Supplement to Appendix C. Chapter 3: Summary of HLM and Regression Analyses

Table C3.16. Center-Level Relationships between Point-of-Service Quality Areas and Texas ACE Program Attendance Outcomes – Middle and High School Centers

Point-of-Service Quality Area	Hours		Duration		# of Activities		Sustained Attendance	
	Coefficient	p-value	Coefficient	p-value	Coefficient	p-value	Coefficient	p-value
Program Process Quality (as measured by PQA)								
Total Score	-0.241	> .10	-0.169	> .10	0.609	> .10	-0.310	> .10
Supportive Environment	-0.605	> .10	-0.051	> .10	0.662	> .10	-0.031	> .10
Interaction	0.945	> .10	0.280	> .10	-0.562	> .10	-0.339	> .10
Engagement	-0.568	> .10	-0.445	> .10	0.294	> .10	0.043	> .10
Program Content-Specific Practices (as measured by APT-O)								
Reading Practices	0.017	> .10	0.013	> .10	0.041	> .10	0.064	> .10
Reading Practices – Staff-based	-0.074	> .10	0.005	> .10	0.037	> .10	0.098	> .10
Reading Practices – Youth-based	0.079	> .10	-0.003	> .10	0.067	> .10	0.143	> .10 – Youth-based
Verbal Communication Practices	0.01	.10	-5.017	.10				
Verbal Communication Practices –Youth-based	-0.027	> .10	0.032	> .10	0.021	> .10	-0.025	> .10
Mathematics Practices	-0.012	> .10	-0.003	> .10	0.015	> .10	0.018	> .10

-0.146 -0.146 14670.0MCD 103 BDC 2/TT3 1 Tf-0.003 Tc 0.003 Tw 10.54 1.153 Td[019-5 (006)]T0 Tc 0 Tw 2.5 0 Td( )TJEMC P

Table C3.17. Center-Level Relationships between Organizational Processes and Texas ACE Program Attendance Outcomes – Middle and High School Centers

Organizational Process	Hours		Duration		# of Activities		Sustained Attendance	
	Coefficient	*p*-value	Coefficient	*p*-value	Coefficient	*p*-value	Coefficient	*p*-value
Program Goals								
Provide academic and								

Table C3.17. (Continued): Center-Level Relationships between Organizational Processes and Texas ACE Program Attendance Outcomes – Middle and High School Centers

Organizational Process	Hours		Duration		# of Activities		Sustained Attendance	
	Coefficient	p-value	Coefficient	p-value	Coefficient	p-value	Coefficient	p-value
Data Use and Evaluation								
Working with an external evaluator	-0.244	> .10	-0.182	> .10	-0.237	> .10	-0.339	> .10
Periodic review of program data	-0.500	> .10	-0.124	> .10	0.273	> .10	0.186	> .10
Obtaining youth input on programming	-0.069	> .10	-0.263	> .10	-0.008	> .10	-0.740	> .10
Use of PQA/other observational rubrics	0.104	> .10	0.154	> .10	0.286	> .10	0.312	> .10
Staffing or Operational Practice								
Mostly staffed by school-day teachers	0.150	> .10	0.075	> .10	-0.121	> .10	0.421	> .10
High summer programming hours	0.255	> .10	0.145	< .05	0.210	> .10	0.198	> .10

Source. Tx21st Student Tracking System and Public Education Information Management System, 2016–17 to 2018–19. 320 interviews, 2017–2019.
Note. ACE refers to Afterschool Centers on Education.

Table C3.18. Center-Level Relationships between Intermediate Youth-Reported Outcomes and Texas ACE Program Attendance Outcomes – All Centers

Youth-Reported Outcome	

Table C3.20. Center-Level Relationships between Point-of-Service Quality Areas and Center-Level Effects – 60 Hours or More of Texas ACE Participation over 1 Year

Point-of-Service Quality Area	60 Hours or More – 1 Year							
	Reading		Mathematics		Attendance		Disciplinary	
	Coefficient	p-value	Coefficient	p-value	Coefficient	p-value	Coefficient	p-value
Program Process Quality (as measured by PQA)								
Total Score	14.765	> .10	19.803	> .10	.003	> .10	.025	> .10
Supportive Environment	-13.987	> .10	3.348	> .10	.010	< .10	-.058	> .10
Interaction	29.614	> .10	46.235	< .05	-.010	> .10	.071	> .10
Engagement	-9.370	> .10	-37.552	< .10	.006	> .10	.018	> .10
Program Content-Specific Practices (as measured by APT-O)								
Reading Practices	-.555	> .10	-.070	> .10	.000	> .10	.003	> .10

Table C3.20. (Continued): Center-Level Relationships between Point-of-Service Quality Areas and Center-Level Effects – 60 Hours or More of Texas ACE Participation over 1 Year

Table C3.21. Center-Level Relationships between Point-of-Service Quality Areas and Center-Level Effects – 60 Hours or More of Texas ACE Participation over 2 Years

Point-of-Service Quality Area	60 Hours or More – 2 Years							
	Reading		Mathematics		Attendance		Disciplinary	
	Coefficient	p-value	Coefficient	p-value	Coefficient	p-value	Coefficient	p-value
Program Process Quality (as measured by PQA)								
Total Score	-44.351	> .10	33.804	> .10	.008	> .10	-.221	> .10
Supportive Environment	-20.474	> .10	2.170	> .10	.011	< .10	.326	< .10
Interaction	-3.202	> .10	24.055	< .05	-.002	> .10	-.189	> .10
Engagement	-32.043	> .10	10.840	< .10	-.005	> .10	-.406	> .10
Program Content-Specific								

Table C3.23. Center-Level Relationships between Youth Experiences and Center-Level Effects – 60 Hours or More of Texas ACE Participation over 1 Year

	60 Hours or More – 1 Year
Youth Experience	

Table C3.24. Center-Level Relationships between Youth Experiences and Center-Level Effects – 60 Hours or More of Texas ACE Participation over 2 Yea

Table C3.25. Center-Level Relationships between Intermediate Youth[b]