were generally experienced (with 46% indicating 5 years or more of experience) and that about 87% said that they would likely work in the program during the subsequent year (73% indicating "yes" and 14% indicating "probably"). By way of general characterization, school-day teachers responding to the frontline staff survey were most likely to report leading tutoring (61%),

whereas 53% indicated that they create their own activities without activity guides, curriculum, tools, or training provided by the program.

2. The vast majority of project directors (86%) and a solid majority of site coordinators (64%) reported that it was a challenge "maintaining a work environment that isn't overly stressful." As part of the 2022 spring surveys, 74% of project directors and 53% of site coordinators reported that hiring at least one staff type presented a "major challenge." Site coordinators who were interviewed also noted that staff were exhausted and burned out because of staffing shortages and, importantly, stated that such burnout extends beyond the Texas ACE program into the school day. Although the findings in this report do not broadly confirm or disconfirm these reported challenges, it is worth highlighting that 63% of staff taking the frontline staff survey indicated that they "never" or "hardly ever" experience stress in the Texas ACE program. Another 30% indicated that they experience stress "sometimes." This suggests that stressful working conditions affect a minority of staff—in this case, about 8% of the respondents who said that their work has been stressful "often" (6%) or "always" (2%). However, staff with the highest stress levels may have been less likely to take the frontline staff survey, potentially skewing these results to appear more positive than they actually are.

Nevertheless, of particular concern here is the fact that youth development workers and college students are disproportionately represented in the higher stress minority group, with 13% of youth development workers and 14% of college students saying that their work in the Texas ACE program was "often" or "always" stressful. Although at least some staff of every staff type reported stress at these levels, this indicates that creating less stressful working conditions for these two staff types may be a priority. In this respect, it could be useful to focus on the issues of activity preparation time (with 9% of youth development workers and 5% of college students expressing dissatisfaction with this) and communication with school leadership (with 10% and 11%, respectively, expressing dissatisfaction).

3. Nearly three quarters of project directors (72%) indicated that staff turnover has had at least a moderate impact on the operation of their programs. Almost half of the site coordinators surveyed in spring 2022 reported having to change how they staff academic activities and enrichment activities (48% and 47% of site coordinators, respectively), whereas more than a third reported having to reduce the number of students served in these activities because of staffing challenges (36% and 37% of site coordinators, respectively). Given the data available from the frontline staff survey, it is impossible to determine whether staff turnover has or has not improved since spring 2022. However, 86% of staff responding to the survey indicated a likelihood of working in the program in the subsequent year (71% "yes," 15% "probably"). However, 3% said "probably not," 3% said "no," and 9% were not sure. Even if staffing remains generally stable year to year, it may be that staffing challenges as experienced

by site coordinators and project directors have to do with staff at the margins; that is, it is at least conceivable that a turnover rate of 15% (if all respondents selecting "probably not," "no," or "unsure" actually left) could be enough to present a significant challenge to a site coordinator. This is properly a question for TEA to address in conversation with site coordinators and project directors themselves.

However, the 2021–22 Perspectives on Staffing Report included a finding that roughly a third of project directors were relying more on paraprofessionals/teacher assistants and youth development workers since the pandemic in order to fulfill their staffing needs. The Year 2 report also noted that seeking out and hiring college students may constitute a useful strategy for some programs. Yet reliance on nonteacher staff—and youth development workers and college students in particular—is presented in a different light given the findings of this report. It is clearly important that centers interested in hiring (or retaining) youth development workers and college students build and maintain support structures to ensure that they are well trained and feel prepared to lead activities in the program. Pay level and number of working hours will also need to be assessed or reassessed for such staff, given high levels of interest in improved pay and/or benefits (73% and 71% indicating this as a "top three" desired change, respectively) and an interest in more work hours (with 45% and 52% selecting this option as a "top three" desired change, respectively).

4. About half of the project directors (51%) reported that they increased pay to certified teachers as a way of making staff positions more attractive. This increase may be apparent in the survey data, given school-day teachers' higher average level of hourly pay ($31 an hour), although without previous pay levels for the same population, no comparison is possible. The proportion of teachers indicating that they are likely to work in the program in the next year (87%) also suggests that this strategy may be working, although, again, there is no comparison to support this.

Aside from these two generally positive indicators, however, many staff—teacher and nonteacher—want increased pay as of spring 2023 (although this may always be the case), with 67% of staff indicating that "improve pay and/or benefits" was a "top three" desired change. As already indicated, this seems to be of most importance for youth development workers and college students, who are paid the least compared with other staff (at about $14 an hour each). Note that youth development workers and college students tend to lead activities with more students than do other staff (at about 30 students per activity for youth development workers and 27 for college students versus 16 students for school-day teachers) and also work more hours in the program than do other staff types (about 20 hours per week for youth development workers and 17 hours for college students versus 10 hours for other school-day staff and 7 hours for school-day teachers)—although note again that youth development

workers and college students also were more likely to indicate wanting more hours per week than were other staff, as described in previously.

5. More than half of the project directors (54%) reported that being more intentional about being supportive and responsive to staff needs was an effective approach to reducing turnover. The importance of this finding was underscored by the fact that 66% of project directors reported that they had tried this approach, meaning that the approach was generally perceived as successful. Site coordinators interviewed on this subject indicated the importance of sensitivity to staff stress combined with schedule flexibility, particularly with respect to school-day teachers. Perhaps relatedly, the findings provided in this report show that a strong majority of frontline staff survey respondents (more than 85%) said that they are very satisfied with relationships with their peers, students, and program leadership, and, as already noted, a similarly high proportion of staff said that they will likely continue working in the program in the subsequent year (87%). These points support the idea that a positive work environment matters (or, at a minimum, that these findings provide no contrary evidence). That said, youth development workers and college students may need particular attention from site coordinators and project directors, given findings presented throughout this report specific to these two staff types. This is discussed further in the next section.

Important Exceptions: Youth Development Workers and College Students

The findings of this report are generally positive. This is easily captured in the responses provided to the question concerning job satisfaction: About 30% of survey respondents said that they were "mostly satisfied" with their Texas ACE job, whereas 60% said that they were "completely satisfied." As already mentioned, a strong majority plan to continue working in the program in the subsequent year, and strong majorities report high levels of satisfaction with Texas ACE relationships (with students, colleagues, and leadership). Yet, youth development workers and college students seem to lag behind other staff when it comes to overall job satisfaction (only 44% of each group said that they were completely satisfied with their job) and in terms of pay (32% of youth development workers express dissatisfaction with pay, as do 28% of college students versus 9%–16% for other staff types). These two staff types also seem to report higher levels of challenge and workplace stress.

This clearly presents youth development workers and college students as groups warranting attention. Given this, what more can be said about these two staff types? To help TEA better tailor follow-up inquiries, discussion, and technical assistance efforts, additional analyses were conducted to identify characteristics of these two staffing groups as available in the existing data. There are several relevant conclusions to draw from this effort. First, as already suggested in this report, youth development workers and college students are clearly associated with city-based and suburban programs—but not evenly so. Looking at paid school-year staff data from

TX21st, there were 541 total paid youth development workers working in Texas ACE during 2022–23. More than half were in city-based centers (308, or 57%), whereas only 16% were in suburban centers. On the other hand, there were 770 paid college students, 254 of whom worked in city-based programs (33%) and 315 of whom worked in suburban programs (41%). These proportions are similar to those observed in the survey response data, as shown in Exhibit 57, but youth development workers are clearly more associated with city-based programs in the TX21st data than they are in the frontline staff survey data.[23]

Exhibit 57. Distribution of Youth Development Workers and College Students Based on 2022–23 TX21st School-Year Paid Staff Data
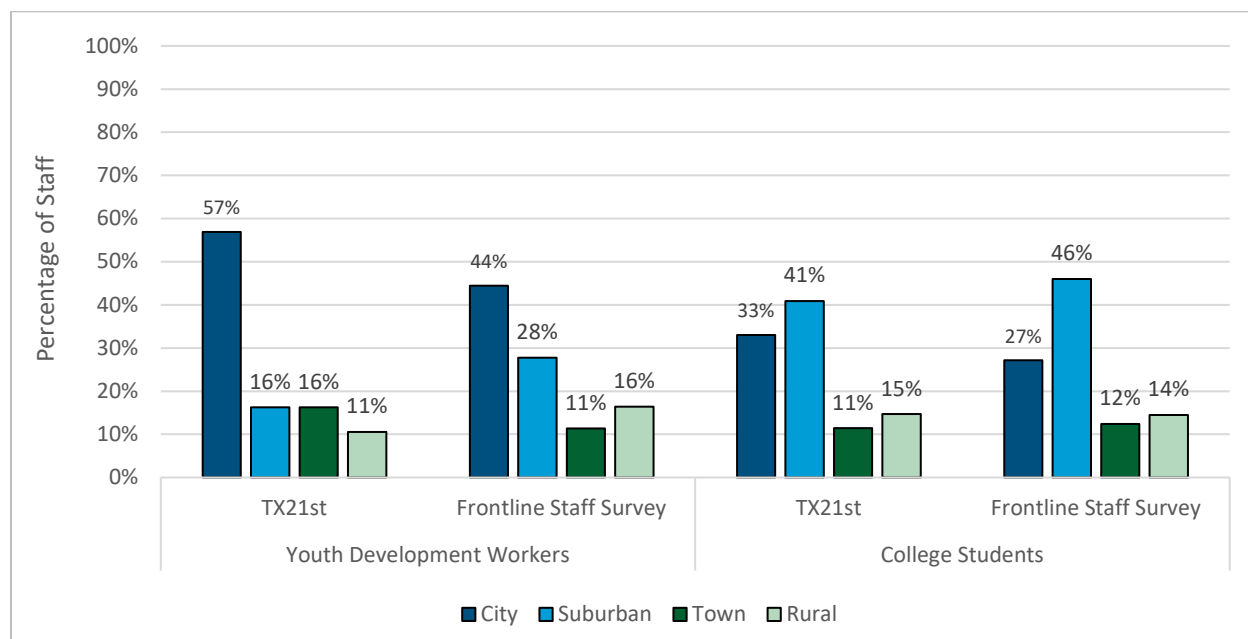
Source. TX21st and frontline staff survey administered by the American Institutes for Research in spring 2023.
Note. TX21stFor TX 21st, *N* = 541 for youth development workers and *N* = 770 for college students. For the frontline staff survey, *N* = 335 for youth development workers and *N* = 387 for college students. Tx2st – Texas 21st Student Tracking System.

Second, using the frontline staff survey data, youth development workers and college students appear to be associated more commonly with programs primarily serving elementary school students, accounting for 80% of youth development workers and 74% of college students. Third, and as previously indicated, they also tend to be less experienced in terms of afterschool programming; 74% of youth development workers report having 2 years or less of experience, as do 83% of college students (although this latter figure is generally expected). All this suggests

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[23] It is worth noting that analysis of youth development workers and college students across locales indicated that dissatisfaction with pay level was greatest among city-based youth development workers. This stands to reason given the higher costs of living associated with cities compared with other locales.

a possible focus for additional inquiry and, subsequently, technical assistance, although TEA will need to confirm that staff in these areas are best positioned to benefit from such assistance.

References

Texas Afterschool Centers on Education. (n.d.). *Texas ACE blueprint, Version 1.0.* https://tea.texas.gov/sites/default/files/texas-ace-blueprint.pdf

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. Frontline Staff Survey Data Collection Procedure

The frontline staff surveys were collected online. To administer the survey, AIR began by sending project directors a single email describing the frontline staff survey. This email included general instructions about the survey and alerted the project directors to the fact that they would be receiving one additional email per center associated with their Texas ACE grant. AIR then sent the project directors the second email (or set of emails, if the grant was associated with more than one center), each containing the survey link and a center-specific PIN. A set of instructions was provided for the project director to forward to each center's site coordinator as well; site coordinators were ultimately responsible for administering the frontline staff survey given their familiarity with frontline staff. Via the instructions provided in these second emails, site coordinators were guided to send the frontline staff survey link to all of their active frontline staff (actively leading or helping to lead activities), with the exception of staff who were high school students—because of the permissions process required to survey minors. Frontline staff were instructed to click on the survey link and then enter the center-specific PIN to start the survey. The PINs enabled AIR to connect a specific survey response to a given center, a necessary step because the surveys do not ask for personal identifiers and are not tied to personal identifiable information. Project directors were provided with a survey dashboard for the frontline staff survey that enabled them to see how many staff surveys had been completed for each center.

Appendix B. Chi-Square Tests and *T*-Tests for Survey Subgroups

AIR used chi-square tests and *t*-tests to examine subgroup differences in responses to the frontline staff survey. Chi-square testing was used for categorical variables, whereas *t*-tests were used when comparing means between two groups. For all *t*-tests, subgroups were combined so that only two means were compared; including more than two groups increases the number of comparisons and, thereby, increases the chances that a statistically significant difference will be found merely by chance. For this reason, it is best practice to limit *t*-tests to two groups.

Subgroups examined included locale (rural, town, suburban, and urban), grade levels served (centers serving primarily elementary school students compared with centers serving primarily middle and/or high school students), school-district grant status (i.e., whether the grant entity managing the grant funds is a district or 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. For chi-square results, a significant difference means that the overall question response patterns were different between subgroups, not that the proportion choosing each possible answer was different between groups. Also, some subgroup comparisons were not performed because of low *n* sizes or to question formats being inconducive to such tests. This is noted as appropriate.

Subgroup Differences

The first frontline staff survey item examined in terms of subgroups differences was **Question 2**: "With respect to Texas ACE activities that you lead or help lead, which of the following BEST describes you?" Significant differences existed for all four subgroups, as shown in Exhibits B1–B4. Family engagement specialists, partner staff, and volunteers are not shown because of extremely low *n* sizes. High school students also are excluded because high school students were not supposed to take the survey (i.e., answering Question 2 with "high school student" ended the survey).

Exhibit B1. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying as a Specific Staff Type, by Center Locale (Spring 2023)

Type of staff	City	Suburban	Town	Rural
School-day teacher	40%	38%	47%	40%
School-day teaching assistant	16%	15%	25%	22%
School-day other staff	10%	6%	8%	12%
Youth development worker	11%	11%	4%	8%
College student	8%	21%	5%	8%
Other	8%	8%	9%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,312; *N* for suburban = 868; *N* for town = 875; and *N* for rural = 691. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B2. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying as a Specific Staff Type, by Grade Levels Served (Spring 2023)

Type of staff	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
School-day teacher	38%	49%
School-day teaching assistant	21%	15%
School-day other staff	8%	10%
Youth development worker	10%	6%
College student	11%	9%
Other	8%	9%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,643; *N* for centers primarily serving middle/high school students = 1,109. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B3. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying as a Specific Staff Type, by Grant Type (Spring 2023)

Type of staff	School-district grant	Non-school-district grant
School-day teacher	30%	45%
School-day teaching assistant	15%	20%
School-day other staff	7%	9%
Youth development worker	20%	5%
College student	13%	10%
Other	11%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for school-district grants = 2,797; *N* for non-school-district grants = 955. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \le .05$.

Exhibit B4. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying as a Specific Staff Type, by Cycle (Spring 2023)

Type of staff	Cycle 10	Cycle 11
School-day teacher	41%	41%
School-day teaching assistant	17%	21%
School-day other staff	10%	8%
Youth development worker	10%	8%
College student	11%	10%
Other	8%	8%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for Cycle 10 = 1,799; *N* for Cycle 11 = 1,953. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \le .05$.

Question 3 asked, "Are you a certified teacher?" Only school-day teachers received this question. However, nearly all school-day teachers answering this question responded with "yes." As a result, no subgroup analyses were conducted on this item.

Question 4 asked, "How many years have you worked in afterschool and/or summer programming, in any capacity?" Statistically significant differences were observed across all four subgroups. See Exhibits B5–B8.

Exhibit B5. Percentage of Texas ACE Frontline Staff Survey Respondents by Afterschool Experience Level, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Less than a year	26%	27%	21%	22%
1–2 years	24%	33%	32%	28%
3–4 years	17%	16%	17%	20%
5–10 years	17%	15%	19%	16%
More than 10 years	16%	10%	11%	14%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. *N* for city = 1,308; *N* for suburban = 855; *N* for town = 868; and *N* for rural = 683. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B6. Percentage of Texas ACE Frontline Staff Survey Respondents by Afterschool Experience Level, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Less than a year	26%	20%
1–2 years	30%	26%
3–4 years	16%	20%
5–10 years	16%	18%
More than 10 years	12%	15%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. *N* for centers primarily serving elementary school students = 2,617; *N* for centers primarily serving middle/high school students = 1,103. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B7. Percentage of Texas ACE Frontline Staff Survey Respondents by Afterschool Experience Level, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Less than a year	24%	24%
1–2 years	28%	31%
3–4 years	17%	19%
5–10 years	18%	14%
More than 10 years	13%	12%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,773; *N* for non-school-district grants = 947. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B8. Percentage of Texas ACE Frontline Staff Survey Respondents by Afterschool Experience Level, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Less than a year	22%	26%
1–2 years	24%	33%
3–4 years	21%	14%
5–10 years	21%	13%
More than 10 years	12%	14%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,786; *N* for Cycle 11 = 1,934. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 5 asked, "How many years have you worked in this Texas ACE program in your current role?" Statistically significant differences were observed for locale, grade-level, and cycle subgroups. See Exhibits B9–B11.

Exhibit B9. Percentage of Texas ACE Frontline Staff Survey Respondents by Afterschool Experience Level in Current Role, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Less than 1 year	40%	43%	33%	35%
1–2 years	36%	40%	38%	34%
3–4 years	14%	9%	17%	19%
5–10 years	8%	6%	12%	11%
More than 10 years	1%	1%	0%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,308; *N* for suburban = 855; *N* for town = 870; *N* for rural = 681. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B10. Percentage of Texas ACE Frontline Staff Survey Respondents by Afterschool Experience Level in Current Role, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Less than 1 year	40%	33%
1–2 years	39%	33%
3–4 years	12%	20%
5–10 years	7%	12%
More than 10 years	1%	1%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,618; *N* for centers primarily serving middle/high school students = 1,102. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B11. Percentage of Texas ACE Frontline Staff Survey Respondents by Afterschool Experience Level in Current Role, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Less than 1 year	35%	41%
1–2 years	27%	47%
3–4 years	23%	6%
5–10 years	14%	4%
More than 10 years	1%	1%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,786; *N* for Cycle 11 = 1,934. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 6 asked, "How did you first learn about the opportunity to work in this Texas ACE program?" For statistically significant differences observed, see Exhibits B12–B15.

Exhibit B12. Percentage of Texas ACE Frontline Staff Survey Respondents by How They First Heard about Their Job Opportunity, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
The Texas ACE site coordinator or grant director	44%	40%	52%	50%
Administrative staff of the school served by the Texas ACE program (e.g., the principal) [Only show for school-day staff per Q2]	12%	12%	17%	17%
A program manager for the organization I work for	8%	5%	3%	7%
A school-day teacher	11%	11%	13%	10%
A parent or adult family member of a student attending the program	3%	3%	1%	2%
A student attending the program	1%	1%	1%	1%
College faculty or staff	3%	7%	2%	3%
A job advertisement online	7%	10%	4%	3%
A job advertisement posted locally	2%	2%	2%	2%
Other _____	8%	9%	4%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,297; *N* for suburban = 854; *N* for town = 864; *N* for rural = 679. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B13. Percentage of Texas ACE Frontline Staff Survey Respondents by How They First Heard about Their Job Opportunity, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
The Texas ACE site coordinator or grant director	44%	51%
Administrative staff of the school served by the Texas ACE program (e.g., the principal) [Only show for school-day staff per Q2]	14%	14%
A program manager for the organization I work for	6%	6%
A school-day teacher	11%	12%
A parent or adult family member of a student attending the program	3%	2%
A student attending the program	1%	1%
College faculty or staff	4%	4%
A job advertisement online	7%	4%
A job advertisement posted locally	2%	2%
Other _____	7%	5%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for centers primarily serving elementary school students = 2,602; *N* for centers primarily serving middle/high school students = 1,098. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit A14. Percentage of Texas ACE Frontline Staff Survey Respondents by How They First Heard about Their Job Opportunity, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
The Texas ACE site coordinator or grant director	48%	38%
Administrative staff of the school served by the Texas ACE program (e.g., the principal) [Only show for school-day staff per Q2]	15%	10%
A program manager for the organization I work for	6%	8%
A school-day teacher	13%	9%
A parent or adult family member of a student attending the program	2%	3%
A student attending the program	1%	1%
College faculty or staff	3%	6%
A job advertisement online	4%	12%
A job advertisement posted locally	2%	3%
Other _____	6%	9%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for school-district grants = 2,757; *N* for non-school-district grants = 943. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B15. Percentage of Texas ACE Frontline Staff Survey Respondents by How They First Heard about Their Job Opportunity, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
The Texas ACE site coordinator or grant director	49%	43%
Administrative staff of the school served by the Texas ACE program (e.g., the principal) [Only show for school-day staff per Q2]	12%	16%
A program manager for the organization I work for	6%	6%
A school-day teacher	11%	12%
A parent or adult family member of a student attending the program	2%	3%
A student attending the program	1%	1%
College faculty or staff	4%	4%
A job advertisement online	6%	7%
A job advertisement posted locally	2%	2%
Other _____	6%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,780; N for Cycle 11 = 1,920. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \le .05$.

Question 7 asked respondents a series of questions with the stem, "How important were each of the listed motivations to you when you took your current job in this Texas ACE program?" Not all items within Question 7 showed statistically significant differences; only those items with statistically significant differences observed are shown. See Exhibits B16–B34.

Question 7d, "I wanted to teach students something I am passionate about (e.g., arts, sports)."

Exhibit B16. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Teach Students Something I Am Passionate About," by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not important	3%	3%	4%	5%
Somewhat important	16%	17%	20%	21%
Very important	78%	78%	71%	71%
N/A	3%	2%	5%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for city = 1,217; N for suburban = 806; N for town = 817; N for rural = 624. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \le .05$.

Exhibit B17. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Teach Students Something I Am Passionate About," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Not important	4%	2%
Somewhat important	20%	14%
Very important	73%	80%
N/A	3%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for centers primarily serving elementary school students = 2,427; N for centers primarily serving middle/high school students = 1,041. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

Question 7e, "I wanted to gain experience in an educational setting."

Exhibit B18. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Gain Experience in an Educational Setting," by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not important	9%	10%	13%	15%
Somewhat important	15%	18%	20%	23%
Very important	67%	65%	59%	52%
N/A	9%	7%	8%	10%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for city = 1,212; N for suburban = 804; N for town = 818; N for rural = 623. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

Exhibit B19. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Gain Experience in an Educational Setting," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/sigh schools
Not important	11%	13%
Somewhat important	17%	21%
Very important	64%	58%
N/A	8%	9%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,423; *N* for centers primarily serving middle/high school students = 1,038. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B20. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Gain Experience in an Educational Setting," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not important	12%	8%
Somewhat important	19%	16%
Very important	60%	68%
N/A	9%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,582; *N* for non-school-district grants = 879. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B21. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Gain Experience in an Educational Setting," by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not important	12%	11%
Somewhat important	20%	16%
Very important	60%	64%
N/A	8%	9%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,679; *N* for Cycle 11 = 1,782. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 7f, "I wanted to gain experience in afterschool or summer learning specifically."

Exhibit B22. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Gain Experience in Afterschool or Summer Learning Specifically," by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not important	11%	14%	16%	20%
Somewhat important	24%	28%	24%	26%
Very important	58%	52%	52%	45%
N/A	6%	6%	8%	9%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,214; *N* for suburban = 804; *N* for town = 820; *N* for rural = 623. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 7g, "I have a personal connection to this program."

Exhibit B23. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Personal Connection to This Program," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Not important	12%	7%
Somewhat important	22%	25%
Very important	48%	53%
N/A	18%	14%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers serving primarily elementary school students = 2,433; *N* for centers primarily serving middle/high school students = 1,038. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B24. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Personal Connection to This Program," by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not important	10%	12%
Somewhat important	24%	22%
Very important	52%	47%
N/A	15%	19%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,684; *N* for Cycle 11 = 1,787. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

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Question 7h, "I participated in a similar program when I was a student."

Exhibit B25. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Participated in a Similar Program When I Was a Student," by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not important	15%	18%	20%	19%
Somewhat important	17%	14%	11%	10%
Very important	28%	27%	18%	20%
N/A	40%	41%	52%	51%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,212; *N* for suburban = 804; *N* for town = 821; *N* for rural = 625. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B26. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Participated in a Similar Program When I Was a Student," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Not important	18%	17%
Somewhat important	14%	13%
Very important	22%	28%
N/A	46%	42%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,430; *N* for centers primarily serving middle/high school students = 1,036. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B27. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Participated in a Similar Program When I Was a Student," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not important	17%	19%
Somewhat important	13%	15%
Very important	23%	27%
N/A	47%	40%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,585; *N* for non-school-district grants = 881. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B28. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Participated in a Similar Program When I Was a Student," by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not important	19%	16%
Somewhat important	12%	15%
Very important	26%	22%
N/A	43%	47%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,683; *N* for Cycle 11 = 1,783. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 7i, "I have a personal connection with this school."

Exhibit B29. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Personal Connection with This School," by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not important	13%	17%	10%	8%
Somewhat important	16%	18%	17%	19%
Very important	57%	49%	61%	63%
N/A	15%	16%	12%	10%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,216; *N* for suburban = 803; *N* for town = 818; *N* for rural = 627. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B30. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Personal Connection with This School," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high
Not important	14%	9%
Somewhat important	17%	16%
Very important	55%	63%
N/A	15%	11%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for centers primarily serving elementary school students = 2,429; *N* for centers primarily serving middle/high school students = 1,039. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B31. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Personal Connection with This School," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not important	11%	16%
Somewhat important	17%	18%
Very important	60%	50%
N/A	12%	17%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for school-district grants = 2,585; *N* for non-school-district grants = 883. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 7j, "I wanted additional pay."

Exhibit B32. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Wanted Additional Pay," by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not important	13%	15%	10%	14%
Somewhat important	31%	35%	29%	32%
Very important	46%	42%	55%	48%
N/A	10%	8%	6%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for city = 1,219; *N* for suburban = 805; *N* for town = 22; *N* for rural = 630. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B33. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Wanted Additional Pay," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not important	12%	15%
Somewhat important	30%	36%
Very important	51%	39%
N/A	7%	10%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,597; N for non-school-district grants = 883. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 7k, "Other."

Exhibit B34. Percentage of Texas ACE Frontline Staff Survey Respondents by Job Motivation "Other," by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not important	9%	10%	7%	7%
Somewhat important	3%	3%	3%	1%
Very important	10%	11%	11%	11%
N/A	78%	76%	79%	81%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for city = 1,194; N for suburban = 801; N for town = 812; N for rural = 626. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 8 asked, "To what extent did you feel prepared by your initial orientation and training you experienced for your job in the Texas ACE program?" Statistically significant differences were observed for all four subgroups. These are shown in Exhibits B35–B38.

Exhibit B35. Percentage of Texas ACE Frontline Staff Survey Respondents by How Well Prepared They Felt by Initial Job Orientation and Training, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Very prepared	57%	59%	57%	52%
Somewhat prepared	25%	23%	27%	31%
A little prepared	6%	7%	7%	9%
Not prepared at all	1%	2%	1%	1%
Not sure	9%	6%	7%	6%
I did not receive initial orientation	1%	3%	2%	1%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for city = 1,241; N for suburban = 821; N for town = 838; N for rural = 641. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B36. Percentage of Texas ACE Frontline Staff Survey Respondents by How Well Prepared They Felt by Initial Job Orientation and Training, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Very prepared	55%	60%
Somewhat prepared	28%	26%
A little prepared	8%	5%
Not prepared at all	2%	0%
Not sure	6%	7%
I did not receive initial orientation	2%	1%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for centers primarily serving elementary school students = 2,484; N for centers primarily serving middle/high school students = 1,061. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

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Exhibit B37. Percentage of Texas ACE Frontline Staff Survey Respondents by How Well Prepared They Felt by Initial Job Orientation and Training, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Very prepared	58%	52%
Somewhat prepared	26%	32%
A little prepared	6%	8%
Not prepared at all	1%	2%
Not sure	7%	5%
I did not receive initial orientation	2%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,640; *N* for non-school-district grants = 905. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B38. Percentage of Texas ACE Frontline Staff Survey Respondents by How Well Prepared They Felt by Initial Job Orientation and Training, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Very prepared	61%	52%
Somewhat prepared	25%	29%
A little prepared	6%	8%
Not prepared at all	1%	2%
Not sure	6%	8%
I did not receive initial orientation	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,712; *N* for Cycle 11 = 1,833. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 9 was an open-ended item and therefore was not analyzed using chi-square or *t*-tests.

Question 10 asked respondents to indicate the types of activities they lead or help lead: "What type(s) of youth activities do you lead or help lead in your Texas ACE program? *Please select all that apply.*" To enable chi-square analysis, each activity type was considered as a single subquestion, with missing values replaced with "0" for respondents who answered the question in some way. That is, for the purposes of chi-square testing, a checked box value ("1") was compared with an imputed "0" value, but only for those who answered the overall question by indicating the activities they lead. Exhibits B39–B42 show the proportion of respondents indicating that they do lead the activity.

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Exhibit B39. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Lead or Help Lead Specific Activity Types, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Tutoring	39%	46%	55%	48%
High-Impact Tutoring (HIT) using High-Quality Instructional Materials (HQIM)	9%	11%	19%	13%
Performing or visual arts (dance, theater, music, art)	31%	32%	22%	26%
STEM (science, technology, engineering, mathematics)	33%	39%	32%	35%
Youth leadership activities	23%	18%	16%	14%
College and career readiness	9%	15%	8%	10%
Sports/recreation	37%	46%	31%	37%
Mentoring	24%	21%	24%	21%
Social-emotional learning activities	38%	38%	31%	32%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,174; *N* for suburban = 779; *N* for town = 790; *N* for rural = 586. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B40. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Lead or Help Lead Specific Activity Types, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Homework help	72%	55%
RLA enrichment (writing, comics/cartooning, book club)	18%	13%
STEM (science, technology, engineering, mathematics)	39%	26%
College and career readiness	9%	14%
Sports/recreation	36%	41%
Mentoring	21%	27%
Social-emotional learning activities	37%	30%
Other enrichment	27%	23%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,354; *N* for centers primarily serving middle/high school students = 979. Texas ACE – Texas Afterschool Centers on Education. RLA – Reading/Language Arts. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B41. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Lead or Help Lead Specific Activity Types, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Tutoring	49%	38%
High-Impact Tutoring (HIT) using High-Quality Instructional Materials (HQIM)	13%	10%
Performing or visual arts (dance, theater, music, art)	26%	35%
RLA enrichment (writing, comics/cartooning, book club)	14%	24%
STEM (science, technology, engineering, mathematics)	33%	40%
Youth leadership activities	16%	26%
College and career readiness	8%	17%
Sports/recreation	35%	45%
Language/cultural activities	12%	17%
Mentoring	33%	42%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,484; *N* for non-school-district grants = 849. Texas ACE – Texas Afterschool Centers on Education. RLA – Reading/Language Arts. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B42. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Lead or Help Lead Specific Activity Types, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
High-Impact Tutoring (HIT) using High-Quality Instructional Materials (HQIM)	14%	11%
Homework help	65%	68%
College and career readiness	12%	9%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,620; *N* for Cycle 11 = 1,713. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 11 asked respondents about their approach to activity planning: "How do you plan the youth activities you lead? Please select all that apply." Similar to the approach used to analyze responses for Question 10, missing values were replaced with "0" values for those respondents who otherwise answered this question. Statistically significant differences are shown in Exhibits B43–B46.

Exhibit B43. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Use a Specific Activity-Planning Approach, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
The Texas ACE program or my organization provides me with external activity guides or curriculum (e.g., Mizzen by Mott, MindWorks, Write Brain Books).	35%	29%	36%	32%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. *N* for city = 1,191; *N* for suburban = 782; *N* for town = 803; and *N* for rural = 610. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B44. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Use a Specific Activity-Planning Approach, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
The Texas ACE program or my organization provides me with external activity guides or curriculum (e.g., Mizzen by Mott, MindWorks, Write Brain Books).	36%	26%
The Texas ACE Program or my organization provides me with external tools or training to develop my activities (e.g., Y4Y International Activity Development training, training from My Texas ACE).	26%	21%
The Texas ACE program or my organization provides me with internal (made in house) activity guides or curriculum.	43%	34%
I develop activities on my own without activity guides, curriculum, tools, or training provided by the program.	41%	52%
I use TEA approved High Quality Instructional Materials.	24%	28%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. *N* for centers primarily serving elementary school students = 2,371; *N* for centers primarily serving middle/high school students = 1,019. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B45. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Use a Specific Activity-Planning Approach, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
The Texas ACE Program or my organization provides me with external tools or training to develop my activities (e.g., Y4Y International Activity Development training, training from My Texas ACE).	23%	30%
The Texas ACE program or my organization provides me with internal (made in house) activity guides or curriculum.	39%	43%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,513; *N* for non-school-district grants = 867. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B46. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Use a Specific Activity-Planning Approach, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
The Texas ACE program or my organization provided me with internal (made in house) tools, or training to help me develop activities.	37%	33%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,649; *N* for Cycle 11 = 1,741. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 12 asked respondents, "On average, how many hours per week do you work in your Texas ACE program?" Respondents were able to enter a number into a text box. As a result, *t*-tests were used to assess differences between subgroups for this item. Significant differences are shown in Exhibits B47–B49.

Exhibit B47. Mean Hours of Work per Week as Reported by Texas ACE Frontline Staff Survey Respondents, by Center Locale (Spring 2023)

	City/Suburban	Town/Rural
Mean hours per week	11.6	9.5

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city/suburban = 1,979; *N* for town/rural = 1,429. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of *t* testing, *p* ≤ .05.

Exhibit B48. Mean Hours of Work per Week as Reported by Texas ACE Frontline Staff Survey Respondents, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Mean hours per week	11.1	9.8

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. *N* for centers primarily serving elementary school students = 2,384; *N* for centers primarily serving middle/high school students = 1,028. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of *t* testing, *p* ≤ .05.

Exhibit B49. Mean Hours of Work per Week as Reported by Texas ACE Frontline Staff Survey Respondents, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Mean hours per week	9.7	13.8

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. *N* for school-district grants = 2,541; *N* for non-school-district grants = 871. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of *t* testing, *p* ≤ .05.

Similar to Question 12, **Question 13** asked respondents, "On average, about how many students attend the activity sessions you lead or help lead?" Respondents were again able to enter a number into a text box, so *t*-tests were used to assess differences between subgroups. Statistically significant differences are shown in Exhibits B50 and B51.

Exhibit B50. Mean Students per Activity Session Led as Reported by Texas ACE Frontline Staff Survey Respondents, by Center Locale (Spring 2023)

	City/Suburban	Town/Rural
Mean students per activity	23.0	20.0

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. *N* for city/suburban = 1,979; *N* for town/rural = 1,429. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of *t* testing, *p* ≤ .05.

Exhibit B51. Mean Students per Activity Session Led as Reported by Texas ACE Frontline Staff Survey Respondents, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Mean students per activity	20.3	26.3

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. *N* for school-district grants = 2,524; *N* for non-school-district grants = 869. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of *t* testing, *p* ≤ .05.

Questions 14–19 concern use of high-quality instructional materials and were answered by less than a third of the respondents (and in some cases far fewer than a third). Because of this, subgroup comparisons using chi square were not performed on this set of questions because such comparisons would be relevant for only a very small subgroup of staff or centers. However, as described in the full report, staff associated with centers serving primarily elementary school students were much more likely to report using high-quality instructional materials than were staff associated with centers primarily serving middle and/or high school students.

Question 20 asked respondents to indicate their satisfaction with a series of items, starting with the stem, "Concerning your current job in the Texas ACE program, how satisfied are you with each of the following?" As with Question 7, significant differences are presented by subitem for this question. See Exhibits B52–B69.

Question 20a, "Level of pay."

Exhibit B52. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with the "Level of Pay," by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Very dissatisfied	7%	6%	4%	4%
Somewhat dissatisfied	12%	13%	10%	8%
Somewhat satisfied	39%	40%	34%	35%
Very satisfied	40%	39%	51%	52%
N/A	2%	1%	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,136; *N* for suburban = 757; *N* for town = 750; *N* for rural = 586. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

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Exhibit B53. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with the "Level of Pay," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Very dissatisfied	6%	3%
Somewhat dissatisfied	12%	9%
Somewhat satisfied	38%	37%
Very satisfied	43%	48%
N/A	2%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,245; *N* for centers primarily serving middle/high school students = 988. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B54. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with the "Level of Pay," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Very dissatisfied	5%	6%
Somewhat dissatisfied	10%	14%
Somewhat satisfied	37%	39%
Very satisfied	46%	39%
N/A	1%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,402; *N* for non-school-district grants = 831. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B55. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with the "Level of Pay," by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Very dissatisfied	5%	6%
Somewhat dissatisfied	11%	11%
Somewhat satisfied	35%	39%
Very satisfied	47%	41%
N/A	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,585; *N* for Cycle 11 = 1,648. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20b, "Flexibility of work schedule."

Exhibit B56. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Flexibility of Work Schedule," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Very dissatisfied	2%	1%
Somewhat dissatisfied	2%	1%
Somewhat satisfied	15%	13%
Very satisfied	80%	85%
N/A	1%	1%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,241; *N* for centers primarily serving middle/high school students = 991. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

Question 20c, "Overall level of support from others working in the Texas ACE program."

Exhibit B57. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Support from Others Working in the Texas ACE Program," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Very dissatisfied	2%	1%
Somewhat dissatisfied	3%	2%
Somewhat satisfied	18%	17%
Very satisfied	76%	79%
N/A	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,242; *N* for centers primarily serving middle/high school students = 989. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

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Exhibit B58. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Support from Others Working in the Texas ACE Program," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Very dissatisfied	2%	2%
Somewhat dissatisfied	2%	2%
Somewhat satisfied	16%	21%
Very satisfied	79%	73%
N/A	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,400; *N* for non-school-district grants = 831. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20d, "Control over what activities I lead."

Exhibit B59. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Control over What Activities I Lead," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Very dissatisfied	2%	1%
Somewhat dissatisfied	2%	1%
Somewhat satisfied	16%	13%
Very satisfied	78%	84%
N/A	2%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,240; *N* for centers primarily serving middle/high school students = 990. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20e, "Control over how I lead activities."

Exhibit B60. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Control over How I Lead Activities," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Very dissatisfied	2%	0%
Somewhat dissatisfied	1%	1%
Somewhat satisfied	14%	11%
Very satisfied	81%	86%
N/A	2%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for center primarily serving elementary school students = 2,240; *N* for centers primarily serving middle/high school students = 992. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20f, "Amount of time required to prepare activities."

Exhibit B61. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Amount of Time Required to Prepare Activities," by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Very dissatisfied	2%	2%	3%	2%
Somewhat dissatisfied	5%	3%	3%	4%
Somewhat satisfied	25%	28%	20%	20%
Very satisfied	66%	66%	70%	69%
N/A	2%	2%	4%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,136; *N* for suburban = 758; *N* for town = 749; *N* for rural = 584. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

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Exhibit B62. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Amount of Time Required to Prepare Activities," by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Very dissatisfied	2%	1%
Somewhat dissatisfied	4%	3%
Somewhat satisfied	26%	20%
Very satisfied	65%	73%
N/A	3%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,241; *N* for centers primarily serving middle/high school students = 990. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B63. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Amount of Time Required to Prepare Activities," by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Very dissatisfied	2%	2%
Somewhat dissatisfied	3%	4%
Somewhat satisfied	22%	26%
Very satisfied	71%	64%
N/A	3%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,584; *N* for Cycle 11 = 1,647. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20g, "Relationships with peers/other frontline staff."

Exhibit B64. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Relationships with Peers/Other Frontline Staff," by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Very dissatisfied	1%	1%
Somewhat dissatisfied	1%	1%
Somewhat satisfied	10%	14%
Very satisfied	86%	83%
N/A	1%	1%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,649; *N* for Cycle 11 = 1,586. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20i, "Relationships with Texas ACE program leaders."

Exhibit B65. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Relationships with Texas ACE Program Leaders," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Very dissatisfied	2%	2%
Somewhat dissatisfied	1%	2%
Somewhat satisfied	11%	14%
Very satisfied	85%	78%
N/A	2%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,402; *N* for non-school-district grants = 832. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20k, "Communication with other Texas ACE frontline staff."

Exhibit B66. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Communication with Other Texas ACE Frontline Staff," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Very dissatisfied	1%	1%
Somewhat dissatisfied	2%	2%
Somewhat satisfied	16%	18%
Very satisfied	74%	70%
N/A	7%	9%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,404; *N* for non-school-district grants = 833. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20l, "Communication with Texas ACE program leadership."

Exhibit B67. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Communication with Texas ACE Program Leadership," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Very dissatisfied	1%	2%
Somewhat dissatisfied	2%	3%
Somewhat satisfied	14%	17%
Very satisfied	78%	71%
N/A	5%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,409; *N* for non-school-district grants = 831. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20m, "Communication with school leadership."

Exhibit B68. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Communication with School Leadership," by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Very dissatisfied	2%	3%
Somewhat dissatisfied	3%	5%
Somewhat satisfied	17%	18%
Very satisfied	75%	69%
N/A	3%	6%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,405; *N* for non-school-district grants = 831. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 20q, "Clarity of operational procedures (including paperwork, reporting, etc.)"

Exhibit B69. Satisfaction Among Texas ACE Frontline Staff Survey Respondents with "Clarity of Operational Procedures," by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Very dissatisfied	1%	2%
Somewhat dissatisfied	3%	3%
Somewhat satisfied	18%	22%
Very satisfied	74%	69%
N/A	4%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,584; *N* for Cycle 11 = 1,651. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 21 asked respondents, "How would you characterize your interactions with other staff in the Texas ACE program? (Consider in-person and virtual interaction.)" Statistically significant differences are shown in Exhibit B70.

Exhibit B70. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating Generally Positive or Negative Staff Interactions, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Entirely positive	65%	58%
Mostly positive	27%	32%
A mix of positive and negative	6%	7%
Mostly negative	0%	0%
Entirely negative	0%	0%
Neither positive nor negative; they are businesslike and neutral	2%	2%
Other	0%	0%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,452; *N* for non-school-district grants = 852. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 22 asked respondents, "Do you plan to continue working in this program next year <u>in any capacity</u>?" Statistically significant differences are shown in Exhibits B71–B73.

Exhibit B71. Percentage of Texas ACE Frontline Staff Survey Respondents Planning to Continue Working in the Program in the Next Year, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Yes	72%	67%	75%	70%
Probably	15%	19%	12%	15%
Probably not	2%	3%	2%	3%
No	2%	2%	3%	4%
Unsure	8%	9%	8%	9%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for city = 1,151; *N* for suburban = 768; *N* for town = 782; *N* for rural = 599. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B72. Percentage of Texas ACE Frontline Staff Survey Respondents Planning to Continue Working in the Program in the Next Year, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Yes	70%	75%
Probably	16%	13%
Probably not	3%	2%
No	3%	3%
Unsure	9%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,299; *N* for centers primarily serving middle/high school students = 1,005. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B73. Percentage of Texas ACE Frontline Staff Survey Respondents Planning to Continue Working in the Program in the Next Year, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Yes	73%	67%
Probably	14%	17%
Probably not	2%	3%
No	3%	2%
Unsure	8%	11%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,545; *N* for non-school-district grants = 850. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 23 asked respondents, "Do you plan to continue working in this program next year in your current role?" Note that this question was not given to the respondent if the answer to Question 22 was either "No" or "Unsure." Statistically significant differences are shown in Exhibits B74 and B75.

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Exhibit B74. Percentage of Texas ACE Frontline Staff Survey Respondents Planning to Continue Working in the Program in Their Current Role in the Next Year, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Yes	78%	70%	81%	76%
Probably	15%	23%	14%	17%
Probably not	3%	4%	2%	4%
No	1%	0%	0%	1%
Unsure	3%	2%	2%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,027; *N* for suburban = 679; *N* for town = 695; *N* for rural = 524. Texas ACE – Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B75. Percentage of Texas ACE Frontline Staff Survey Respondents Planning to Continue Working in the Program in Their Current Role in the Next Year, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Yes	78%	71%
Probably	16%	20%
Probably not	3%	5%
No	1%	1%
Unsure	2%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,187; *N* for non-school-district grants = 741. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 24 asked respondents, "Is your Texas ACE program currently fully staffed?" Statistically significant differences are shown in Exhibits B76–B78.

Exhibit B76. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That Their Program Is or Is Not Fully Staffed, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Yes, the program is fully staffed.	53%	57%	55%	62%
No, the program is a little short-staffed.	18%	20%	18%	15%
No, the program is moderately short-staffed.	5%	4%	3%	3%
No, the program is significantly short-staffed.	3%	1%	2%	1%
Unsure	21%	19%	22%	20%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,148; *N* for suburban = 766; *N* for town = 782; *N* for rural = 599. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \le .05$.

Exhibit B77. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That Their Program Is or Is Not Fully Staffed, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Yes, the program is fully staffed.	55%	59%
No, the program is a little short-staffed.	20%	14%
No, the program is moderately short-staffed.	4%	2%
No, the program is significantly short-staffed.	2%	1%
Unsure	18%	24%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,295; *N* for centers primarily serving middle/high school students = 1,004. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \le .05$.

Exhibit B78. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That Their Program Is or Is Not Fully Staffed, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Yes, the program is fully staffed.	57%	54%
No, the program is a little short-staffed.	18%	18%
No, the program is moderately short-staffed.	3%	4%
No, the program is significantly short-staffed.	1%	3%
Unsure	20%	20%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,450; *N* for non-school-district grants = 849. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 25 asked respondents, "When thinking about your job, how much of a challenge have you experienced in the following areas?" Respondents were provided with a list of subitems and prompted to indicate whether each was "not a challenge" or a "minor," "moderate," or "major challenge." Statistically significant differences are shown in Exhibits B79–B103.

Question 25a, "Unsure of my responsibilities."

Exhibit B79. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Unsure of My Responsibilities" as a Challenge, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not a challenge	75%	77%	81%	80%
Minor challenge	16%	16%	14%	12%
Moderate challenge	7%	7%	5%	6%
Major challenge	2%	1%	0%	1%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,096; *N* for suburban = 745; *N* for town = 749; *N* for rural = 574. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B80. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Unsure of My Responsibilities" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	80%	73%
Minor challenge	14%	18%
Moderate challenge	6%	8%
Major challenge	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,358; *N* for non-school-district grants = 810. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B81. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Unsure of My Responsibilities" as a Challenge, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not a challenge	80%	76%
Minor challenge	14%	16%
Moderate challenge	6%	7%
Major challenge	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,555; *N* for Cycle 11 = 1,613. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 25b, "Lack of planning time."

Exhibit B82. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Lack of Planning Time" as a Challenge, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not a challenge	66%	66%	72%	68%
Minor challenge	23%	25%	19%	19%
Moderate challenge	9%	7%	6%	9%
Major challenge	2%	2%	2%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,093; *N* for suburban = 743; *N* for town = 745; *N* for rural = 577. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B83. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Lack of Planning Time" as a Challenge, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Not a challenge	66%	71%
Minor challenge	23%	19%
Moderate challenge	8%	8%
Major challenge	3%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,188; *N* for centers primarily serving middle/high school students = 974. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B84. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Lack of Planning Time" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	69%	64%
Minor challenge	21%	24%
Moderate challenge	8%	9%
Major challenge	2%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,352; *N* for non-school-district grants = 810. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B85. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Lack of Planning Time" as a Challenge, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not a challenge	70%	66%
Minor challenge	21%	23%
Moderate challenge	7%	9%
Major challenge	2%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,552; *N* for Cycle 11 = 1,610. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 25c, "Too many demands on my attention."

Exhibit B86. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Too Many Demands on My Attention" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	75%	65%
Minor challenge	17%	23%
Moderate challenge	7%	9%
Major challenge	1%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,354; *N* for non-school-district grants = 812. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 25d, "Staff to student ratios not ideal."

Exhibit B87. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Staff to Student Ratios" as a Challenge, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not a challenge	63%	64%	73%	67%
Minor challenge	23%	23%	18%	19%
Moderate challenge	11%	8%	6%	10%
Major challenge	4%	4%	3%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,093; *N* for suburban = 741; *N* for town = 746; *N* for rural = 575. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B88. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Staff to Student Ratios" as a Challenge, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Not a challenge	63%	73%
Minor challenge	23%	18%
Moderate challenge	10%	7%
Major challenge	4%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,186; *N* for centers primarily serving middle/high school students = 973. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B89. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Staff to Student Ratios" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	68%	62%
Minor challenge	21%	22%
Moderate challenge	8%	11%
Major challenge	3%	5%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,351; *N* for non-school-district grants = 808. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B90. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Staff to Student Ratios" as a Challenge, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not a challenge	69%	64%
Minor challenge	20%	23%
Moderate challenge	9%	9%
Major challenge	3%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,548; *N* for Cycle 11 = 1,611. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 25e, "Too much paperwork."

Exhibit B91. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Too Much Paperwork" as a Challenge, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not a challenge	81%	85%	87%	86%
Minor challenge	14%	10%	10%	10%
Moderate challenge	4%	3%	2%	3%
Major challenge	2%	1%	1%	1%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,098; *N* for suburban = 743; *N* for town = 745; *N* for rural = 577. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B92. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Too Much Paperwork" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	86%	80%
Minor challenge	10%	14%
Moderate challenge	3%	5%
Major challenge	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,356; *N* for non-school-district grants = 811. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B93. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Too Much Paperwork" as a Challenge, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not a challenge	86%	83%
Minor challenge	11%	12%
Moderate challenge	3%	4%
Major challenge	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,555; *N* for Cycle 11 = 1,612. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 25f, "Asked to do things outside my role."

Exhibit B94. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Asked to Do Things Outside My Role" as a Challenge, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not a challenge	82%	83%	89%	86%
Minor challenge	12%	11%	8%	9%
Moderate challenge	4%	3%	3%	3%
Major challenge	2%	2%	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for city = 1,098; *N* for suburban = 743; *N* for town = 748; *N* for rural = 577. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B95. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Asked to Do Things Outside My Role" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	87%	79%
Minor challenge	9%	14%
Moderate challenge	3%	5%
Major challenge	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,358; *N* for non-school-district grants = 812. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 25g, "Insufficient materials for activities."

Exhibit B96. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Insufficient Materials for Activities" as a Challenge, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not a challenge	69%	66%	80%	78%
Minor challenge	20%	22%	13%	14%
Moderate challenge	7%	8%	5%	7%
Major challenge	4%	4%	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,095; *N* for suburban = 741; *N* for town = 746; *N* for rural = 575. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B97. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Insufficient Materials for Activities" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	76%	63%
Minor challenge	16%	23%
Moderate challenge	6%	8%
Major challenge	2%	5%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,351; *N* for non-school-district grants = 810. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B98. Percentage of Texas ACE Frontline Staff survey Respondents Identifying "Insufficient Materials for Activities" as a Challenge, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not a challenge	76%	70%
Minor challenge	15%	20%
Moderate challenge	7%	6%
Major challenge	2%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,554; N for Cycle 11 = 1,607. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 25h, "Insufficient space for activities."

Exhibit B99. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Insufficient Space for Activities" as a Challenge, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not a challenge	71%	70%	79%	75%
Minor challenge	16%	18%	14%	15%
Moderate challenge	9%	7%	5%	6%
Major challenge	4%	5%	2%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for city = 1,101; N for suburban = 745; N for town = 741; N for rural = 580. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B100. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Insufficient Space for Activities" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	76%	65%
Minor challenge	15%	18%
Moderate challenge	6%	9%
Major challenge	3%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,357; N for non-school-district grants = 814. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B101. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Insufficient Space for Activities" as a Challenge, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not a challenge	76%	71%
Minor challenge	14%	17%
Moderate challenge	6%	8%
Major challenge	4%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,557; *N* for Cycle 11 = 1,614. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 25i, "Other."

Exhibit B102. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Other" as a Challenge, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not a challenge	83%	86%	87%	89%
Minor challenge	5%	4%	3%	3%
Moderate challenge	3%	3%	2%	1%
Major challenge	8%	7%	8%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,006; *N* for suburban = 701; *N* for town = 696; *N* for rural = 517. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B103. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Other" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	87%	84%
Minor challenge	4%	5%
Moderate challenge	2%	4%
Major challenge	7%	8%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,177; *N* for non-school-district grants = 747. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 26 asked respondents, "When leading activities or helping to lead activities, how much of a challenge have you experienced in the following areas?" Akin to Question 25, respondents were given a list of subitems and asked to indicate whether each item constituted a challenge, and if so, how much of a challenge. Statistically significant differences are shown in Exhibits B104–B115.

Question 26a, "Students do not participate in activity discussions."

Exhibit B104. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Do Not Participate in Activity Discussions" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	53%	46%
Minor challenge	35%	39%
Moderate challenge	10%	12%
Major challenge	2%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,376; N for non-school-district grants = 826. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 26b, "Students talk when they are not supposed to talk."

Exhibit B105. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Talk When They Are Not Supposed to Talk" as a Challenge, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Not a challenge	29%	44%
Minor challenge	41%	37%
Moderate challenge	19%	13%
Major challenge	11%	6%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for centers primarily serving elementary school students = 2,221; N for centers primarily serving middle/high school students = 982. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

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Exhibit B106. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Talk When They Are Not Supposed to Talk" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	34%	32%
Minor challenge	41%	38%
Moderate challenge	17%	19%
Major challenge	9%	12%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,378; N for non-school-district grants = 825. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \le .05$.

Exhibit B107. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Talk When They Are Not Supposed to Talk" as a Challenge, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not a challenge	35%	32%
Minor challenge	41%	38%
Moderate challenge	15%	19%
Major challenge	9%	11%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,574; N for Cycle 11 = 1,629. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \le .05$.

Question 26c, "Students appear bored."

Exhibit B108. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Appear Bored" as a Challenge, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Not a challenge	54%	60%
Minor challenge	32%	31%
Moderate challenge	11%	7%
Major challenge	3%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for centers primarily serving elementary school students = 2,218; N for centers primarily serving middle/high school students = 981. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \le .05$.

Exhibit B109. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Appear Bored" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	57%	52%
Minor challenge	31%	33%
Moderate challenge	9%	11%
Major challenge	3%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,374; N for non-school-district grants = 825. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 26d, "Students appear distracted."

Exhibit B110. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Appear Distracted" as a Challenge, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Not a challenge	42%	52%
Minor challenge	40%	35%
Moderate challenge	13%	10%
Major challenge	5%	3%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for centers primarily serving elementary school students = 2,217; N for centers primarily serving middle/high school students = 982. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B111. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Appear Distracted" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	46%	41%
Minor challenge	38%	40%
Moderate challenge	12%	13%
Major challenge	4%	6%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,375; N for non-school-district grants = 824. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B112. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Appear Distracted" as a Challenge, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not a challenge	47%	43%
Minor challenge	39%	38%
Moderate challenge	10%	14%
Major challenge	4%	5%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,572; *N* for Cycle 11 = 1,627. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 26e, "Students do not follow instructions."

Exhibit B113. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Do Not Follow Instructions" as a Challenge, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Not a challenge	39%	53%
Minor challenge	42%	33%
Moderate challenge	14%	10%
Major challenge	6%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,222; *N* for centers primarily serving middle/high school students = 981. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B114. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Do Not Follow Instructions" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	44%	40%
Minor challenge	39%	40%
Moderate challenge	12%	14%
Major challenge	5%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,379; *N* for non-school-district grants = 824. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 26g, "Students show little interest in activities."

Exhibit B115. Percentage of Texas ACE Frontline Staff Survey Respondents Identifying "Students Show Little Interest in Activities" as a Challenge, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not a challenge	61%	55%
Minor challenge	28%	31%
Moderate challenge	8%	10%
Major challenge	2%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,380; N for non-school-district grants = 824. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 27 asked respondents, "Since the beginning of the current school year, how often has your work in this program been stressful?" Statistically significant differences are shown in Exhibits B116 and B117.

Exhibit B116. Percentage of Texas ACE Frontline Staff Survey Respondents by How Often Their Work Has Been Stressful, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily Serving middle/high schools
Never	26%	28%
Hardly ever	34%	40%
Sometimes	32%	25%
Often	7%	5%
Always	2%	1%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for centers primarily serving elementary school students = 2,241; N for centers primarily serving middle/high school students = 990. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B117. Percentage of Texas ACE Frontline Staff Survey Respondents by How Often Their Work Has Been Stressful, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Never	27%	24%
Hardly ever	37%	32%
Sometimes	28%	34%
Often	5%	9%
Always	2%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,401; *N* for non-school-district grants = 830. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 28 asked respondents, "How well are you coping with the stress of this job right now?" This question was presented to respondents only if the respondent indicated at least some level of stress in Question 27. Statistically significant differences are shown in Exhibits B118–B120.

Exhibit B118. Percentage of Texas ACE Frontline Staff Survey Respondents by How Well They Are Coping with Their Stress, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Not well at all	2%	2%	1%	1%
Somewhat well	18%	19%	15%	12%
Fairly well	40%	38%	37%	36%
Very well	41%	41%	46%	51%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 825; *N* for suburban = 552; *N* for town = 562; *N* for rural = 429. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

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Exhibit B119. Percentage of Texas ACE Frontline Staff Survey Respondents by How Well They Are Coping with Their Stress, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Not well at all	1%	3%
Somewhat well	16%	18%
Fairly well	37%	41%
Very well	46%	39%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 1,740; *N* for non-school-district grants = 632. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B120. Percentage of Texas ACE Frontline Staff Survey Respondents by How Well They Are Coping with Their Stress, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Not well at all	1%	2%
Somewhat well	16%	17%
Fairly well	35%	41%
Very well	47%	41%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,158; *N* for Cycle 11 = 1,214. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 29 asked respondents, "If you could, what would you change about your current job? *Please select your top three most desirable changes.*" Respondents were presented with a list of 21 different change priorities. To run chi-square tests on responses, unselected priorities were coded as "0" for those respondents who otherwise answered this question. Statistically significant differences are shown in Exhibits B121–B124.

Exhibit B121. Job Change Priorities as Reported by Texas ACE Frontline Staff Survey Respondents, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Improve pay and/or benefits	70%	67%	64%	64%
More flexibility in work hours	7%	5%	4%	6%
More work hours	31%	38%	27%	26%
Less work hours	1%	2%	1%	3%
More opportunity for advancement	16%	17%	12%	10%
Make it permanent	17%	20%	22%	23%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,084; *N* for suburban = 738; *N* for town = 740; *N* for rural = 569. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B122. Job Change Priorities as Reported by Texas ACE Frontline Staff Survey Respondents, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Less stress	12%	9%
Make it permanent	18%	25%
More job security	8%	11%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,182; *N* for centers primarily serving middle/high school students = 953. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B123. Job Change Priorities as Reported by Texas ACE Frontline Staff Survey Respondents, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
More work hours	28%	37%
More support from leadership	5%	7%
Make it permanent	22%	15%
Less challenge	1%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,322; *N* for non-school-district grants = 813. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B124. Job change Priorities as Reported by Texas ACE Frontline Staff Survey Respondents, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Make it permanent	22%	18%
More job security	11%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,540; *N* for Cycle 11 = 1,595. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 30 asked respondents to indicate, for trainings that they were provided, how helpful those trainings were: "Please indicate the types of professional development or training you have received this year, specifically for your work in the Texas ACE program. For each type you have received, indicate how helpful you thought it was. (If you had more than one training of a given type, consider all trainings of that type together.)" As shown in the full report, there was little variation in terms of how helpful respondents said each training was, so the chi-square tests were limited to differences in the types of trainings that respondents indicated they had received. Statistically significant differences are shown in Exhibits B125–B128.

Exhibit B125. Percentage of Texas ACE Frontline Staff Respondents Indicating That They Received a Given Type of Professional Development or Training, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Orientation and training sessions held before the start of a programming	69%	69%	62%	67%
Training intended to build staff understanding of social-emotional learning	43%	47%	31%	35%
Training related to providing a safe and supportive environment (including safe procedures and classroom management)	43%	48%	37%	40%
Training on intentional activity design and facilitation	32%	36%	24%	29%
Training related to the use of high-quality instructional materials (HQIM) provided by my Texas ACE program	10%	10%	12%	9%
Training on family engagement and communication	9%	9%	6%	7%
Utilization of the You for Youth (Y4Y) website	10%	10%	14%	16%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for city = 1,097; *N* for suburban = 744; *N* for town = 756; *N* for rural = 581. Texas ACE – Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B126. Percentage of Texas ACE Frontline Staff Respondents Indicating That They Received a Given Type of Professional Development or Training, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Training intended to build staff understanding of social-emotional learning	41%	37%
Training on intentional activity design and facilitation	32%	26%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for centers primarily serving elementary school students = 2,209; N for centers primarily serving middle/high school students = 973. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B127. Percentage of Texas ACE Frontline Staff Respondents Indicating That They Received a Given Type of Professional Development or Training, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Orientation and training sessions held before the start of a programming	66%	71%
Training intended to build staff understanding of social-emotional learning	37%	48%
Training related to providing a safe and supportive environment (including safe procedures and classroom management)	40%	50%
Training on intentional activity design and facilitation	28%	36%
Training on alignment with the school-day, provided alongside school-day staff	18%	26%
Training on family engagement and communication	7%	11%
Training related to one or more quality assessment tool (e.g., Youth Program Quality Assessment, Assessment of Program Practices tool)	8%	12%
Training related to the Texas ACE Quality Assessment Process	11%	14%
Training provided through MyTexasACE	4%	7%
Participation in statewide or national conferences	2%	4%
Utilization of the You for Youth (Y4Y) website	13%	10%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,361; N for non-school-district grants = 821. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B128. Percentage of Texas ACE Frontline Staff Respondents Indicating That They Received a Given Type of Professional Development or Training, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Orientation and training sessions held before the start of a programming	71%	64%
Training related to the use of high-quality instructional materials (HQIM) provided by the material vendors	20%	17%
Utilization of the You for Youth (Y4Y) website	10%	14%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for Cycle 10 = 1,562; *N* for Cycle 11 = 1,620. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 31 asked respondents, "What would improve the professional learning opportunities available to you? *Please select all that apply.*" As in previous questions of this type, missing values were recoded to "0" for respondents who otherwise answered the question. Statistically significant differences are shown in Exhibits B129–B131.

Exhibit B129. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating a Specific Option Would Improve Professional Learning Opportunities, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Professional learning offered at convenient locations	20%	24%	17%	19%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 983; *N* for suburban = 698; *N* for town = 651; *N* for rural = 508. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B130. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating a Specific Option Would Improve Professional Learning Opportunities, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Organizational support for the implementation of the learning	22%	18%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 1,975; *N* for centers primarily serving middle/high school students = 869. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B131. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating a Specific Option Would Improve Professional Learning Opportunities, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
A broader range of topics (please specify topics)	3%	6%
Topics relevant to my specific role (please specify topics)	6%	9%
Topics on knowledge or skills I do not already have (please specify topics)	19%	25%
Professional learning offered more frequently	20%	25%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for school-district grants = 2,096; N for non-school-district grants = 748. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Question 32 asked respondents, "Overall, how satisfied are you with your job in the Texas ACE program?" Statistically significant differences are shown in Exhibits B132–B134.

Exhibit B132. Percentage of Texas ACE Frontline Staff Survey Respondents by Overall Job Satisfaction, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Completely satisfied	58%	63%
Mostly satisfied	31%	30%
Somewhat satisfied	9%	6%
Somewhat dissatisfied	1%	1%
Mostly dissatisfied	1%	0%
Completely dissatisfied	0%	0%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for centers primarily serving elementary school students = 2,158; N for centers primarily serving middle/high school students = 945. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B133. Percentage of Texas ACE Frontline Staff Survey Respondents by Overall Job Satisfaction, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Completely satisfied	61%	55%
Mostly satisfied	30%	33%
Somewhat satisfied	7%	10%
Somewhat dissatisfied	1%	1%
Mostly dissatisfied	1%	1%
Completely dissatisfied	0%	0%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for school-district grants = 2 302; *N* for non-school-district grants = 801. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B134. Percentage of Texas ACE Frontline Staff Survey Respondents by Overall Job Satisfaction, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Completely satisfied	63%	57%
Mostly satisfied	29%	32%
Somewhat satisfied	7%	9%
Somewhat dissatisfied	1%	1%
Mostly dissatisfied	0%	1%
Completely dissatisfied	0%	0%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.

Note. N for Cycle 10 = 1,524; *N* for Cycle 11 = 1,579. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Question 33 asked respondents, "Do you live in the community served by the school(s) that your program participants attend?" Statistically significant differences are shown in Exhibits B135–B138.

Exhibit B135. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Live in the Community Served by the School Their Program Participants Attend, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Yes	53%	59%	74%	70%
No	38%	34%	22%	25%
Prefer not to say	8%	7%	5%	5%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city = 1,065; *N* for suburban = 730; *N* for town = 731; *N* for rural = 568. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B136. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Live in the Community Served by the School Their Program Participants Attend, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Yes	61%	66%
No	33%	27%
Prefer not to say	6%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 2,155; *N* for centers primarily serving middle/high school students = 943. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B137. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Live in the Community Served by the School Their Program Participants Attend, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Yes	62%	64%
No	32%	28%
Prefer not to say	6%	9%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 2,298; *N* for non-school-district grants = 800. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, *p* ≤ .05.

Exhibit B138. Percentage of Texas ACE Frontline Staff Survey Respondents Indicating That They Live in the Community Served by the School Their Program Participants Attend, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Yes	65%	60%
No	29%	33%
Prefer not to say	6%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,522; N for Cycle 11 = 1,576. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

Question 34 asked respondents, "What is your gender?" Significant differences are shown in Exhibits B139 and B140.

Exhibit B139. Percentage of Texas ACE Frontline Staff Survey Respondents by Gender, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Female	74%	77%	83%	85%
Male	22%	21%	14%	14%
Prefer not to say	4%	2%	3%	2%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for city = 1,067; N for suburban = 729; N for town = 732; N for rural = 570. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

Exhibit B140. Percentage of Texas ACE Frontline Staff Survey respondents by Gender, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Female	83%	68%
Male	14%	29%
Prefer not to say	3%	4%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for centers primarily serving elementary school students = 2,157; N for centers primarily serving middle/high school students = 945. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

Question 35 asked respondents, "What is your ethnicity?" Statistically significant differences are shown in Exhibits B141–B143.

Exhibit B141. Percentage of Texas ACE Frontline Staff Survey Respondents by Ethnicity, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
Hispanic/Latino	60%	67%	45%	46%
Not Hispanic/Latino	31%	26%	48%	49%
Prefer not to say	9%	7%	8%	6%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for city = 1,067; N for suburban = 729; N for town = 731; N for rural = 570. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

Exhibit B142. Percentage of Texas ACE Frontline Staff Survey Respondents by Ethnicity, by Grant Type (Spring 2023)

	School-district grant	Non-school-district grant
Hispanic/Latino	54%	60%
Not Hispanic/Latino	39%	33%
Prefer not to say	8%	7%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for school-district grants = 2,302; N for non-school-district grants = 799. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

Exhibit B143. Percentage of Texas ACE Frontline Staff Survey Respondents by Ethnicity, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
Hispanic/Latino	52%	59%
Not Hispanic/Latino	42%	32%
Prefer not to say	7%	8%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,521; N for Cycle 11 = 1,580. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p ≤ .05$.

Question 36 asked, "What is your race? (Select all that apply.)" Responses to this question were coded as a single response value, so only one chi-square test was run per subgroup. Statistically significant differences are shown in Exhibits B144 and B145.

Exhibit B144. Percentage of Texas ACE Frontline Staff Survey Respondents by Race, by Center Locale (Spring 2023)

	City	Suburban	Town	Rural
American Indian or Alaska Native	1%	1%	1%	1%
Asian	2%	1%	1%	0%
Black or African American	20%	14%	9%	6%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	0%
White	58%	66%	76%	81%
Prefer not to say	9%	9%	5%	4%
Other	11%	10%	8%	6%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for city = 1,037; N for suburban = 717; N for town = 712; N for rural = 560. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Exhibit B145. Percentage of Texas ACE Frontline Staff Survey Respondents by Race, by Cycle (Spring 2023)

	Cycle 10	Cycle 11
American Indian or Alaska Native	1%	1%
Asian	1%	1%
Black or African American	12%	15%
Native Hawaiian/Other Pacific Islander	0%	0%
White	71%	65%
Prefer not to say	7%	7%
Other	8%	11%

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. N for Cycle 10 = 1,490; N for Cycle 11 = 1,540. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of chi-square testing, $p \leq .05$.

Lastly, **Question 37** asked respondents to indicate whether they are paid, and if so, how they are paid and what their pay rate is. The vast majority of the respondents indicated that they

were paid hourly, so *t*-tests were used to examine differences in pay rate across subgroups. Statistically significant differences are shown in Exhibits B146–B148.

Exhibit B146. Mean Hourly Pay Rate of Texas ACE Frontline Staff Survey Respondents, by Center Locale (Spring 2023)

	City/suburban	Town/rural
Mean hourly pay rate	$23.29	$24.74

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for city/suburban = 1,403; *N* for town/rural = 1,092. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of *t* testing, *p* ≤ .05.

Exhibit B147. Mean Hourly Pay Rate of Texas ACE Frontline Staff Survey Respondents, by Grade Levels Served (Spring 2023)

	Centers primarily serving elementary schools	Centers primarily serving middle/high schools
Mean hourly pay rate	$23.32	$25.25

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for centers primarily serving elementary school students = 1,715; *N* for centers primarily serving middle/high school students = 782. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of *t* testing, *p* ≤ .05.

Exhibit B148. Mean Hourly Pay Rate of Texas ACE Frontline Staff Survey Respondents, by Grant Type (spring 2023)

	School-district grant	Non-school-district grant
Mean hourly pay rate	$24.52	$22.01

Source. Frontline staff survey collected by the American Institutes for Research in spring 2023.
Note. *N* for school-district grants = 1,907; *N* for non-school-district grants = 590. Texas ACE – Texas Afterschool Centers on Education. The table shows only statistically significant results of *t* testing, *p* ≤ .05.

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Appendix C. Frontline Staff Survey Respondents Compared with TX21st Staffing Data

As stated in the main text of the report, it is important to explore the extent to which the survey respondent population is representative of the larger school-year staff population. This appendix explores this question, repeating some information already included in the main text for reader convenience.

Overall Number of Respondents

AIR received 3,353 complete surveys, with an additional 800 partial surveys (yielding 4,153 surveys received). These surveys were submitted by 602 centers (50% of which were Cycle 10 and 50% Cycle 11), representing about 85% of all Cycle 10 and Cycle 11 centers active during the 2022–23 school year.[24] In this sense, centers from both cycles are about evenly represented, primarily in terms of centers providing at least one survey, and a strong majority of all centers are reflected in the survey responses. On average, each center had about 5.8 surveys, with a standard deviation of 3.8.

By staff type, a plurality of respondents were school-day teachers (40%). School-day teaching assistants made up another 20%, with an additional 9% reporting as other school-day staff (meaning that about 70% of all survey respondents self-reported as school staff of one type or another). A very low proportion of survey respondents identified as partner staff, volunteers, or family engagement specialists (with less than 2% of each). A total of 18 survey respondents identified as high school students, which immediately ended their survey responses because the survey was not intended to be taken by minors. (See Exhibit C1.)

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[24] It is possible that more centers than the noted 602 provided survey data. Survey respondents were provided a center-specific PIN to enter when starting the survey (to link survey responses to specific programs), and although most respondents did this correctly, 95 respondents did not. It was therefore impossible to link these responses to a specific center or use these responses in subgroup analysis. A majority of these unlinked responses were complete surveys.

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Exhibit C1. Texas ACE Frontline Staff Survey Respondents, by Staff Type (Spring 2023 Frontline Staff Survey)
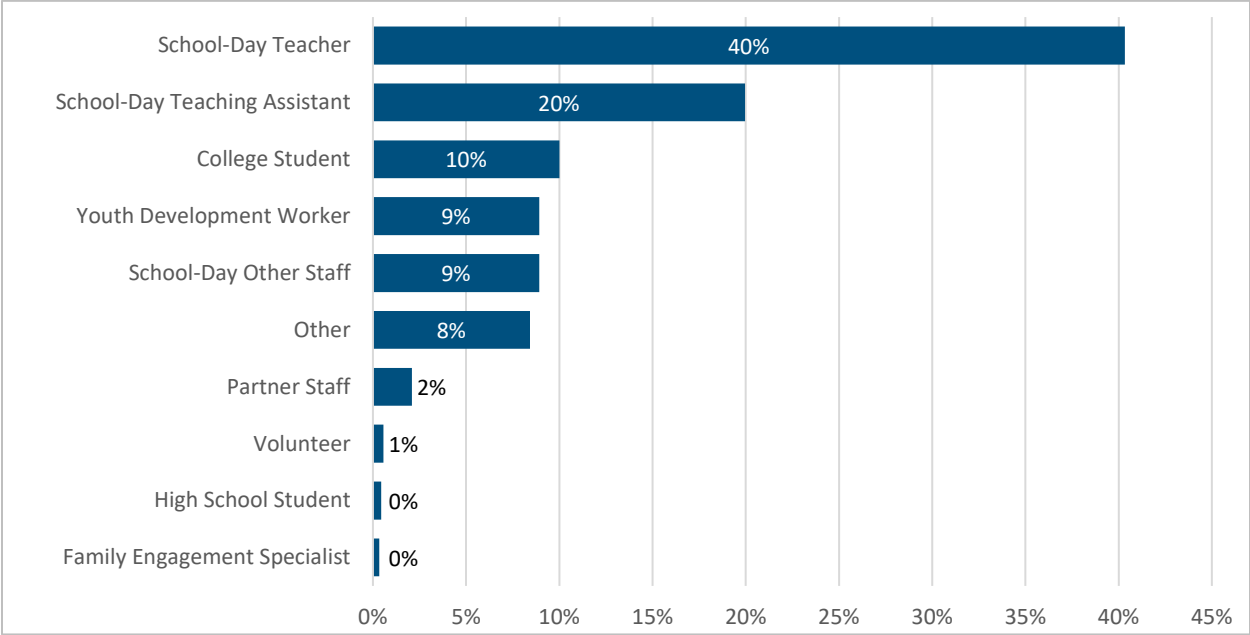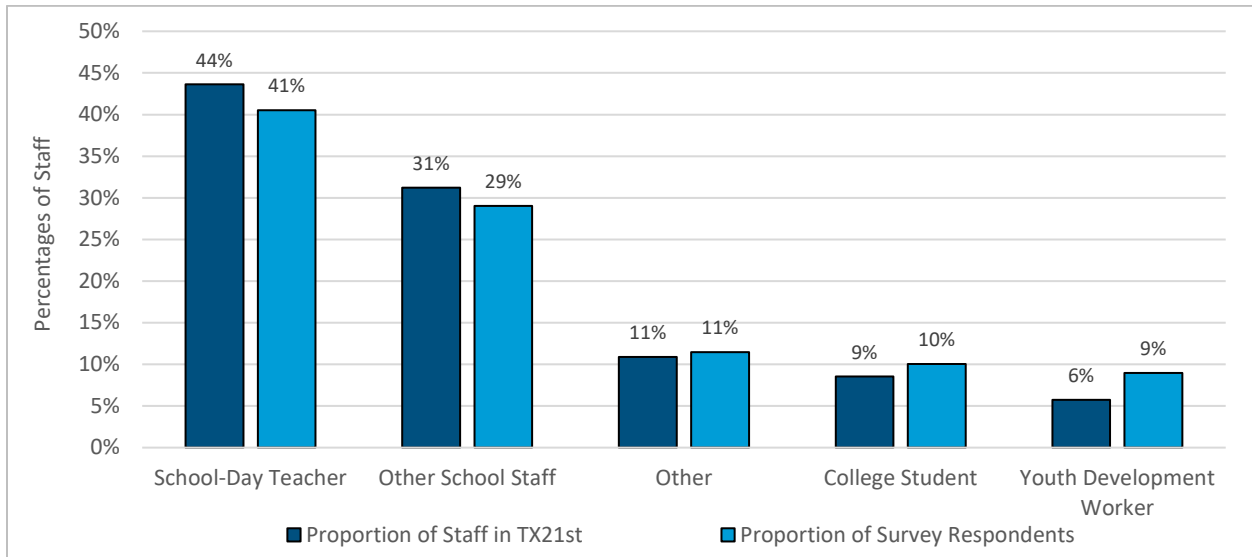

Source. Frontline staff surveys collected by the American Institutes for Research in spring 2023.
Note. Staff respondents, *N* = 4,099. Texas ACE – Texas Afterschool Centers on Education.

Comparing the proportion of the survey respondents by staff type to the overall staff proportions reported in the TX21st data, the proportions are roughly aligned. Compared with the TX21st data for school year 2022–23, school-day teachers were slightly underrepresented in the survey data, as were other school staff, whereas college students and youth development workers were somewhat overrepresented. However, note that the TX21st staff data represent staff from across the entire school year, whereas the survey data present a single point in time during the school year; some staff reported for the 2022–23 school year in TX21st may not have been actively working during survey administration. That said, see Exhibit C2 for a comparison of proportions by staff type and Exhibit C3 for a comparison of overall counts. Both should be kept in mind when reviewing the findings in this report.

Exhibit C2. Texas ACE Frontline Staff Survey Respondent Staff Types Compared with TX21st Total Staff Reported for School Year 2022–23, by Proportion of Total Staff
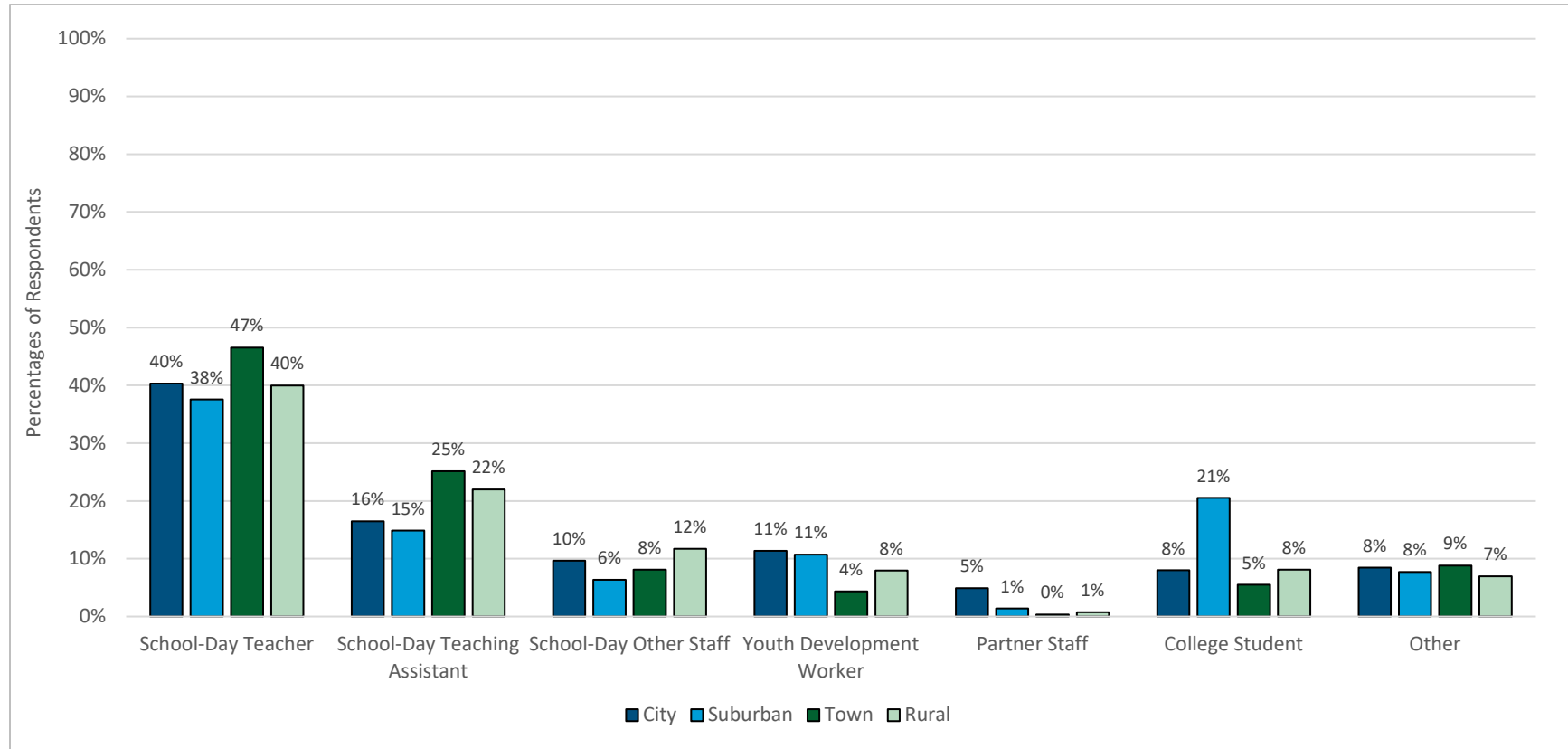

Source. TX21st data, 2022–23 school year, and frontline staff surveys collected by the American Institutes for Research in spring 2023.

Note. Staff survey respondents, *N* = 4,099. Staff types reported on the frontline staff survey were not identical to categories reported in TX21st. Unmatched categories are grouped as "Other." "High School Students" was omitted because high school students were not included in the frontline staff survey administration. Texas ACE – Texas Afterschool Centers on Education; TX21st – Texas 21st Student Tracking System.

Exhibit C3. Texas ACE Frontline Staff Survey Respondent Staff Types Compared with TX21st Total Staff Reported for School Year 2022–23, by Number of Total Staff
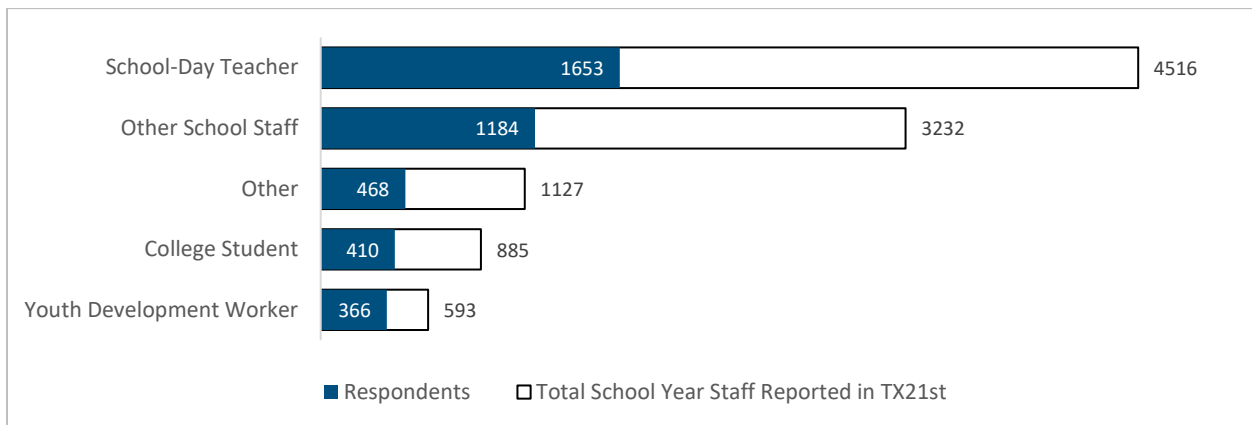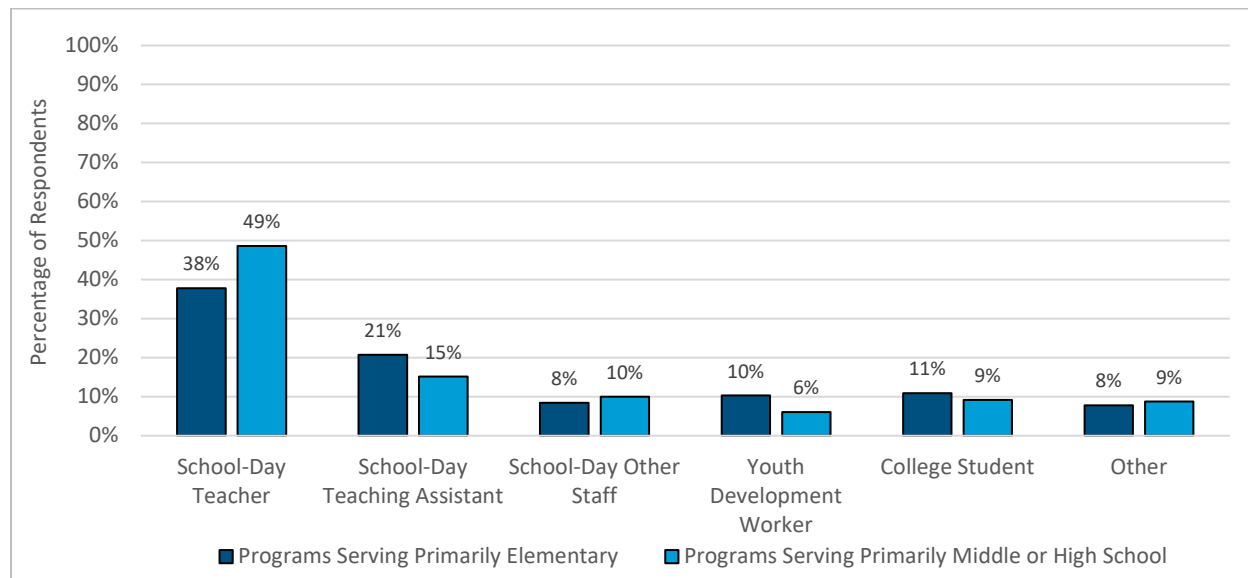

Source. TX21st data, 2022–23 school year, and frontline staff surveys collected by the American Institutes for Research in spring 2023.

Note. Staff respondents, *N* = 4,099. Staff types reported on the frontline staff survey were not identical to categories reported in TX21st. Unmatched categories are grouped as "Other." "High School Students" was omitted because high school students were not included in the frontline staff survey administration. Texas ACE – Texas Afterschool Centers on Education; TX21st – Texas 21st Student Tracking System.

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Looking at the survey response data by locale, a somewhat higher proportion of school-day teacher respondents were associated with town-based programs than with programs from other locales (47% versus 38%–40% for other locales). This result is expected given the higher proportion of school-day teachers at town-based programs but does suggest that school-day teachers are somewhat underrepresented within the rural survey respondent group. Similarly, there was a higher proportion of college students among suburban respondents than with other locales (21% versus 5%–8% for other locales), suggesting that college students may be overrepresented within the suburban locale respondent group (noting that suburban programs did seem to rely more heavily on college students than did programs in other locales). See Exhibit C4.

Exhibit C4. Texas ACE Frontline Staff Survey Respondent Staff Types, by Locale (Spring 2023 Frontline Staff Survey)

Source. Frontline staff surveys collected by the American Institutes for Research in spring 2023.

Note. Staff respondents, *N* = 3,614. Family engagement specialists, partner staff, high school students, and volunteers are not shown because of low *n* counts.

Texas ACE – Texas Afterschool Centers on Education.

Finally, there were a few differences in respondent staff type proportions when viewed by the grade levels served. Compared with programs primarily serving middle or high school students, programs primarily serving elementary school students had a lower proportion of survey respondents identify as school-day teachers (38% versus 49%) and a higher proportion identify as school-day teaching assistants (21% versus 15%). See Exhibit C5.

Exhibit C5. Texas ACE Frontline Staff Survey Respondent Staff Types, by Grade Levels Served (Spring 2023 Frontline Staff Survey)

Source. Frontline staff surveys collected by the American Institutes for Research in spring 2023.
Note. Staff respondents, *N* = 3,620. Family engagement specialists, partner staff, high school students, and volunteers are not shown because of low *n* counts. Texas ACE – Texas Afterschool Centers on Education.

At the state level, when considering staff proportions by staff type, the survey sample seems roughly in line with overall staff as reported in TX21st. Modest differences were observed when looking at staff type proportions by locale and grade levels served, but few responses were received from partner staff, volunteers, or family engagement specialists.

Summary

AIR received 4,153 frontline staff survey responses versus 11,519 school-year staff in TX21st for 2022–23, indicating that about 36% of all school-year staff provided a survey response. However, many staff reported in TX21st may not have had an opportunity to respond to the survey, given that TX21st data are summative for the entire school year, whereas the survey is a single point in time. In contrast, the survey responses by staff type tended to be fairly close to the overall proportions reported in TX21st, with the caveat that the number of responses from family engagement specialists, partner staff, and volunteers was very low.

Appendix D. Frontline Staff Survey Instrument

Texas Wave 1 Follow-Up:
Spring 2023 Frontline Staff Survey

NOTE: The staff survey should be given to all front-line staff who lead or assist in carrying out the program's activities.

Proposed Introductory Survey Language

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

This survey asks about issues related to your experience staffing a Texas ACE program.

Please note that AIR's evaluation is not an evaluation of you or your program specifically. Further, all responses you provide in taking this survey will be kept confidential to the extent permitted by law. No identifiable survey results will be made available 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 staff 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.

SURVEY QUESTIONS

Role

1) In your Texas ACE program, do you work directly with youth as an activity leader or assistant?
   - o   Yes
   - o   No -> End survey

2) With respect to Texas ACE activities that you lead or help lead, which of the following BEST describes you?
   - o   I am a **school-day teacher** working in the Texas ACE program.
   - o   I am a **school-day teaching assistant** working in the Texas ACE program.
   - o   I have **another role during the school-day** (e.g., principal, social worker, MTSS coordinator, nurse)
   - o   I am a **family engagement specialist** working in the Texas ACE program.
   - o   I am a **youth development worker** hired to work specifically in the Texas ACE program.
   - o   I **work for a vendor or partner organization** that supports the Texas ACE program.
   - o   I am a **college student**.
   - o   I am a high school student. -> End survey
   - o   I am a volunteer.
   - o   Other (please describe) _____

3) [If Q2 = school-day Teacher] Are you a certified teacher?
   - o   Yes
   - o   No

Experience

4) How many years have you worked in afterschool and/or summer programming, in any capacity?
   - o   less than a year
   - o   1-2 years
   - o   3-4 years
   - o   5-10 years
   - o   More than 10 years

5) How many years have you worked in <u>this</u> Texas ACE program in your current role?
   - o   less than a year
   - o   1-2 years
   - o   3-4 years
   - o   5-10 years
   - o   More than 10 years

Starting Your Texas ACE Job

6) How did you first learn about the opportunity to work in this Texas ACE program?

From…
- o   The Texas ACE site coordinator or grant director
- o   Administrative staff of the school served by the Texas ACE program (e.g., the principal) [Only show for school-day staff per Q2]
- o   A program manager for the organization I work for
- o   A school day teacher
- o   A parent or adult family member of a student attending the program
- o   A student attending the program
- o   College faculty or staff
- o   A job advertisement online
- o   A job advertisement posted locally
- o   Other_____

7) How important were each of the listed motivations to you when you took your current job in this Texas ACE program?

	Not important	Somewhat important	Very important	N/A
I wanted to work with students this age.	o	o	o	o
I wanted to work with students who experience poverty.	o	o	o	o
I wanted to work with students who need extra learning supports.	o	o	o	o
I wanted to teach students something I am passionate about (e.g., arts, sports)	o	o	o	o
I wanted to gain experience in an educational setting.	o	o	o	o
I wanted to gain experience in afterschool or summer learning specifically.	o	o	o	o
I have a personal connection to this program.	o	o	o	o
I participated in a similar program when I was a student.	o	o	o	o
I have a personal connection with this school.	o	o	o	o
I wanted additional pay.	o	o	o	o
Other _____	o	o	o	o

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8) To what extent did you feel prepared by your initial orientation and training you experienced for your job in the Texas ACE program?
   a. Very prepared
   b. Somewhat prepared
   c. A little prepared
   d. Not prepared at all
   e. Not sure
   f. I did not receive initial orientation [Skip Q9]

9) [Skip if Q9 = "I did not receive initial orientation"] Please provide a little detail about your initial orientation and training. What aspects most contributed to your feeling of preparedness? What aspects could have been improved? (Limit 1000 characters)

Activities you lead

10) What type(s) of youth activities do you lead or help lead in your Texas ACE program? *Please select all that apply.*

   □ Tutoring
   □ High Impact Tutoring (HIT) using High Quality Instructional Materials (HQIM)
   □ Homework Help
   □ Performing or Visual Arts (dance, theater, music, art)
   □ RLA Enrichment (Writing, Comics/Cartooning, Book Club)
   □ STEM (Science, Technology, Engineering, Mathematics)
   □ Youth leadership activities
   □ College and career readiness
   □ Sports/Recreation
   □ Language/Cultural activities
   □ Mentoring
   □ Social-Emotional Learning activities
   □ Other enrichment
   □ Other _____

11) How do you plan the youth activities you lead? *Please select all that apply.*

   □ The Texas ACE program or my organization provides me with external activity guides or curriculum (e.g. Mizzen by Mott, MindWorks, Write Brain Books).
   □ The Texas ACE Program or my organization provides me with external tools or training to develop my activities (e.g.: Y4Y International Activity Development training, training from My Texas ACE).
   □ The Texas ACE program or my organization provides me with internal (made in house) activity guides or curriculum.
   □ The Texas ACE program or my organization provided me with internal (made in house) tools, or training to help me develop activities.
   □ I develop activities on my own without activity guides, curriculum, tools, or training provided by the program.
   □ I use TEA approved High Quality Instructional Materials.

12) On average, how many hours per week do you work in your Texas ACE program? _____

13) On average, about how many students attend the activity sessions you lead or help lead? _____

14) Do you use any of the following High Quality Instruction Materials in providing your Texas ACE program activities? Please check all that apply.
   a. Amplify mClass Intervention
   b. Zearn
   c. ST Math
   d. Carnegie Mathia
   e. Amplify Reading
   f. Other_____
   g. I do not use High Quality Instruction Materials for the Texas ACE program

15) [Skip if Q14 = "I do not use…" or is left blank. NOTE: Table only shows lines for options selected in the preceding question.] How satisfied are you with each curriculum you use?

	Not satisfied	Somewhat satisfied	Very satisfied
Amplify mClass Intervention	○	○	○
Zearn	○	○	○
ST Math	○	○	○
Carnegie Mathia	○	○	○
Amplify Reading	○	○	○
Other_____	○	○	○

16) [Skip if Q14 = "I do not use…" or is left blank] Overall, how easy has it been to use the high-quality instructional materials you identified in the preceding question?
   a. Very easy
   b. Somewhat easy
   c. Somewhat difficult
   d. Very difficult

17) [Skip if Q14 = "I do not use…" or is left blank] Based on what you have observed, has the introduction of high-quality instructional materials helped students in terms of their academic growth?
   a. It has helped a great deal.
   b. It has helped some.
   c. It has helped a little.
   d. It has not helped.
   e. It has made it harder.
   f. I am not sure.
   g. Other _____

18) [Skip if Q14 = "I do not use…" or is left blank] Based on what you have observed, how have students responded to the introduction of high-quality instructional materials?
   a. They have responded very positively.
   b. They have responded somewhat positively.
   c. They have not had a positive or negative response.
   d. They have responded somewhat negatively.
   e. They have responded very negatively.
   f. I am not sure.

19) [Skip if Q14 = "I do not use…" or is left blank.] Overall, how motivated are you to use high-quality instructional materials in the Texas ACE program?
   a. Highly motivated
   b. Moderately motivated
   c. A little motivated
   d. Not motivated at all

Experience working in this Texas ACE program

20) Concerning your current job in the Texas ACE program, how satisfied are you with each of the following?

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	NA
Level of pay	o	o	o	o	o
Flexibility of work schedule	o	o	o	o	o
Overall level of support from others working in the Texas ACE program	o	o	o	o	o
Control over what activities I lead	o	o	o	o	o
Control over how I lead activities	o	o	o	o	o
Amount of time required to prepare for activities	o	o	o	o	o
Relationships with peers/other front-line staff	o	o	o	o	o
Relationships with students attending the program	o	o	o	o	o
Relationships with Texas ACE program leaders	o	o	o	o	o
Relationships with parents/adult family members of students attending Texas ACE	o	o	o	o	o
Communication with other Texas ACE front-line staff	o	o	o	o	o
Communication with Texas ACE program leadership	o	o	o	o	o
Communication with school leadership	o	o	o	o	o
Communication with parents/adult family members	o	o	o	o	o
Impact on students' lives	o	o	o	o	o
Opportunities for growth	o	o	o	o	o
Clarity of operational procedures (including paperwork, reporting, etc.)	o	o	o	o	o
Other _____	o	o	o	o	o

21) How would you characterize your interactions with other staff in the Texas ACE program? (Consider in-person and virtual interaction.)
- o Entirely positive
- o Mostly positive
- o A mix of positive and negative
- o Mostly negative
- o Entirely negative
- o Neither positive nor negative; they are businesslike and neutral.
- o Other_____

22) Do you plan to continue working in this program next year <u>in any capacity</u>?
- o Yes
- o Probably
- o Probably not
- o No [Skip next item]
- o Unsure [Skip next item]

23) [Skip if preceding question is "No" or "Unsure"] Do you plan to continue working in this program next year in your <u>current role</u>?
- o Yes
- o Probably
- o Probably not
- o No
- o Unsure

Stress and Desirable Changes

24) Is your Texas ACE program currently fully staffed?
- o Yes, the program is fully staffed.
- o No, the program is a little short-staffed.
- o No, the program is moderately short-staffed.
- o No, the program is significantly short-staffed.
- o Unsure

25) When thinking about your job, how much of a challenge have you experienced in the following areas?

Challenges	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Unsure of my responsibilities	○	○	○	○
b. Lack of planning time	○	○	○	○
c. Too many demands on my attention	○	○	○	○
d. Staff to student ratios not ideal	○	○	○	○
e. Too much paperwork	○	○	○	○
f. Asked to do things outside my role	○	○	○	○
g. Insufficient materials for activities	○	○	○	○
h. Insufficient space for activities	○	○	○	○
i. Other_____	○	○	○	○

26) When leading activities or helping to lead activities, how much of a challenge have you experienced in the following areas?

Challenges	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Students do not participate in activity discussions	○	○	○	○
b. Students talk when they are not supposed to talk	○	○	○	○
c. Students appear bored	○	○	○	○
d. Students appear distracted	○	○	○	○
e. Students do not follow instructions	○	○	○	○
f. Students show little interest in improving academic skills	○	○	○	○
g. Students show little interest in activities	○	○	○	○

27) Since the beginning of the current school year, how often has your work in this program been stressful?
   o Never
   o Hardly ever
   o Sometimes
   o Often
   o Always

28) How well are you coping with the stress of this job right now? [Skip if Q25 = "Never"]
- o   Not well at all
- o   Somewhat well
- o   Fairly well
- o   Very well

29) If you could, what would you change about your current job? *Please select your <u>top three most desirable changes</u>.*
- □   Improve pay and/or benefits
- □   Improve work environment
- □   More flexibility in work hours
- □   More work hours
- □   Less work hours
- □   More opportunity for advancement
- □   More opportunities for collaboration
- □   More support from leadership
- □   More opportunities to work or interact directly with youth
- □   Less stress
- □   Receive more or better professional learning support
- □   Make it permanent
- □   More job security
- □   More challenge
- □   Less challenge
- □   More opportunity to be creative
- □   More autonomy
- □   Less autonomy
- □   More recognition
- □   More mission-focused
- □   Other (please specify): _____

Professional Development and Training

30) Please indicate the types of professional development or training you have received this year, <u>specifically for your work in the Texas ACE program</u>. For each type you have received, indicate how helpful you thought it was. (If you had more than one training of a given type, consider all trainings of that type together.)

	Had training	How helpful was the training?		
		Not useful	Somewhat useful	Very useful
Orientation and training sessions held before the start of a programming	☐	○	○	○
Training intended to build staff understanding of social-emotional learning	☐	○	○	○
Training related to providing a safe and supportive environment (including safe procedures and classroom management).	☐	○	○	○
Training on intentional activity design and facilitation.	☐	○	○	○
Training intended to build staff understanding of student academic learning	☐	○	○	○
Training related to the use of high-quality instructional materials (HQIM) provided by my Texas ACE program	☐	○	○	○
Training related to the use of high-quality instructional materials (HQIM) provided by the material vendors	☐	○	○	○
Training on alignment with the school-day, provided alongside school-day staff	☐	○	○	○
Training on family engagement and communication	☐	○	○	○
Training related to one or more quality assessment tool (e.g., Youth Program Quality Assessment, Assessment of Program Practices tool)	☐	○	○	○
Training related to the Texas ACE Quality Assessment Process	☐	○	○	○
Training provided through MyTexasACE	☐	○	○	○
Participation in statewide or national conferences	☐	○	○	○
Utilization of the You for Youth (Y4Y) website	☐	○	○	○
Other _____	☐	○	○	○

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31) What would improve the professional learning opportunities available to you? *Please select all that apply.*
   □   More professional learning offered through the Texas ACE program.
   □   A broader range of topics (please specify topics): _____
   □   Topics relevant to my specific role (please specify topics): _____
   □   Topics on knowledge or skills I do not already have (please specify topics): _____
   □   Organizational support for the implementation of the learning.
   □   Professional learning offered at convenient times.
   □   Professional learning offered at convenient locations.
   □   Professional learning offered more frequently.
   □   Other (please specify): _____

Final job satisfaction question

32) Overall, how satisfied are you with your job in the Texas ACE program?
   a.   Completely satisfied
   b.   Mostly satisfied
   c.   Somewhat satisfied
   d.   Somewhat dissatisfied
   e.   Mostly dissatisfied
   f.   Completely dissatisfied

Demographics and Pay

33) Do you live in the community served by the school(s) that your program participants attend?
   o   Yes
   o   No
   o   Prefer not to say

34) What is your gender?
   o   Female
   o   Male
   o   Prefer not to say

35) What is your ethnicity?
   a.   Hispanic/Latino
   b.   Not Hispanic/Latino
   c.   Prefer not to say

36) 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

37) What is your rate of pay in the Texas ACE program?
   a.   I volunteer.
   b.   I am paid hourly (please specify): _____
   c.   I am a part-time salaried employee (please indicate hours per week and overall salary)
        i.   Average hours per week _____
        ii. Salary _____
   d.   I am a full-time salaried employee (please specify salary): _____
   e.   I prefer not to say.

38) Is there anything else you would like to tell us that would help us to interpret your responses?
    (400 character limit)

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