



Ohio's 21st Century Community Learning Centers 2022-23 Annual Report

Prepared for:

Ohio Department of Education and Workforce
Office for Improvement and Innovation



UC EVALUATION SERVICES CENTER
Data Inspiring Change

Executive Summary

21st Century Community Learning Centers (21st CCLC) provide academic enrichment and positive youth development opportunities through expanded and out-of-school time supports for students in Ohio. In the 2022-23 school year, 235 programs provided a wide range of opportunities during the summer and after school, which focused on providing activities and supports aligned with the following components of 21st CCLC programming: providing academic enrichment, supporting youth development, facilitating family engagement, and promoting workforce readiness.

Key Outcomes for 21st Century Community Learning Centers

Outcomes for the 21st CCLCs for the 2022-23 School Year include:



Program Participation

64% Programs met goal for at least 60% of students attending 30 or more days



School Attendance

56% Students participating in 21st CCLC programs improved their school attendance



Literacy Achievement

63% Students demonstrated any growth in Literacy

31% Students who were “basic” or “limited proficiency” improved to “proficient” or above in Reading



Math Achievement

62% Students demonstrated any growth in Math

26% Students who were “basic” or “limited proficiency” improved to “proficient” or above in Math



Family Engagement

91% Programs reported providing three (or more) evidence-based family engagement opportunities



Workforce Readiness

74% Programs reported student increases in workforce readiness

In addition to the outcomes highlighted above, this report summarizes:

- The types of enrichment activities provided including recommendations for improving these opportunities to improve student outcomes;
- The types of partnerships established between local education agencies and community organizations including recommendations on how to develop, maintain, and grow these partnerships;
- The numerous ways that 21st CCLC programs are evaluating and assessing the success of their programs as part of a quality improvement process; and
- A thematic analysis of the different actionable steps that programs are taking to improve their programming as a result of their local evaluations

These contextual data provide an overview of how 21st CCLC programs are implemented across the state including the complexities and challenges that programs face while serving their students and families.



Introduction

The **Department of Education and Workforce** Office for Improvement and Innovation administers the federally funded Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant program to support out-of-school and expanded learning time opportunities for students in Ohio.

Across the state of Ohio, local education agencies (LEA) or community-based organizations may apply for 21st CCLC funds through a competitive bidding process. Eligible organizations include schools, districts, community-based organizations, faith-based organizations, institutions of higher education, city or county government agencies, for-profit corporations, and other public or private entities.

According to the US Department of Education¹ the **goal** of the 21st CCLC grant program is to:



Support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local academic standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.”

- US Department of Education

Program Purpose

The purposes of the 21st CCLC program include:

Provide opportunities for academic enrichment to assist students in meeting the state academic standards.

Offer students positive youth development through positive behavioral interventions and supports (PBIS), social-emotional learning practices, prevention education programs, mental health programming, civic engagement, and nutritional and physical health.

Offer adult family members of program participants opportunities for educational development and engagement in their children’s education.

Report Purpose & Overview

The purpose of the statewide evaluation is to support the Department’s goal to provide a nationally-recognized, high-quality 21st CCLC program through offering actionable recommendations that enable program and system improvements to ultimately result in positive outcomes for students and families. The University of Cincinnati Evaluation Services Center (UCESC) currently serves as the statewide evaluator.

The 21st CCLC 2022-23 annual report is organized into the following sections, guided by the evaluation questions:

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Summary of Data Sources, Methodology, and Limitations

The majority of information included in this statewide evaluation report is derived from qualitative and quantitative data reported by grantees in their 2022-23 End-of-Year reports. These data are submitted directly to UCESC by 21st CCLC grantees through an online survey system. This was the second year grantees utilized this reporting system, and 100% of programs provided data. Some results (where noted) come from data obtained from the Ohio Department of Education and Workforce. These data come from indicator measures developed by the U.S. Department of Education and are common amongst 21st Century programs across the country.² Quantitative data were analyzed with descriptive statistics, using SPSS Statistics for Windows v.28. Qualitative data—provided through open-ended comments—were coded, analyzed, and summarized for key themes, using MAXQDA Analytics Pro v.2024.

These data are self-reported from programs, therefore some of the reliability and fidelity of the data cannot be determined. For instance, some programs reported a lack of data availability for some outcomes by reporting N/A or “no available data.” Other limitations stem from suspected data entry errors within the online survey system. When possible, exploratory analyses were conducted to identify suspected data entry errors (i.e., reporting more students improving in literacy than the total number of students served) prior to conducting analyses for each outcome, and those with suspected errors were removed from subsequent analyses. In addition, programs reported utilizing different measurement sources for many outcome data, but when available these sources are listed to provide additional context. Taken together, these limitations should be kept in mind when interpreting the findings in this report.

How did Ohio support 21st CCLC programs across the state in 2022-23?

Department of Education and Workforce Support

The Ohio Department of Education and Workforce funds “the creation of programs that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.”² Grants are awarded through a competitive bidding process with priorities for applicants providing programming for students in Title 1 schools, programming targeted towards College/Career Entrepreneurial Readiness, Positive Youth Development Programs, and/or Family Engagement, and a particular focus on achieving fair geographic distribution.

\$44 million

Federal dollars allocated

163

Grantee organizations

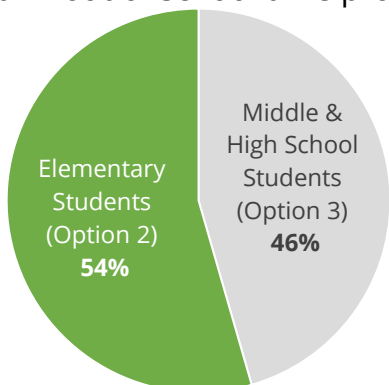
235

21st CCLC programs

21st CCLC Program Designs

Program Options

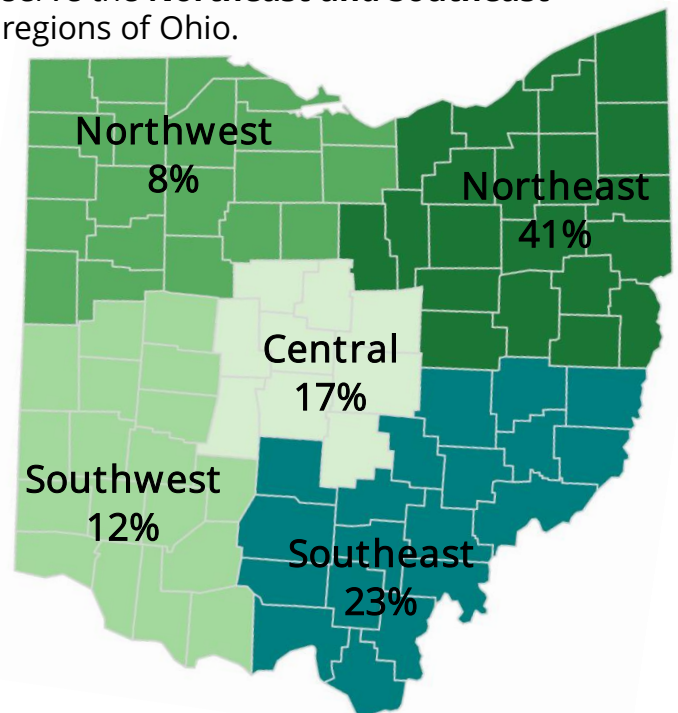
Slightly over half of programs serve younger grades within out of school time programming.



**No programs selected Option 1 programming (provide expanded learning time during the school day)*

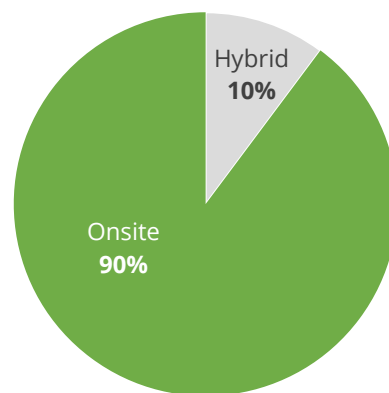
Regions Served

The largest proportion of 21st CCLC grantees serve the **Northeast and Southeast** regions of Ohio.



Program Delivery



Most grantees provide fully onsite programs.



Who participated in Ohio's 21st CCLC programming in 2022-23?

21st CCLC Program Participants

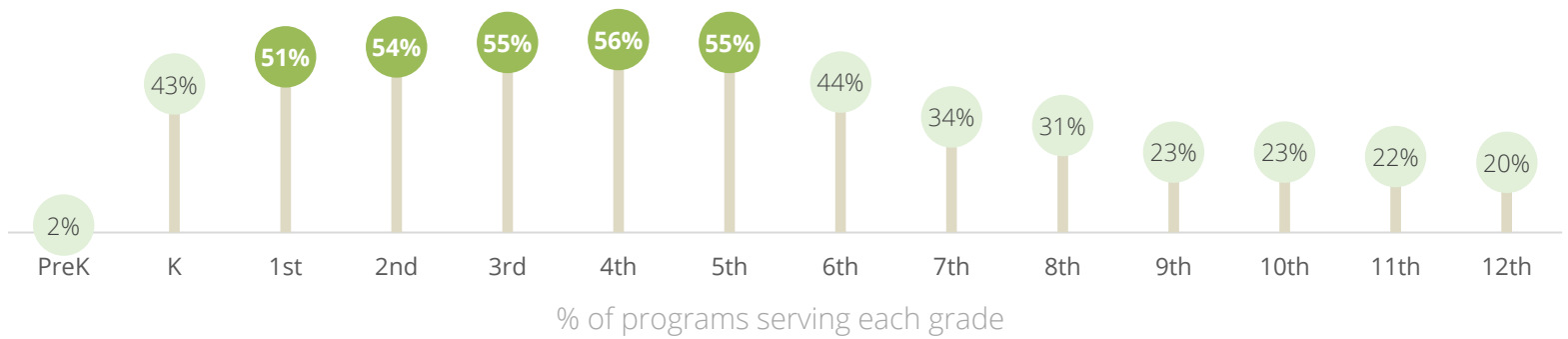
Program participation is one of the most important metrics of success for 21st CCLC programs as students who participate regularly (defined as at least 30 days or 90+ hours) receive the maximum benefits of the program. The table below summarizes total participants in the 22-23 school year and summer segments.

	 School Year	 Summer	
Total Participants	17,081	4,565	
Regular participants (30 days or 90+ hours)	54%	41%	
Race & Ethnicity	American Indian or Alaska Native	0%	0%
	Asian	1%	2%
	Black or African American	24%	34%
	Hispanic or Latino	6%	9%
	Native Hawaiian or Pacific Islander	0%	0%
	White	58%	42%
	Two or more Races	9%	10%
	Data not provided	2%	2%
Sex	Female	51%	50%
	Male	48%	49%
	Not reported	0%	0%
	Data not provided	1%	1%
Population Specifics	Students who are...		
	English learners	13%	18%
	Economically disadvantaged	80%	84%
	Students with...		
Disabilities	16%	15%	

Data Source: 21APR.

Grades Served

Of the 235 21st CCLC programs in the 2022-23 school year, grades 1-5 were most commonly served.



Regular Program Participation

Ohio has set a participation goal for all 21st CCLC programs to have at least 60% of their students participate in programming regularly (30 days or 90+ hours) to receive the maximum benefits of the program.

64%

21st CCLC programs met Ohio's regular participation goal (60% regular attendees)

“

We continue to enhance our recruitment process through additional outreach opportunities during school hours, expanding collaboration with our school partners and enlisting the help of our Family Advisory Council which now has a council of ambassadors to assist with our recruitment efforts.”

- 21st CCLC Grantee



Tips to improve student participation

- **Build strong partnerships with daytime teachers**, staff, and community members or organizations to support and promote ongoing efforts and recruitment.
- **Strengthen staff understanding** and alignment around 21st CCLC goals.
- Increase student excitement and buy in by **incorporating student voices** and choices into programming using interest-based clubs, events, and enrichment opportunities.
- Provide students with **incentives** to participate such as stipends, ability to go on field trips, and positive recognition through initiatives such as “Scholar of the Month.”
- Build **trusting relationships with families** by maintaining regular communication, engaging parents in attendance discussions, and creating a positive learning environment.

What types of enrichment opportunities did 21st CCLC programs provide?

Ohio's 21st CCLC Program Overview

Across Ohio, 21st CCLC programs are tasked to “**deliver high quality programs, with evidence-based educational and developmental services**” that positively affect student outcomes in school attendance and academic performance and that result in decreased disciplinary actions or other adverse behaviors.”³ Programs prioritize the following core components: academic enrichment, family engagement, positive youth development, and workforce readiness. Within each 21st CCLC program, site staff determine the best mixture of programming and opportunities based on student and family needs and community partner support. Enrichment activities are aligned across these core components.⁴

Positive Youth Development

21st CCLC programs incorporate Positive Behavioral Interventions and Supports (PBIS), social and emotional learning practices, prevention education activities, and mental health programming into their programs.

Academic Enrichment

21st CCLC programs maintain a strong emphasis on providing literacy and math supports for students to positively support academic growth and proficiency.



Family Engagement

21st CCLC programs implement evidence-based educational development opportunities to promote family engagement in their child's learning, both within the program and at home.

Workforce Readiness

21st CCLC programs prepare middle/high school students for college and careers by utilizing strategies that connect academic content with careers, promote career technical routes, and provide opportunities to develop professional capabilities.



Academic Enrichment

21st CCLC programs provide literacy and math academic enrichment to increase opportunities for academic support during non-school hours. These efforts aim to complement the **Future Forward Ohio**⁵ strategic priorities to support students in their recovery from the impact of the COVID-19 pandemic.

While programs can implement a variety of evidence-based interventions to support student learning and growth, programs most often reported using the following strategies: online learning platforms, tutoring support, instructional strategies, physical learning materials and curricula. More detail on each of these interventions is provided below.

Online learning platforms

21st CCLC programs most often reported using online learning platforms and apps to facilitate academic enrichment. Online learning platforms often provide tailored interventions to promote practice opportunities, deliver instruction, increase collaboration among students, and track students' progress.

The most commonly used online learning platforms were iReady, IXL, and STRIDE.

Other online platforms included:

Study Island	STAR	Mango Math	SuccessMaker
NWEA MAP	Lexia	Edmentum	Mobymax

Instructional strategies

21st CCLC programs also implement instructional strategies to facilitate learning in literacy and math. These strategies include involving students in hands-on activities, promoting peer and group activities, and providing organized instruction. The most often utilized instructional strategy for literacy was annotating literary narrative passages, while modelling problems to teach concepts was most often used in math instruction.

Tutoring support

Tutoring is frequently offered within 21st CCLC programs along side homework help or as a separate time within programs. One-on-one tutoring opportunities are more commonly reported than small group offerings. Some tutoring opportunities are offered by certified and licensed teachers, and several programs reported offering high dosage tutoring.

Physical learning materials and curricula

Many 21st CCLC programs also use physical learning materials (e.g., Kiwi Co kits and ETA Hand 2 Mind curriculum and manipulatives) to implement or support literacy and math instruction. These materials help facilitate activities, promote intervention, and develop skills. Curricula related to phonemic awareness or phonics were most frequently used for literacy instruction (e.g., Heggerty).

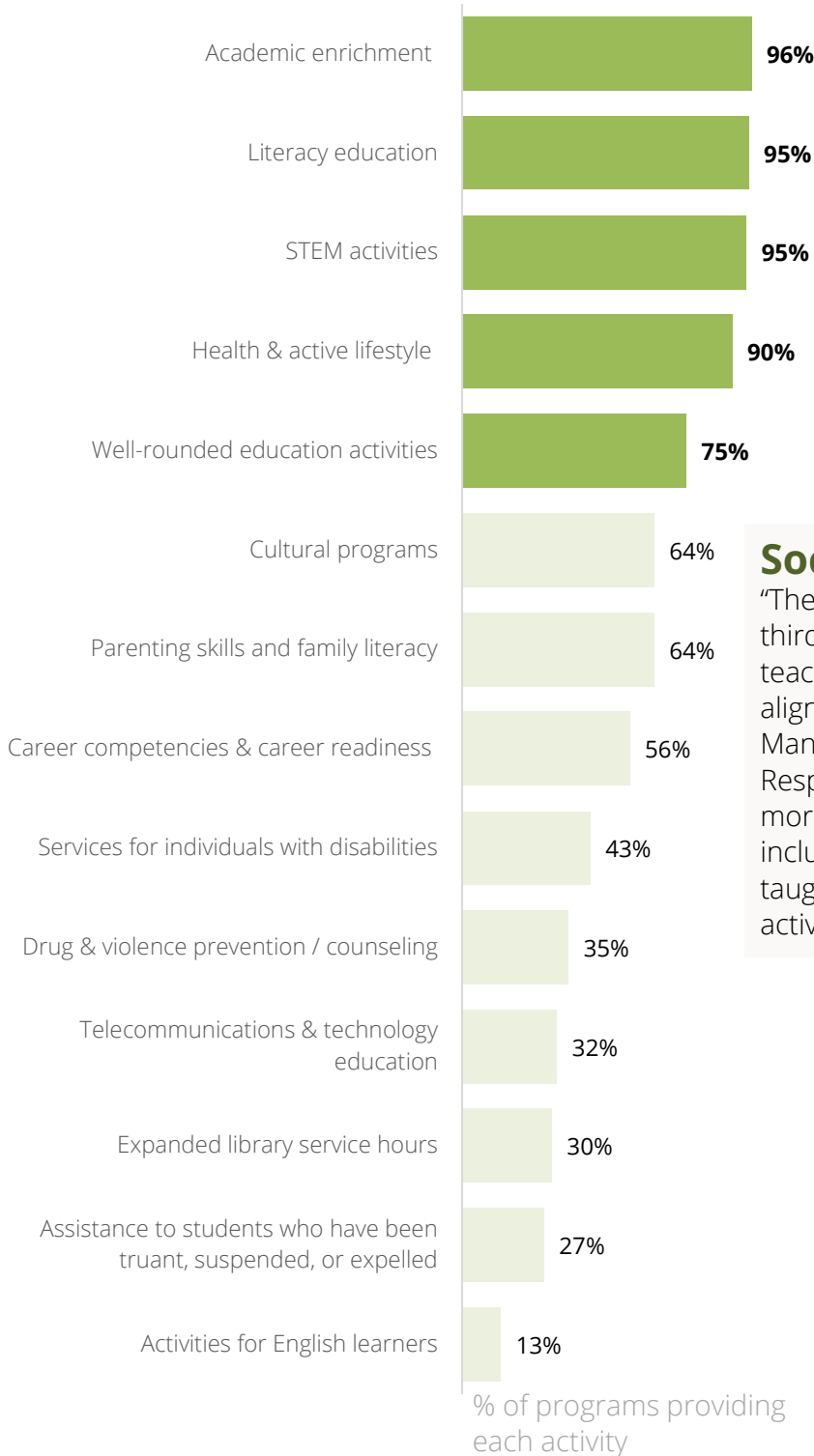


Positive Youth Development

21st CCLC programs provide a variety of opportunities and activities to support positive youth development and other social or behavioral benefits. These activities may include art instruction, entrepreneurial education, language skills development, service learning, recreation or physical education, expanded library access hours, health and nutrition, and other mental health and wellness programming.⁴ Examples of successful programs (as provided by 21st CCLC program managers) are provided below.

Enrichment Activities Provided

The most commonly provided enrichment opportunities focused on academics and education.



Entrepreneurial education

"Students formed a company, chose a company name, developed products and sold products... The company uses Cricut cutting machines to realize designs that are then placed on T-shirts, pillows, mugs, mouse pads, etc. Students designed and made jewelry, knitted and crocheted stuffed animals, and made scented candles. These products were sold through the Young Entrepreneurs Institute's Young Entrepreneur Market and at the Ingenuity Fest. The group determines how the proceeds from these sales are distributed among the students based on each student's contribution leading up to each market."

-21st CCLC grantee

Social emotional learning

"The program has a Social Emotional Learning program for third through fifth graders. The [program] was designed to teach both learning skills and the Social Emotional skills aligned with Ohio's SEL standards (e.g., Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making). The [program] also provided more intensive services for a subset of 15 students, including separate programs for boys and girls, which taught important social emotional skills using a set of activities that were of interest to the children involved."

-21st CCLC grantee

Health & active lifestyle

"We have a cooking program that engages students who are not normally engaged in an everyday school setting. We had one student who does not have a lot of academic success or involvement in extra-curricular activities come to summer school and learned how to follow a recipe and prepare food for cooking. He became a group leader and taught other students how to prepare food and cook towards the end of the session."

-21st CCLC grantee



Family Engagement

21st CCLC programs implement evidence-based opportunities for family engagement with the goal of enhancing involvement in their children’s learning and promoting gains in academic outcomes and well-being.⁴

Programs hosted a wide array of family engagement events and opportunities focused on information sharing, education, cultural diversity, financial literacy, and student showcases. Program staff often reported collaborating with school staff and/or community partners to organize these events.

In addition, programs created opportunities to involve families in decision making by creating family and parent advisory councils so that families could share their opinions and stories, meeting with families to create goals for individual students, and involving families in the planning process of events.

“At every parent night, the staff includes some kind of financial based information or learning opportunity to help guide the parents.”

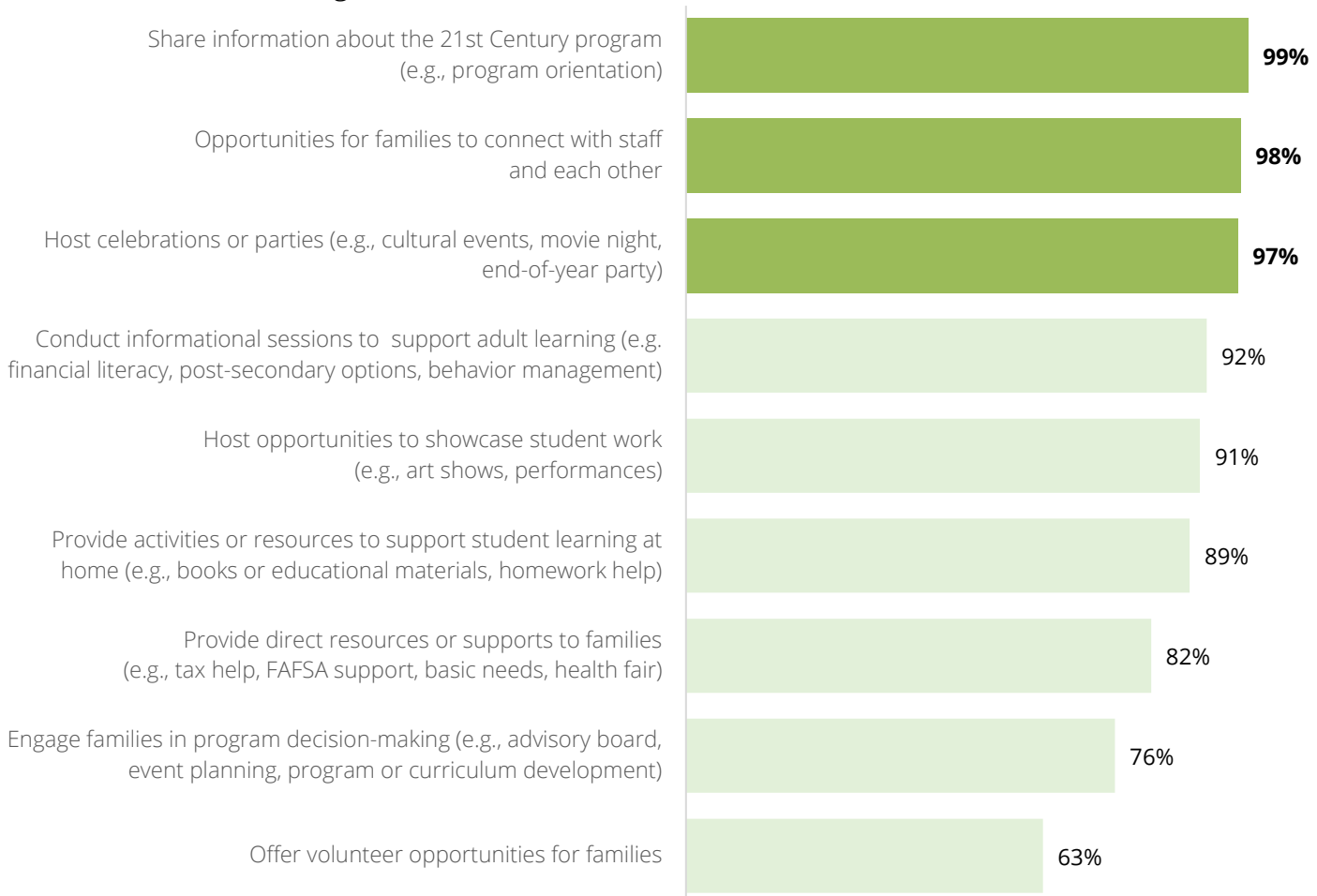
-21st CCLC grantee

“Parent engagement opportunities for the 2022-2023 school year included a Drive-in Movie, Family Fall fun event with educational activities, an Astrology night with The Cincinnati Observatory, and an End of Year Murder Mystery Awards ceremony, a chili cook-off, and a community clean-up.”

-21st CCLC grantee

Family Engagement Opportunities

Almost all 21st CCLC programs reported providing opportunities for families to learn about the program, connect and celebrate together.



% of programs providing each activity



Workforce Readiness

21st CCLC programs support students on their journey toward developing a vision and realistic plan for the future. The Department of Education and Workforce has developed the **Career Connections Framework** - a comprehensive guide that program staff can utilize to plan activities and opportunities that support students along their path toward a meaningful career and/or college experience.⁶ Of the 121 programs providing workforce readiness opportunities, each provides a unique blend of activities that support growth, as summarized below along with examples of opportunities shared by program staff.

121 Programs

Provided opportunities to support workforce readiness (52%; 2022-23)

97%

Provided Career Awareness activities

Example opportunities: Hosting guest speakers from different career sectors (e.g., manufacturing, law enforcement, scientists, teachers, business owners), offering virtual or in-person workplace visits

97%

Supported Career & Interest Exploration

Example opportunities: Facilitating project-based learning and community service projects, administering self-assessments, offering student clubs based on interest, providing mentoring experiences

92%

Supported 21st Century Skill development

Example opportunities: Supporting life skills development (e.g., financial literacy, cooking) or other skills (e.g., critical thinking, communication), implementing assessments or curricula, providing STEAM opportunities

56%

Provided College Exposure activities

Example opportunities: Hosting conversations with university representatives to discuss key topics (e.g., courses, Greek life, application process), facilitating college visits, virtual tours, college fairs, or summer camps

47%

Supported College & Career Planning

Example opportunities: Assisting with ACT/SAT preparation, developing interview skills through mock interviews, providing resume writing assistance

41%

Provided Career-based Learning

Example opportunities: Facilitating service learning activities, supporting students to attain specialized credentials, certificates, or course credits, developing soft skills (e.g., team building, timeliness, work ethic)

37%

Provided Drop-out & Recovery Support

Example opportunities: Offering credit recovery programming, supporting homework completion

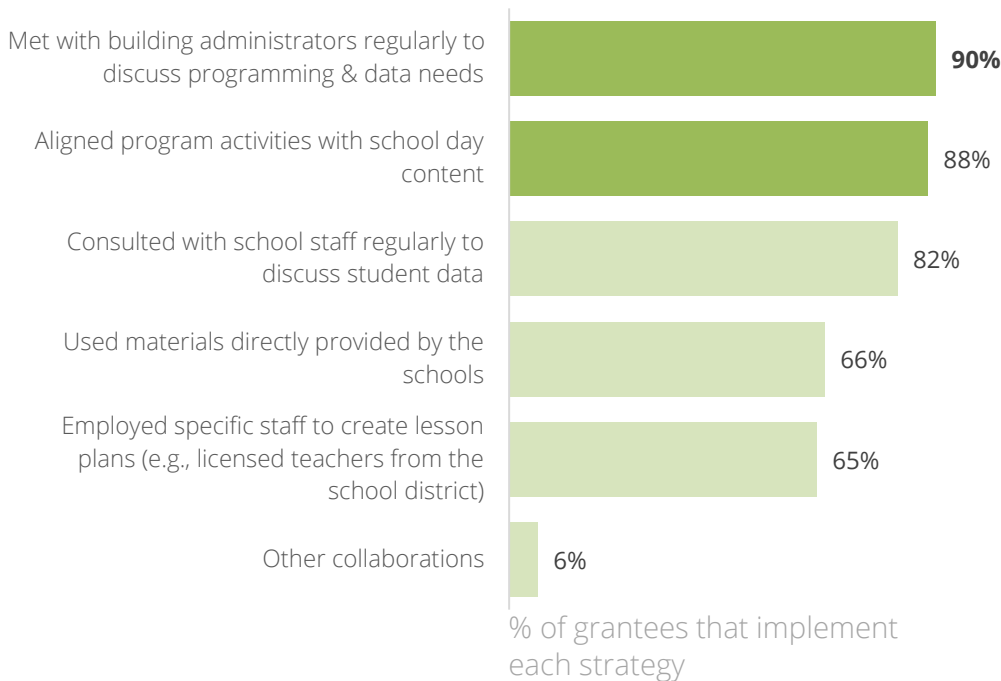
How are Ohio's 21st CCLC programs partnering with Local Education Agencies and community organizations?

Partnerships with Local Education Agencies (LEAs)

Ohio's 21st CCLC programs are required to partner with LEAs (if they are not a LEA themselves such as a community organization) to ensure alignment of Out-of-School Time and Expanded Learning Time programs with school-day learning.⁴ Programs were asked to report on what these collaborations looked like.

LEA Partnerships

Most 21st CCLC programs reported meeting regularly with building administrators.



Time is such a commodity for everyone. It's hard to make time, but it's really vital that everyone is able to come together so we can collaborate and plan for the program, to gain support for the program, and to understand the needs of the program."

- 21st CCLC Grantee



Tips to establish and improve partnerships with LEAs

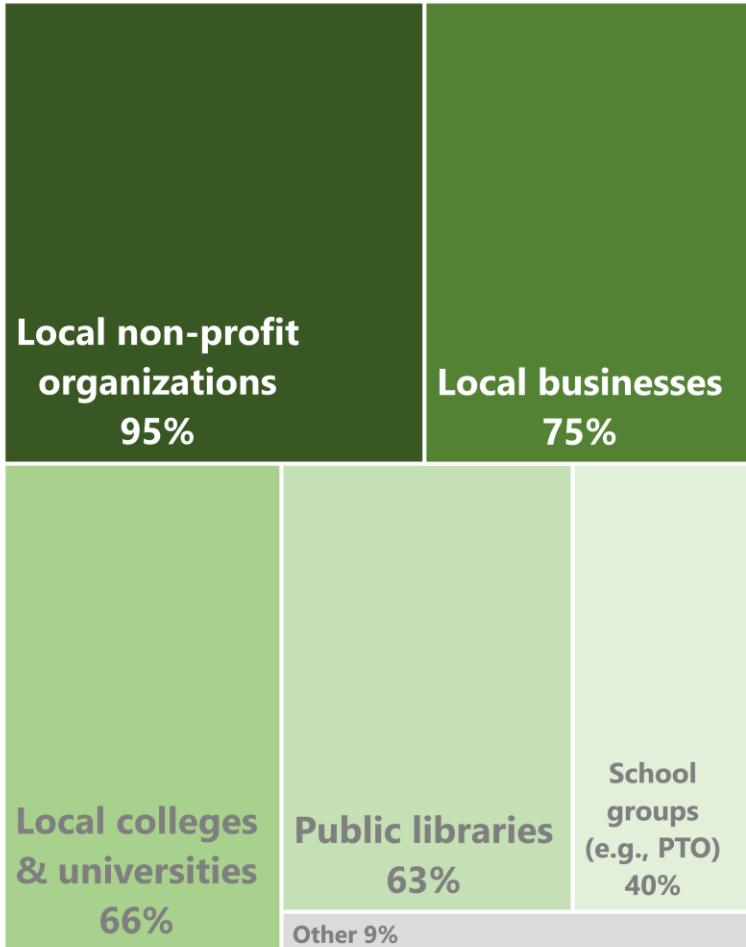
- Set up **frequent and regular meeting** times with LEAs and other partners by attending DLTs, BLTs, strategic planning sessions, and community events as much as possible.
- **Attain administrative support** by facilitating regular leadership team meetings, engaging administrators in the interviewing process for program staff, and communicating regularly.
- **Establish relationships with LEAs early** by meeting with them before the grant is approved, scheduling regular meetings prior to the beginning of programming, and involving all partners early in the process.
- **Communicate specifically** what the program needs to be successful.
- **Encourage reciprocity** by reminding LEAs of the afterschool's program benefit to them – their students will be more successful if the program has the resources and support it needs.
- **Highlight program successes** by providing stakeholders with success stories regularly, sharing newsletters with building staff, and promoting specific partnerships on social media or through other marketing strategies.
- **Employ school day staff in the after school program** when possible to encourage continuity of curriculum. Encourage after school staff to engage with classroom teachers to promote visibility and communication.

Partnerships with Community Organizations

21st CCLC programs are required to **establish and maintain relationships with other community-based organizations and local education agencies** that provide ongoing partnerships of mutual support and that result in strengthened implementation of the 21st CCLC program.³ Programs were asked to report on what these collaborations with community organizations looked like in 2022-23.

Community Partner Engagement & Support

Most 21st CCLC programs reported partnering with local non-profit organizations, and these partnerships often supported the delivery of programs or events for students and families.



% of programs partnering with each organization type

Methods of Engagement	% of sites
Facilitates/delivers programming for students	95%
Facilitates/delivers community or family events	76%
Donates supplies or food for the program	60%
Provides volunteers	53%
Participates on advisory boards	46%
Provides PD or training for program staff	44%
Provides venues or spaces for programming	41%
Donates funds to the program	20%
Fundraises for the program	6%
Other supports	1%



Tips to engage with community partners

- Once connection are established, **set regular meetings** to maintain the relationship and ensure accountability. Consider hosting quarterly meetings with all providers to offer the opportunity for networking across partners
- **Be present and visible in the community** by attending events and meetings put on by community agencies to develop relationships and get your name out there
- **Just ask!** Don't be afraid to reach out to someone and ask if they would be willing to partner.
- **Work with caregivers, parents and families** who may have connections through their jobs or personal relationships
- **Advertise the great work you are doing** in the community to garner interest from community members
- **Help providers recognize what they can get in return** for their partnership – this may be a direct giveback from the program or just reminding them of how their investment in students will result in investing in the community.

What are the key outcomes for 2022-23?

Ohio 21st CCLC programs are designed specifically to provide academic enrichment and youth development to demonstrate educational and social benefits and positive behavioral changes.⁵ To measure these areas, Ohio 21st CCLC programs measure outcomes for participants to meet state³ and federal² outcome requirements.

Educational and behavioral outcomes are available for the following outcomes, and key findings are described in the sections that follow:



Of note, the outcome data shared in this report were collected through Ohio’s statewide evaluation reporting system and may not match federal Government Performance and Results Act (GPRA) outcome reporting².

School Day Attendance

21st CCLC programs encourage school day attendance because students must be present at school in order to participate in afterschool enrichment activities. Therefore, programs specifically aim to recruit students with high absence rates. Federal guidance requires 21st CCLC programs to report on school day attendance using the following indicator²:

“Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.”

21st CCLC programs collected these data from schools and reported, on average, that 56% of students improved in school attendance in 2022-23. In 2021-22, the improved attendance rate across 21st CCLC programs that reported data was 62%, suggesting that chronic absenteeism continues to be an area of concern across the state.



Students attending 21st CCLC programs **improved in school day attendance**

(students who had a 90% attendance rate or below the previous year)

“By keeping students engaged afterschool and offering opportunities for community-building, we are creating an extra incentive to attend the school day, as students become more motivated to attend the school-day in order to attend afterschool activities. They also grow a greater sense of school belongingness and school value by engaging in enrichment activities that frame education positively.”

- 21st CCLC Grantee

Academic Achievement

21st CCLC programs measure academic achievement through two performance measures:

- 1. **Any growth** in literacy/mathematics – programs reported the number of regularly participating students who demonstrated any growth on Ohio’s approved literacy/mathematics assessments from baseline to the end of the year. This was most often measured from fall 2022 to spring 2023. This less sensitive measure allows programs to capture any literacy growth across all students.
- 2. **Growth in literacy/mathematics proficiency** – programs reported the number of regularly participating students who improved from reading at a “basic” or “limited proficiency level” to “proficient” or above on Ohio’s list of approved literacy assessments. About half of programs measured this from fall 2022 to spring 2023 and half measured this from spring 2022 to spring 2023. This more sensitive measure allows programs to capture the greatest growth for the subsets of students for whom proficiency measures are available.

*regular student participation is defined as students who attend for 30 days or 90+ hours

Literacy Achievement

Literacy improvement is one of the primary goals for Ohio’s 21st CCLC programs. Almost all programs reported providing academic enrichment (96%) and literacy education (95%) opportunities for students.

10,154 Students

 Participated in literacy programming

Any Literacy Growth

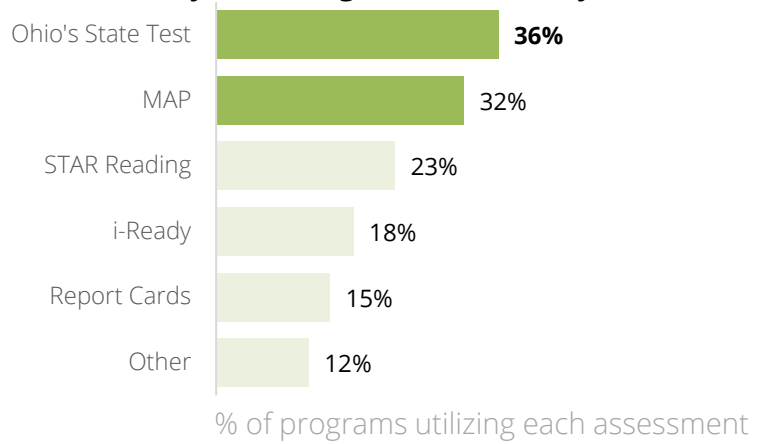
63%

n=6,399 students

Students regularly attending 21st CCLC programs **demonstrated any growth in literacy** (any increase in literacy assessment score from baseline to the end of the year)

Data Sources

Ohio’s State Tests and MAP were most commonly used to document any student growth in literacy.



Literacy Proficiency

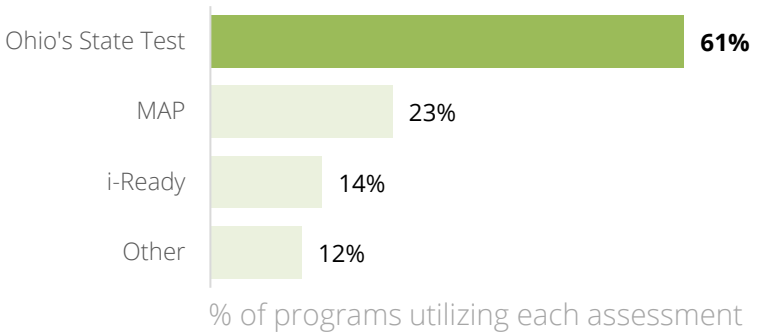
31%

n=1,386 students

Students regularly attending 21st CCLC programs **demonstrated growth in literacy proficiency** (moving from “basic” or “limited proficiency” to “proficient” or above)

Data Sources

The majority of programs (61%) used Ohio’s State Tests to document growth in literacy proficiency.





Mathematics Achievement

In addition to literacy improvement, 21st CCLC programs provide academic enrichment opportunities focusing on mathematics. Ninety-five percent of programs reported providing STEM enrichment opportunities for students.

10,019 Students Participated in math programming

Any Math Growth

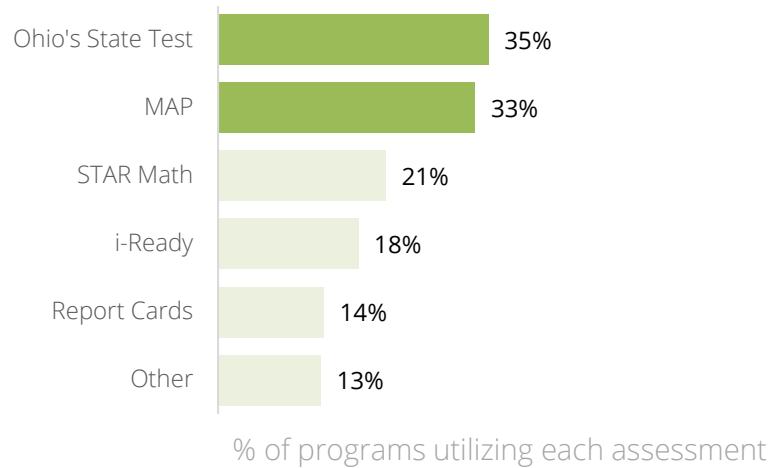
62%

n=6,239 students

Students regularly attending 21st CCLC programs **demonstrated any growth in mathematics** (any increase in mathematics assessment score from baseline to the end of the year)

Data Sources

Ohio's State Tests and MAP were most commonly used to document any student growth in mathematics.



Math Proficiency

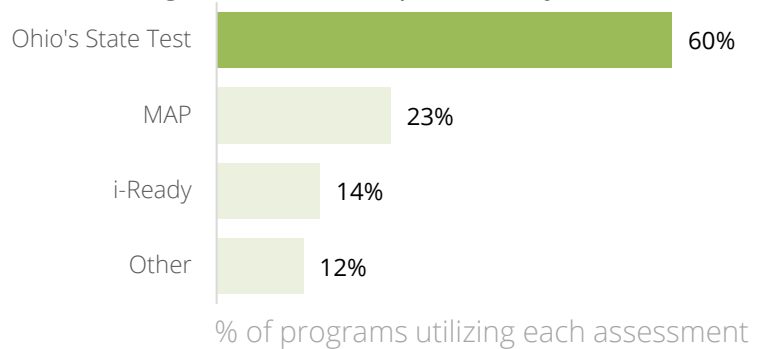
26%

n=1,189 students

Students regularly attending 21st CCLC programs **demonstrated growth in mathematics proficiency** (moving from "basic" or "limited proficiency" to "proficient" or above)

Data Sources

The majority of programs (60%) used Ohio's State Tests to document growth in math proficiency



One of the most successful strategies was the implementation of our activity stations. One of the stations was our math stations- where we implemented the Mango Math Curriculum through games. Each week's students played a new Mango Math game. Monday the class would learn how to play the game together- which included mini lessons on the skills needed to play the game. The rest of the week students played the game as one of the rotating stations. Big Success!!"

- 21st CCLC Grantee



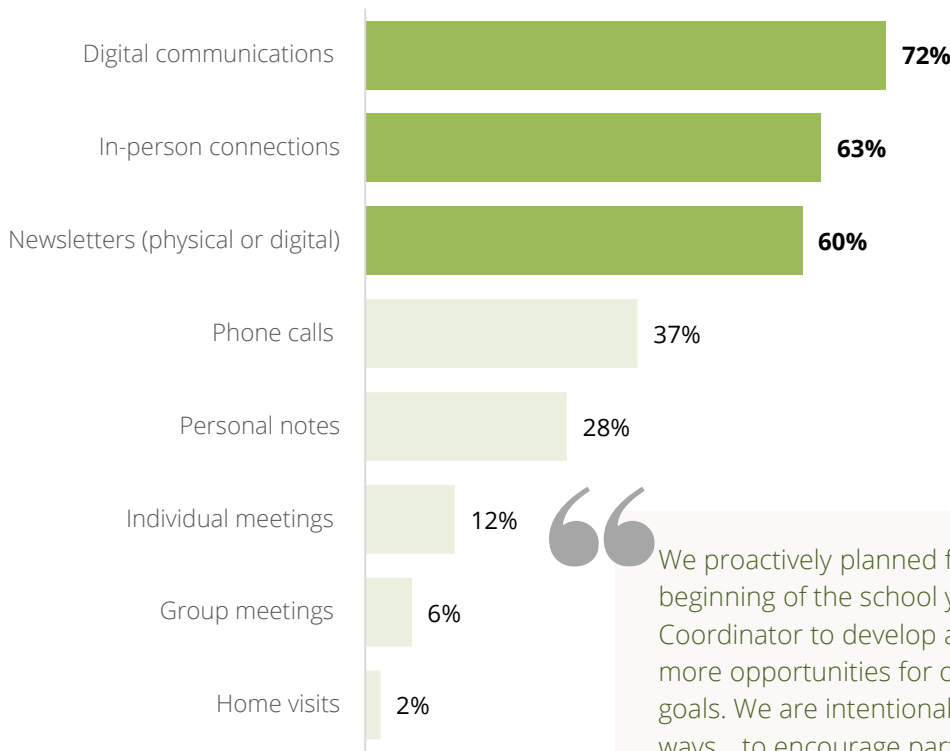
Family Engagement

Ohio's 21st Century Community Learning Centers "deliver evidence-based educational development opportunities that **promote family involvement and family literacy, and that result in family members engaging in their children's learning**, either at home, at programs sponsored by the center, or elsewhere in ongoing and meaningful ways." ⁴

Program staff maintain regular and consistent communication to build trusting relationships. Some program staff reported utilizing various incentives to keep families engaged, such as providing food, gifts, and raffle items. Though individual and group meetings were not regularly reported, grantees did report utilizing them sometimes.

Family Outreach Activities

21st CCLC programs most often utilize digital communications, in-person connections, and newsletters to connect with families.



1081

Family engagement opportunities were provided by 21st CCLC programs

90%

21st CCLC programs met Ohio's family engagement goal (providing three or more evidence-based developmental opportunities)



"We proactively planned family engagement opportunities prior to the beginning of the school year. We worked with our Family Engagement Coordinator to develop a list of monthly engagement events to provide more opportunities for our student families and support program goals. We are intentional about outreaching to our parents in multiple ways... to encourage participation."

- 21st CCLC Grantee



Grantee recommendations to improve family engagement

- Have **dedicated staff** who are responsible for planning family events and aid in fostering positive, trusting relationships between all staff and parents.
- Be **mindful of the time** events are held and when possible, plan around parents work schedules.
- Offer plenty of **popular events** such as cultural celebrations, community meals, and bonding activities for parents and children.
- Provide **meaningful resources and incentives** that take a holistic family approach and are available to parents, siblings and students. For example, consider offering mental health resources, take-home activities, and raffles or prizes.
- Establish **partnerships with community organizations** to provide families with ongoing support and resources.



Workforce Readiness

21st CCLC programs serving middle and high school students are committed to “preparing students for college and careers utilizing evidence-based strategies that connect academic content with careers, promote career technical routes, and provide opportunities for students to develop professional capabilities.”³

4,381 Students participated in workforce readiness activities

9,965 Hours of programming provided in 2022-23 School Year to support workforce readiness

52% 21st CCLC programs provided workforce readiness activities

Workforce Readiness Growth

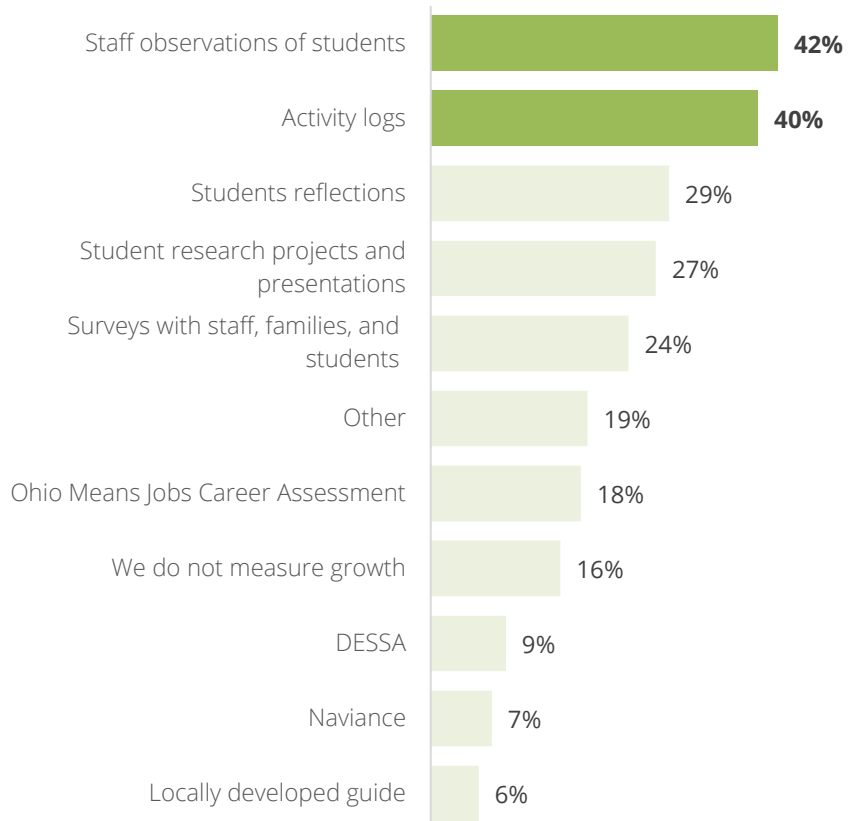
Programs were also asked to report how they measured student growth and the extent to which students demonstrated growth in workforce readiness. Programs most often reported that they used staff observations and activity logs to measure growth and of those that measured growth, programs reported that 74% of students demonstrated growth.

74% *n= 3,237 students*

Students participating in workforce readiness programming **demonstrated growth**

Growth Measures

Growth in workforce readiness was most commonly measured by staff observations and activity logs.



“We bring in relevant professionals to show in real-time what it looks like to pursue a given career, to speak to the necessary skills, and to encourage exploration of their own interests.”

-21st CCLC grantee

How are 21st CCLC programs evaluating and assessing the quality of their programs?

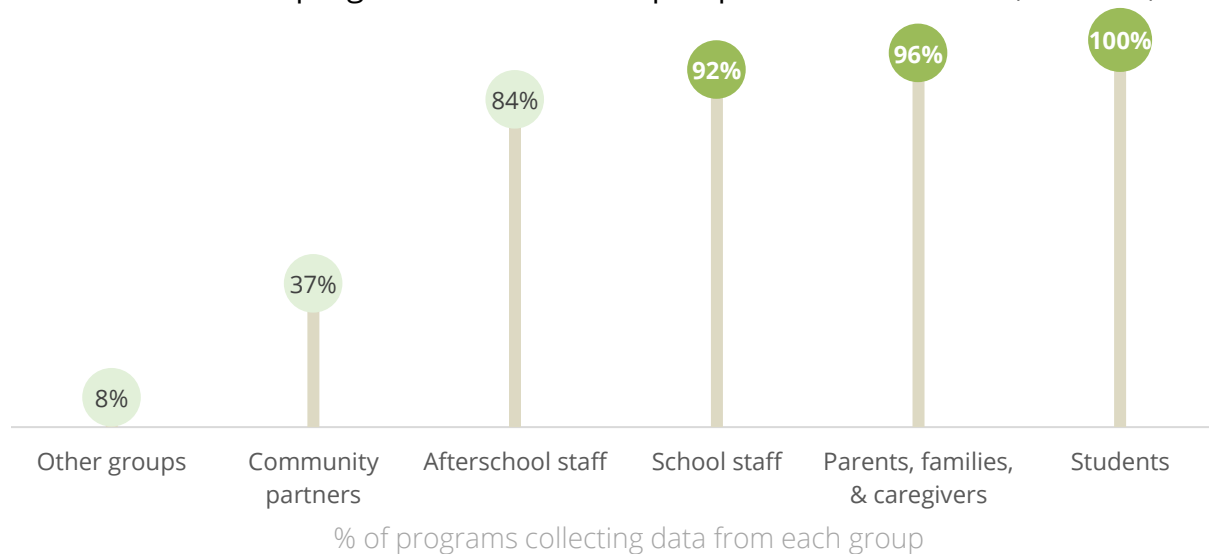
All Ohio 21st CCLC programs are required to partner with a local evaluator to “continually examine outcomes and work collaboratively with stakeholders to provide the best opportunities possible for students.”⁷ Local evaluations help 21st CCLC staff track implementation, measure progress, and recommend strategies for improvement. Local evaluators use a variety of evaluation activities to help programs achieve these goals.

Evaluation Methods

21st CCLC programs recognize that in addition to collecting outcome data (e.g., student assessments), the success of a program should be measured through hearing the voices of stakeholders. Programs use surveys, focus groups, interviews, and other methods to gather input from numerous stakeholders.

Stakeholder Groups Included

Local evaluation of 21st CCLC programs often include perspectives of students, families, and school staff.



Programs most commonly make their evaluation results available to stakeholders upon request. Other ways that they share results include websites, newsletters, schoolboard meeting notes, social media, and monthly or annual reports. Examples of the ways in which program staff shared their evaluation results are provided below.

Partners

Program outcomes are emailed individually to stakeholders at the conclusion of sessions. It is also reviewed during partner meetings.

-21st CCLC grantee

Families

We share pre and post-test results with families during the mid-session and end of session family nights. We also share our findings directly with our partners via monthly reports.

-21st CCLC grantee

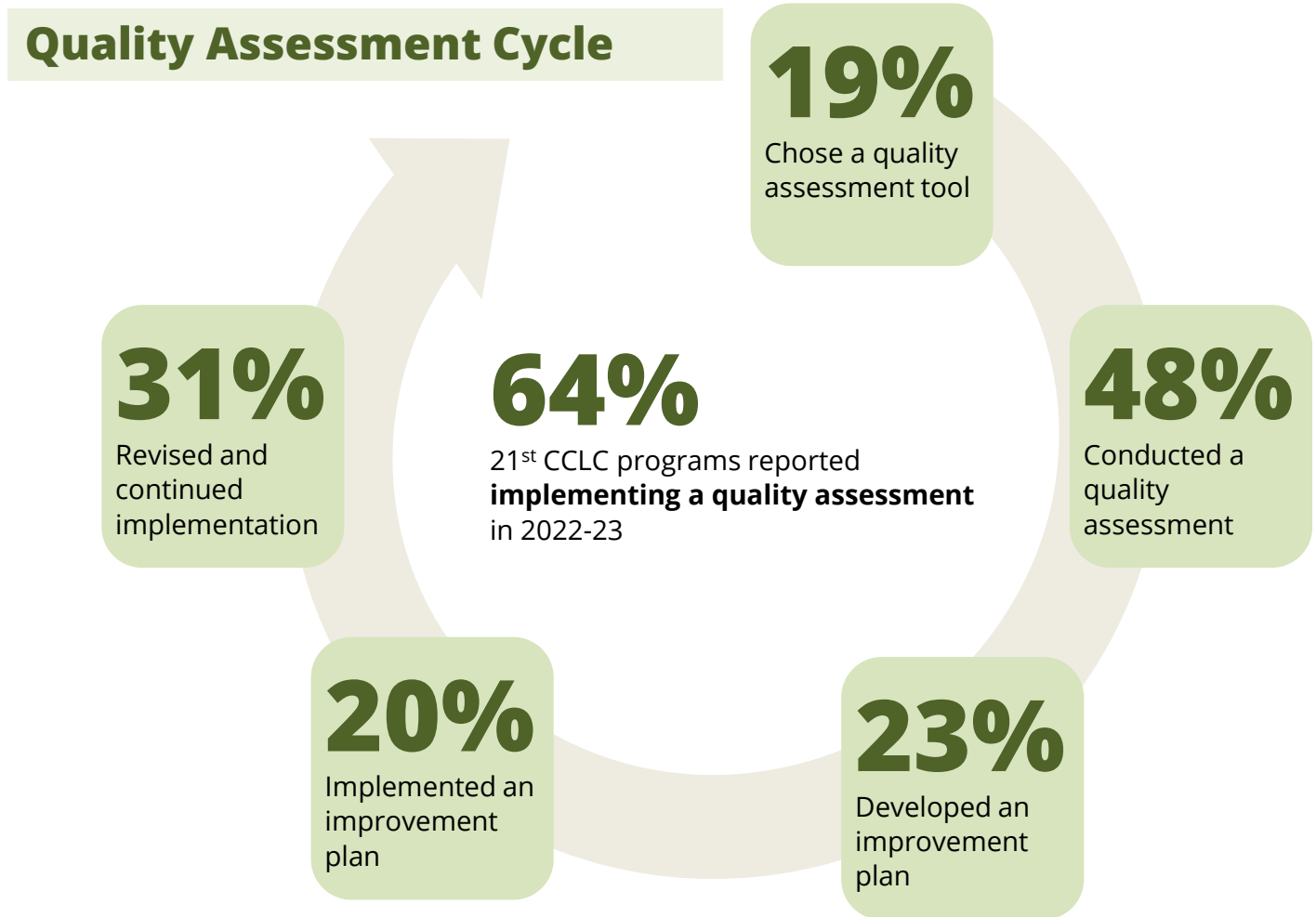
Administrators

End of Year report provided to school district administrators, including a one-page executive summary. They distribute.

-21st CCLC grantee

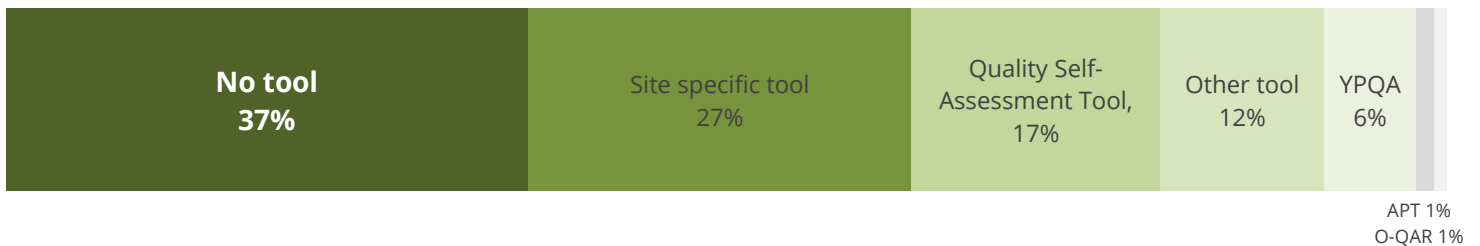
Quality Improvement

Quality assessments enable grantees to review, reflect on, and improve their programs. This critical piece of evaluation allows programs to identify what is working well and where changes may need to be made as part of a continuous improvement process. Programs were asked to report on where they were in the quality assessment process and what tool they were using to assess their program.



Quality Assessment Tools

Most programs reported not using a specific tool for their quality assessment process.



What actionable changes are 21st CCLC programs making as a result of their program evaluation?

21st CCLC grantees were asked to reflect on some of the actionable changes they made to their programs or will be making in the future as a result of their local evaluation. Six themes emerged around the actionable changes programs made or intend to make:

1. Offer different enrichment activities
2. Hire and support staff
3. Increase partnership opportunities and improve collaboration
4. Target efforts to increase student participation
5. Increase family engagement
6. Modify data collection

The next sections describe these programmatic changes based on evaluation results.

1 Offer different enrichment activities

Grantees focused heavily on academic and wellness programs, with emphasis on improving literacy, numeracy and student's emotional regulation skills. Some of the reported changes include:

- Increasing communication with daytime staff to tailor the after-school curriculum.
- Promoting a "college culture" and career readiness by scaffolding math practices to better prepare students for ACT and SAT testing.
- Hiring a site coordinator to facilitate student interest in workforce and college related activities.
- Expanding the menu of workforce related opportunities.
- Offering ACT and SAT preparation services.
- Adding programs to increase self-awareness, empathy, communication, cooperation, and decision making.

“After observations last year, we realized we needed more focus on literacy-based activities. Our onsite teacher has created individualized plans for each student based on assessments [and] their day school teacher recommendations.”

- 21st CCLC Grantee

2 Hire and support staff

Grantees have reported several new efforts toward ensuring their sites are properly staffed and set up for success. Grantees reported making staffing changes such as:

- Hiring new staff for a variety of positions, including tutors, teachers, site coordinators, family engagement coordinators, literacy specialists and intervention specialists.
- Providing additional training.
- Increasing in the quality of health benefits.

“[Our] program will start the process of hiring program staff early and providing them with regular opportunities for professional development to avert a critical staff shortage experienced in 2022-23.”

- 21st CCLC Grantee

3

Increase partnership opportunities and improve collaboration

Many grantees reported an increase in the number of partners and improved collaboration and were said to be working toward growing sustainable long-term partnerships. Community partnerships aided in the creation and implementation of enrichment activities such as:

- Offering more academic, college and career opportunities.
- Improving partnerships with building administrators.
- Offering more community volunteer opportunities for students.
- Increasing the communication between program staff and school day teachers to better understand standards, assessments, student needs, and collaboratively work toward students' academic success.



We intend to speak more directly with students' teachers about what they are struggling with overall so that we can focus on building a base level understanding before scaffolding up to higher level knowledge."

- 21st CCLC Grantee

4

Target efforts to increase student participation

Grantees have reported making additional efforts to recruit, retain and increase attendance in their programs, with some focusing on chronic absenteeism. This was accomplished through several changes:

- Offering more Positive Youth Development activities.
- Implementing a different curriculum from that used in day school programming.
- Emphasizing the flexibility of programming to enroll in school and community activities.
- Striving for higher visibility in community events.
- Focusing strongly on increasing student empowerment and involvement such as empowering students to help create curricula, providing opportunities for student to voice their opinions and exercise choice, and expanding clubs based on student interest and recommendations.
- Providing incentives.



We then made sure to implement strategies to engage students to want to be there. We used project-based learning designed around student choice and voice. We used student advisory groups to help drive quality improvement. We made sure to use PBIS strategies and make sure staff were caring and engaging."

- 21st CCLC Grantee

5 Increase family engagement

Grantees have made several changes to increase family engagement, including:

- Hiring family engagement coordinators to increase communication between staff and parents regarding their child's school performance, barriers to success, and family night attendance.
- Prioritizing social and emotional programming and offering new family supports such as Parent University programs.
- Increasing the use and the amount of monetary incentives and including additional requirements to receive incentives. For example, one grantee has increased the required hours of participation for students to receive free driver's education.
- Refining engagement metrics to have a heavier emphasis on outcomes, as opposed to participation.
- Moving family engagement events to off-site locations to allow for increased participation.



A family engagement coordinator has been hired for the 2023-2024 school year to help facilitate more family and parent participation in the program. They will reach out to parents if students' grades, test scores, and/or attendance shows signs of not meeting the standards."

- 21st CCLC Grantee

6 Modify data collection



The organization of the programming is working on standardizing site visits, interviews, and the collection of assessment data. This will result in complete and correct data that will hit all of the reportable outcomes listed in the deliverables."

- 21st CCLC Grantee

Many grantees reported taking steps toward formalizing and improving data collection, including:

- Formalizing data collection, organization, tools, the use of measurement tools and assessments across all sites (if multiple sites are part of the program).
- Hiring site coordinators responsible for data collection.
- Increasing the involvement of students, parents, and partners in the data collection process.
- Improving participation in data collection by providing incentives and sharing findings with stakeholders.



Conclusion and Next Steps

In summer 2022 and during the 2022-23 academic year, Ohio's 21st CCLC programs provided academic and enrichment opportunities to over 17,000 students across the state. Programs partnered with a variety of Local Education Agencies and Community Organizations to deliver programming to students focused on academic enrichment, positive youth development, family engagement, and workforce readiness. Outcomes in this report provide a snapshot of the different areas of impact that are aligned with priorities set forth through the federal government as well as the Ohio Department of Education and Workforce.

In 2022-23, the majority of students participating in Ohio's 21st CCLC programs attended regularly, thus receiving the maximum benefits the programs had to offer. Academic outcomes revealed that over 60% of regularly attending students demonstrated literacy and math growth on state approved measures. Programs provided over 1,000 family engagement opportunities across the state and shared the numerous ways that they communicate with and creatively engage with families. Over 4,000 students participated in workforce readiness programming with nearly 74% of these students demonstrating growth. Finally, programs provided data around their quality improvement processes and the actionable changes they made or plan to make as a result of their program evaluation.

In response to the findings of this report, the statewide evaluation will continue to evolve to collect the necessary data to tell the story of Ohio's 21st CCLC programs with the introduction of new measures and instruments for upcoming years. The Ohio Department of Education and Workforce Office for Improvement and Innovation will continue to work alongside the University of Cincinnati Evaluation Services Center to refine this statewide evaluation to capture the impact of Ohio's 21st CCLC programs.

External sources

- ¹ [Nita M. Lowey 21st Century Community Learning Centers](#) | US Department of Education
- ² [Government Performance and Results Act \(GPRA\) Measure Indicators](#) | Ohio Department of Education and Workforce
- ³ [Ohio's 21st CCLC Performance Measures](#) | Ohio Department of Education and Workforce
- ⁴ [Ohio's 21st CCLC FY22 Request for Application](#) | Ohio Department of Education and Workforce
- ⁵ [Future Forward Ohio Priorities](#) | Ohio Department of Education and Workforce
- ⁶ [Ohio's Career Connections Framework](#) | Ohio Department of Education and Workforce
- ⁷ [Ohio's 21st CCLC Local Evaluation Manual](#) | Ohio Department of Education and Workforce

Suggested citation

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About the authors

The University of Cincinnati Evaluation Services Center (UCESC) currently serves as the statewide evaluator for Ohio's 21st Century Community Learning Center program and has served as an independent evaluator for hundreds of projects in Ohio and nationally since its founding in 1996. The UCESC team of specialists has expertise in statistics, measurement, assessment, and qualitative research methods within the fields of education and public health.



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