



Texas ACE Roadmap to High-Quality Out-Of-School Time



Table of Contents



Texas ACE –
21st CCLC



**Texas ACE Roadmap
to High-Quality OST**



5 to Drive:
The Starting Line



Coaching to Quality:
The Journey



Program Evaluation:
The Checkpoint



Texas ACE Why:
The Destination



**Texas ACE
Roadmap Toolkit:**
The Resources



Texas ACE

Texas ACE is an out-of-school time (OST) program funded by the federal Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant and administered by the Texas Education Agency (TEA). Texas ACE offers afterschool and summer programs to about 130,000 K-12 grade students and their families across Texas.

State evaluations consistently show that when students regularly attend Texas ACE, it positively impacts performance in reading and math, school-day attendance, and CTE course completion. Grantees meet rigorous participation and operation requirements by providing academic and nonacademic activities aligned with the school day and tailored to community needs.



Texas ACE Roadmap to High-Quality Out-of-School

The Texas ACE Roadmap to High-Quality Out-of-School Time is a comprehensive continuous improvement system. It encompasses state-required activities for compliance monitoring, program evaluation, training, and technical assistance. Beyond these requirements, it supports high-quality programming for students and families. The Roadmap meets grantees at their current level of performance and, with support from a one-on-one performance coach, guides grantees as they drive towards positive student outcomes and program sustainability.

Coaching to Quality: The Journey

Texas ACE Why: The Destination





5 to Drive: The Starting Line

Texas ACE grantees engage in ongoing program compliance monitoring, also known as health monitoring, through the “5 to Drive” dashboard. Using customized visualization of grantee data, this live dashboard provides a monthly status for adherence to grantee assurances in the five areas listed below, assigning a status of on track, off track, or high risk for each. [The Texas ACE Toolkit](#) includes detailed rubrics and supporting information on how the 5 to Drive is measured, as well as an annual calendar with a due date checklist.



One Texas Ace Community



Two Crucial Times



Three Key Strategies



Four Activity Types



Five Measurable Goals





One Texas ACE Community

Texas ACE grantees regularly engage a variety of stakeholders to support continuous improvement and plan for sustainability beyond the grant cycle. The 5 to Drive monitors for aligned items including staffed full-time positions, partnership agreements, and evidence of active steering committees.



Two Crucial Times

More time engaged with high-quality learning experiences enables students to accelerate learning, particularly when using evidence-based design principles. Texas ACE grantees can operate anytime school is not in session, but the programs must operate afterschool and in the summer in accordance with cycle specific grant assurances. The 5 to Drive monitors for aligned items including, operation schedules, student attendance, and student participation.



Three Key Strategies

The following key strategies have been identified as essential for high-quality programming. The 5 to Drive monitors for aligned items including allowable costs,

school day engagement, community involvement, and fund coordination. The three strategies are:

- **Strong program operations** that ensure a safe, supportive, and educationally enriching environment for all students, staff, and families.
- **Alignment with the school-day** through ongoing collaboration with school-day staff, attendance at professional development sessions, and connections to school-day systems.
- **Community involvement** through partnerships and engagement opportunities that support local needs, grant requirements, and program sustainability.





Four Activity Types

Texas ACE grantees strive to provide a variety of coherent activities aligned with local needs, resources, and interests. The 5 to Drive monitors for aligned items including activity plans and scheduled activities. The four activity types are:

- **Targeted academic support** that uses high-quality instructional materials (HQIM), high-impact tutoring (HIT), and/or school-day aligned academic activities. Examples:

- ▶ **HIT** – A well-trained, consistent tutor meets with the same small group of students (no more than 1:4 ratio) for 30 minutes at least three times a week. HIT instruction uses high quality supplemental materials / HQIM and focuses on addressing missed

concepts and skills that are most critical to accessing the upcoming content in the school day.

- ▶ **Accelerated Learning** – Students work individually at computers using an approved product from the [HB 1416 waiver list](#) and work on individualized lessons. The student to instructor ratio must meet requirements in the Texas ACE program guidelines. The instructor circulates the room to help students as needed and ensure students are on task.

- ▶ **Targeted Academic Activity** – Students participate in activities that are primarily focused on specific academic skills alignment and provide engagement. Activity names might include Creative Writing



or Math Skills. These activities will have a specific skill objective (e.g. students will be able to multiply two digit numbers) but may include a range of instructional strategies and engagement opportunities such as group work, using multiplication flash cards with a partner, using manipulatives, and full group instruction.

- ▶ **Homework Help** – Students bring assigned classwork from the regular school day and work individually or in small groups to complete the assignments. A consistent and qualified instructor circulates the room and provides support as needed. Students without homework may have access to accelerated learning opportunities on the computer.

- **Student interest-based enrichment** that reinforces academic and nonacademic skills while allowing students to explore their passions. For example, a cooking class where students are making a cake or volleyball club where students are practicing drills before a scrimmage. There may be academic skills embedded, such as measuring

or physics principles, but the activity's objective is focused on the development of the enrichment skill itself. This activity type differs from college and career readiness opportunities by focusing on skill development and not skill application. Students may learn cooking skills that could be applied to a culinary arts employment path, but the instruction is only focused on the cooking skill and not the education or business elements.

- **College and career readiness** opportunities that provide real world learning experiences and opportunities to practice 21st-century learning skills such as collaboration, communication, critical thinking, and creativity. These activities may also focus on broader exploration of college and career options, such as career fairs, job talks, and college visits. Examples may include an activity where students can earn a welding certificate by the end of the school



year or cosmetology class where students practice creating business budgets and evaluating the cost of materials. This activity type differs from enrichment by focusing on the application of skills towards college and career opportunities and not the development of the skill itself.

- **Family engagement** that empowers adult family members and connects them to the school community. While community events such as student showcases are options, programs should strive to offer a range of activities, such as literacy and other educational services to families of the participating children. Other examples may include math nights where certified school day teachers explain current math concepts and identify ways for families to support student learning at home, certification classes, financial literacy seminars, and community



health fairs. Family engagement may be provided for adult family members without their children present, examples include English as a Second Language (ESL) classes or parenting classes. Family engagement may also be designed for adult family members and their child to participate in together, such as painting classes or game nights.



Five Measurable Goals

Texas ACE grantees report performance on goals determined by the Government Performance Results Act (GPRA) and set local SMART goals aligned with the following State Indicators. The 5 to Drive monitors for aligned items including submission of GPRA data and grant-level SMART goals.

- ✓ Improve Academic Performance in Reading
- ✓ Improve Academic Performance in Math
- ✓ Improve School Attendance
- ✓ Improve Student Engagement in Learning
- ✓ Improve Family Engagement



Coaching to Quality: The Journey

The next step in the Roadmap, moves grantees beyond compliance to quality. This journey to quality is supported by site observations using the Coaching

to Quality tool, annual strategic planning, monthly coaching calls, and ongoing professional

development. The CTQ tool, Strategic Plan templates, and the Monthly Coaching Call agenda are just a few of the resources designed to support quality in the [Texas ACE Toolkit](#).

- **The Coach to Quality tool (CTQ)** is an observation protocol used during in-person visits with Performance Coaches. The CTQ includes an on-site check for 5 to Drive health items and observations of quality domains. For each indicator within the quality domains, ratings are assigned as coaching required,



coaching recommended, coaching not recommended, or quality highlight. After each visit, grantees receive a detailed CTQ site visit report.

- **Annual Strategic Planning** assists grantees in developing procedures and strategies that enhance program quality while ensuring grant compliance.
- **Monthly Coaching Calls** serve as a consistent touchpoint for one-on-one technical assistance with a dedicated Performance Coach. These sessions offer tailored support and action planning based on insights from 5 to Drive monitoring and Coaching to Quality observations.
- **Training & Professional Development** are offered annually through a blend of virtual and in-person learning experiences. These opportunities highlight best practices and foster peer support among grantees.
- **[The MyTexasACE.org website](#)** and the TX ACE Help Desk are additional at-the-ready resources for grantee support.



Program Evaluation: The Checkpoint

State Evaluation

TEA conducts an ongoing statewide evaluation that includes extensive research on what factors lead to high-quality programming and improved program outcomes for students. Local Texas ACE programs participate in data collection, surveys, interviews, and related activities as part of the state evaluation. Grantees are encouraged to review [state evaluations](#) and consider the findings for continuous improvement at the local level.

Local Evaluation

In alignment with the statewide evaluation, grantees work with Performance Coaches to develop annual Impact Reports. These reports include:

- ✓ Outcomes on federal GPRA and statewide indicators
- ✓ Health highlights from 5 to Drive
- ✓ Quality highlights from CTQ visits
- ✓ Recommendations for improvement





Texas ACE Why: The Destination

Every stop along the Texas ACE Roadmap to High-Quality OST leads Texas ACE grantees closer to the Texas ACE Why, which was developed by Texas ACE Project Directors in 2022 and serves as the guiding vision behind the program.

Texas ACE empowers students to realize their potential and change the world!

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.

Texas ACE Roadmap Toolkit: The Resources

Check out the [Texas ACE Roadmap toolkit](#) for more information about the 5 to Drive, Coaching to Quality, and training resources.

