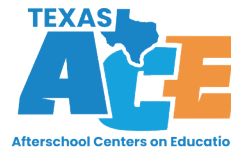


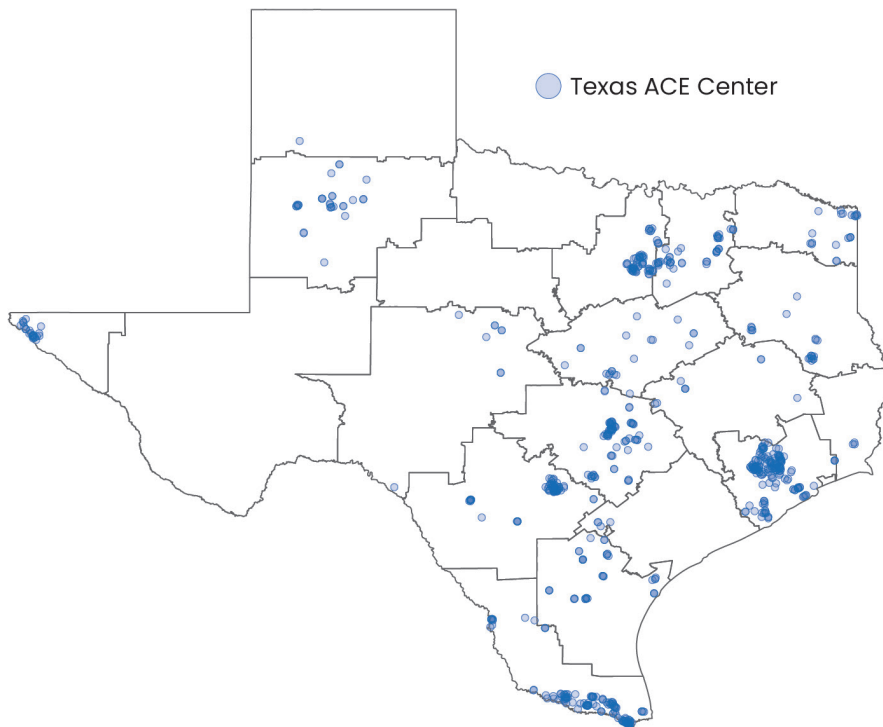
# Texas ACE Information Sheet



## Grantee and Center Fast Facts, 2021–22

The following pages describe Texas ACE grantees, centers, and students in the 2021–22 school year. These results provide important context for understanding who the Texas ACE program serves and the unique ways in which it meets student needs.

**Centers are located at Title I schools, which are distributed across ESC regions with concentrations in urban areas and on the border.**



### NUMBERS AT A GLANCE

**2**  
Funding Cycles (10 & 11)

**97**  
Grantees

**704**  
Centers

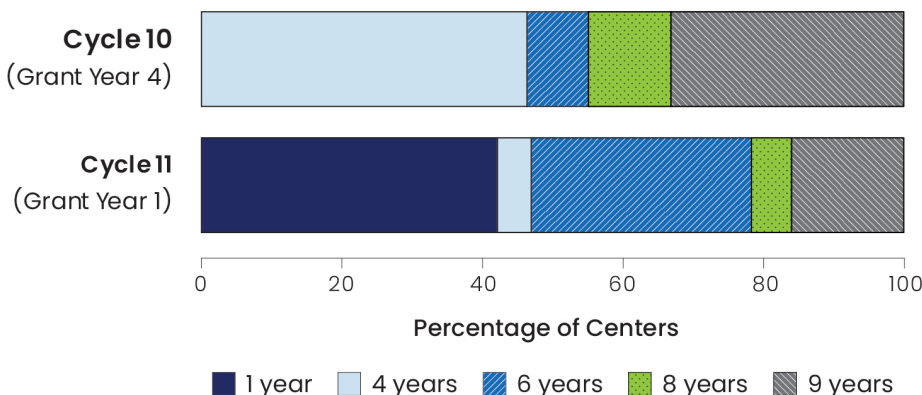
**10,612**  
Center Staff

**129,521**  
Students

**17,554,932**  
Activity Hours

**42%** of Texas ACE Cycle 11 centers are from grantees who were funded for the first time since 2013, in 2020–21; other centers were from grantees with Texas ACE experience in prior cycles.

### Grantee Years of Operation, as of 2021–22

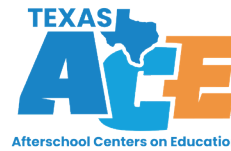


**Sources.** Tx21st Student Tracking System data from 2021–22; Public Education Information Management System (PEIMS) from 2020–21 and 2021–22; State of Texas Assessments of Academic Readiness (STAAR) testing from the 2020–21 school year; Gevert, D. (2015). Education Demographic and Geographic Estimates Program (EDGE): Locale Boundaries User’s Manual (NCES 2016–012). U.S. Department of Education, National Center for Education Statistics.

**Notes.** Texas ACE is funded by the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) federal grant and administered by the Texas Education Agency. Some figures and tables include fewer centers or students than the main counts if they also made use of other data sources, which did not contain those students or centers.

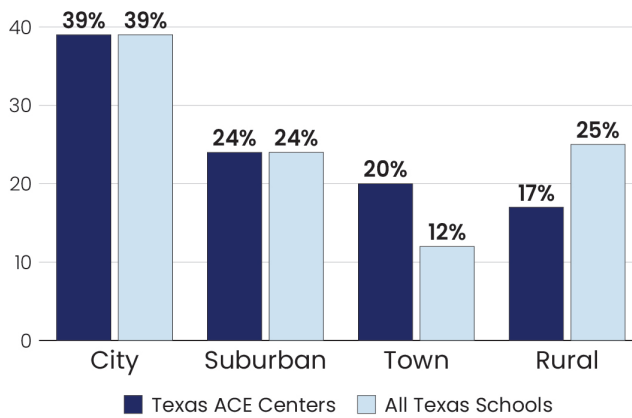
**Acronyms:** ESC: Education Service Center. Texas ACE: Texas Afterschool Centers on Education. Emergent Bilingual Students (EB)/English Learners (EL).

# Texas ACE Information Sheet

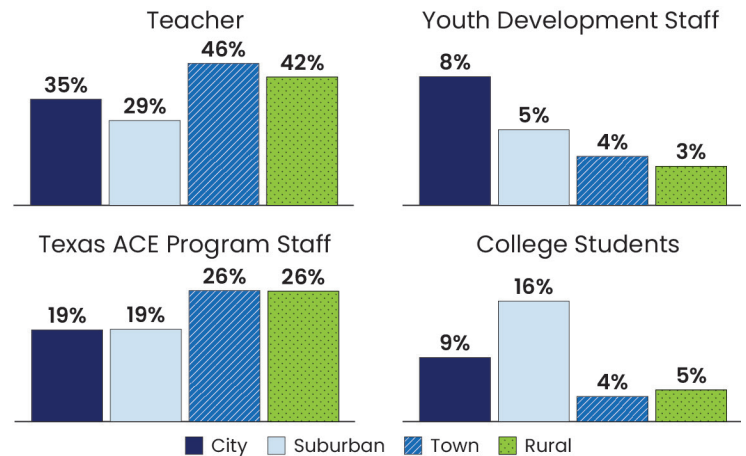


## Center Locales and Staffing Trends, 2021–22

Compared to all Texas public schools, centers are more often in towns and less often in rural areas.<sup>1</sup>



The locale of centers is associated with different staffing patterns.<sup>2</sup>



## Program Attendance Trends, 2021–22

### 2021–22 School Year Participation



**60**  
Average days of Texas ACE attendance



**136**  
Average minutes per day

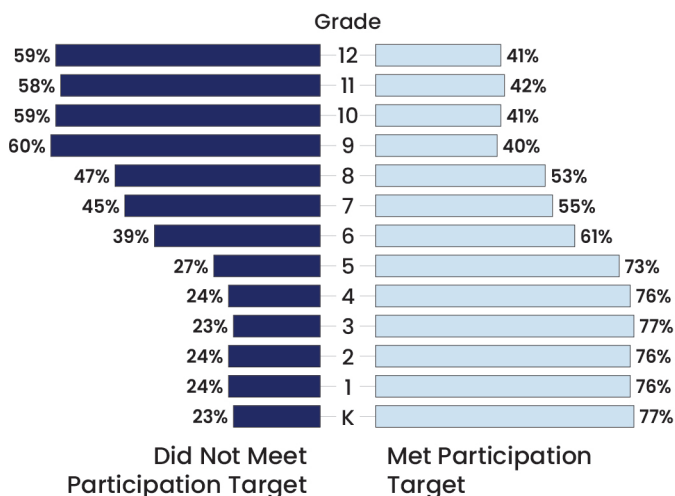


**64%**  
Of students met participation target<sup>3</sup>

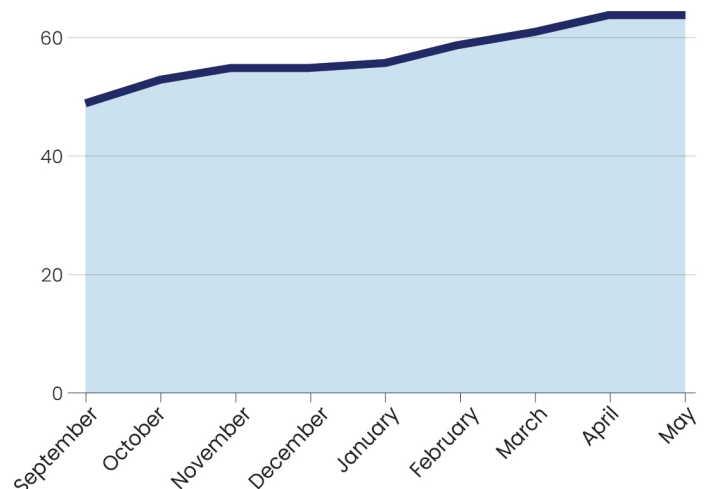


**186**  
Average students per center

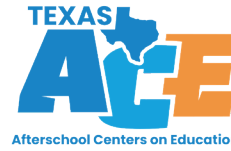
Elementary students are more likely to meet the Texas ACE participation targets than secondary students.



The percentage of students on track to meet the Texas ACE participation targets increases through the school year.<sup>4</sup>



# Texas ACE Information Sheet



## Activities Promote Academics, Enrichment, and Family Involvement, 2021–22

Most Texas ACE activity time was spent in academic assistance, followed by enrichment.



**62%**

Academic Assistance



**34%**

Enrichment



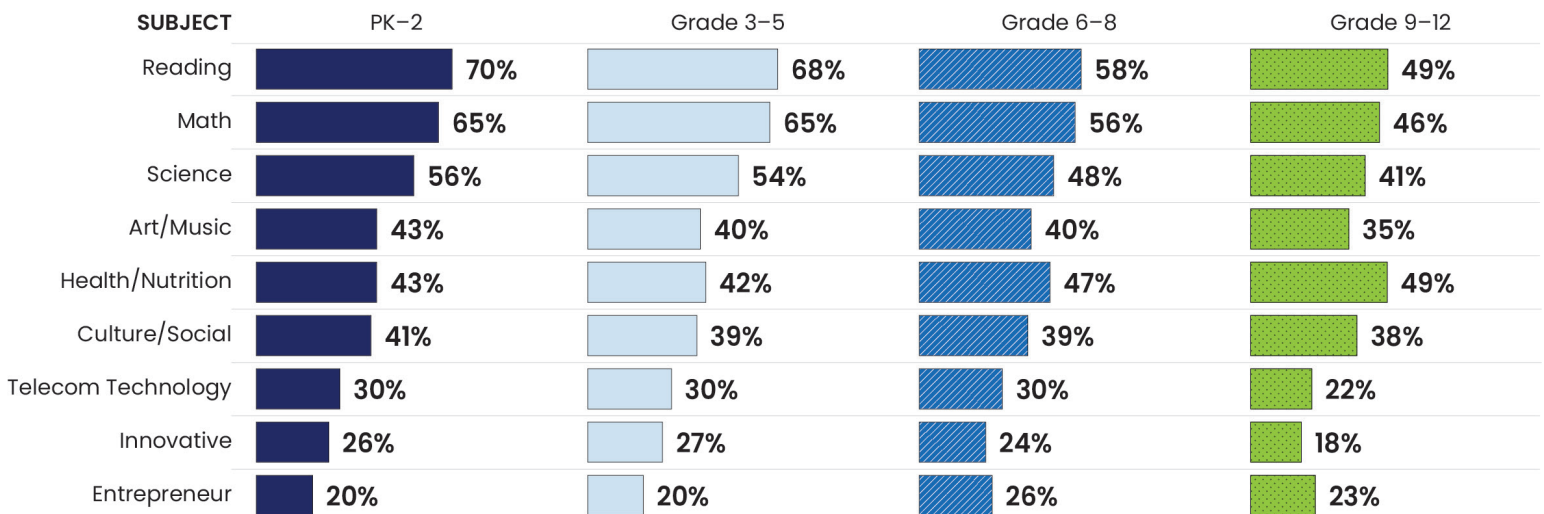
**3%**

College and Workforce Readiness

Many Texas ACE program activities were designed to support the needs of special populations and those with academic needs.<sup>5</sup>

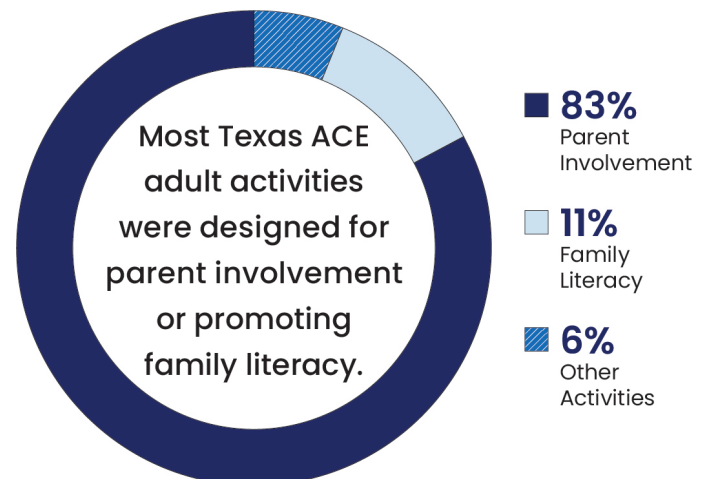
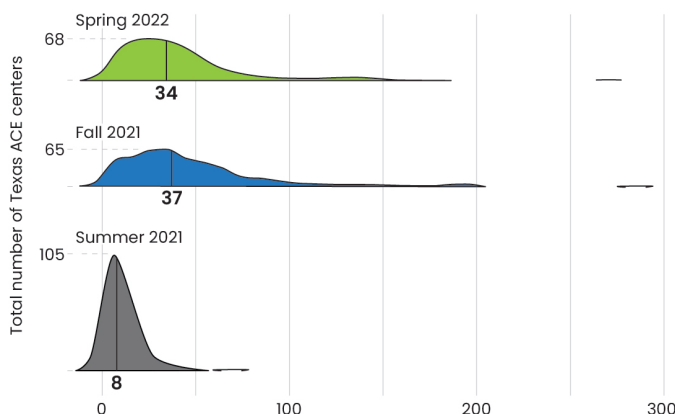


Most Texas ACE program activities had a reading, math, or science component.

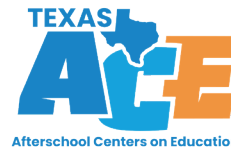


## Adult Participation

The median number of adult participants at each Texas ACE center was between 34 and 37 during the school year semesters.

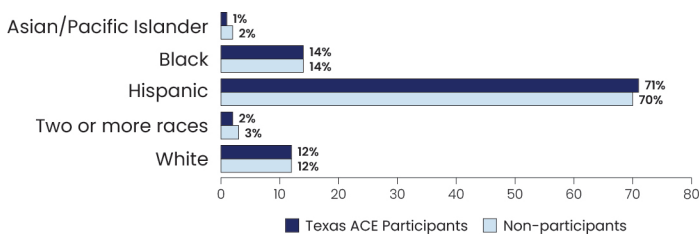


# Texas ACE Information Sheet

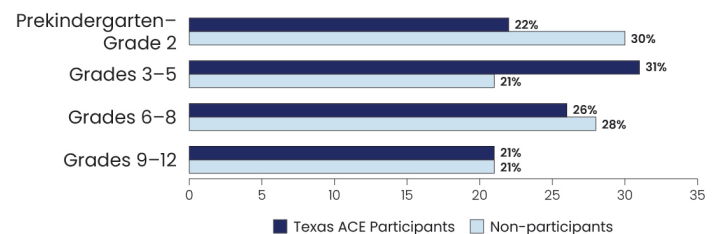


## Participant Characteristics Compared to Non-Participant Students from the Same Schools, 2021–22

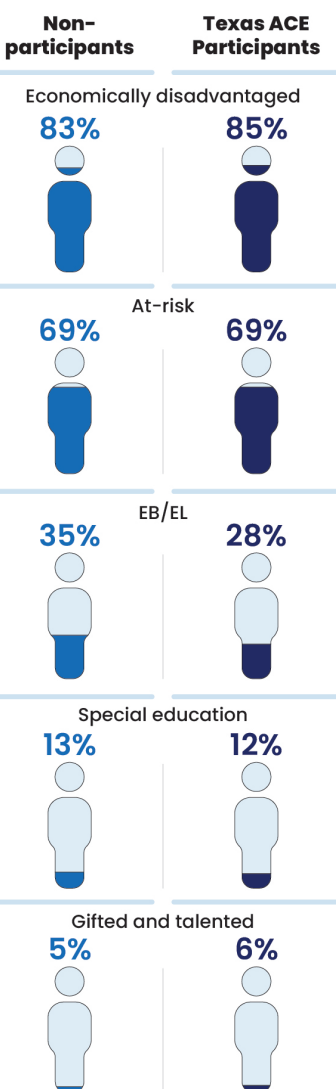
**Program participants' race/ethnicity is like the other students in their schools.**



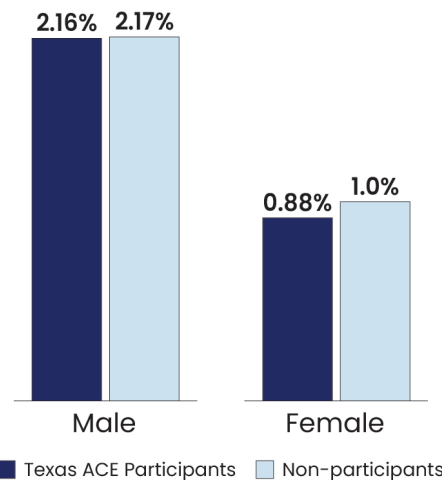
**Students in Grades 3–5 participate at a higher rate than students in other grade bands.**



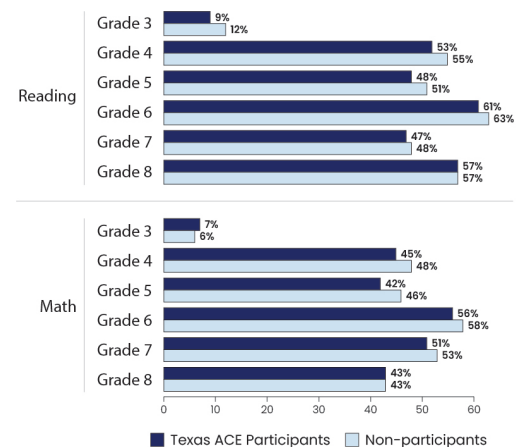
Texas ACE programs are designed to target schools and students who need additional support to be successful. The figures below examine student demographic and program participation characteristics and performance in the 2020–21 school year. Ideally, students with lower performance will be included in Texas ACE at higher rates.



**Female participants were slightly less likely to have a discipline incident in the 2020–21 school year.**



**Program participants were less likely to pass STAAR the year prior to program participation. This is to be expected for an academic assistance program.**



### Endnotes

- For urbanicity figures, towns are defined as territory in an urban cluster that is at least 10 miles from an urbanized area, whereas rural areas are also distant from an urbanized area, but do not have urban clustering.
- Percentages do not add to 100% because a subset of staff types are presented. Staff types not included were small proportions or similar across locale settings. They are center administrators, high school students, parents and community members, and other staff.
- The participation target was 45 days for Cycle 10 centers over fall, spring, and summer. For Cycle 11 centers, it was 45 days of at least 120 minutes during fall and spring or 15 days of 240 minutes during the summer for Grades K–8 and 45 days of at least 90 minutes for Grades 9–12 over fall, spring, and summer. These figures do not include summer 2022 data, and students can also meet the target with summer attendance.
- A student is on track to meet the target if they have participated in the needed number of qualified days to reach their cycle's participation target by the end of the school year every month. For example, for Cycle 10 (45 days), 5 days by the end of September, 10 days by the end of October, and so forth.
- Categorizations specify the targeted populations for each activity entered in TX 21st. Low performing: intended for students who are not performing at grade level, are failing, or otherwise are performing below average; EB/EL: intended for students identified as Emergent Bilingual/English Learner; Special Education: intended for students with special needs or disabilities.