Oregon 21st Century Community Learning Center (CCLC) Needs Assessment
Findings from the First Year

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Agenda
- Introductions
- Understanding continuous improvement processes
- The current needs assessment project
  - Background
  - Design
  - Findings from the first year
  - Next steps

American Institutes for Research
Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.
Learning Supports Network

AIR’s Learning Supports Network represents the system of supports for education agencies, schools and districts, foundations, and other stakeholders to ensure that young people’s educational experience fosters positive growth and development. The network includes services related to afterschool and expanded learning, social and emotional learning, and the Good Behavior Game—AIR’s classroom behavior management strategy.

Afterschool and Expanded Learning

The Afterschool and Expanded Learning team at AIR has more than a decade of experience in supporting the implementation of high-quality opportunities for young people, evaluating afterschool initiatives using qualitative and quantitative techniques, and supporting informed policy decisions. Team members are experts in building continuous improvement systems, and they strive to provide practitioners with meaningful linkages between research and practice in afterschool and expanded learning programs.

Who is in the room?
Background: AIR and ODE

- 2011: AIR and Gibson Consulting Group, Inc. conduct a comprehensive evaluation of the 21st CCLC program
- Designed to answer questions about program implementation and program impact:
  - What organizational processes are drivers of instructional/point-of-service quality at high-performing centers?
  - To what extent are participants demonstrating better performance on the outcomes of interest when compared with similar students who are not participating in the program?

Understanding Continuous Improvement Processes

What is “continuous improvement” anyway?

Develop programs using sound processes
Implement those programs by employing quality practices
Evaluate the implementation of the program
Use the data from the evaluation activities to continually improve the program.
Continuous Improvement Components

1. “Vision”
2. Assessment
3. Data
4. Professional Development

Continuous Improvement

- The driving force behind continuous improvement is data
  - Formal data (evaluation, attendance tracking system)
  - Informal (anecdotal data)

What Data Do We Collect?
Qualitative
- Anecdotal success stories
- Focus groups
- Interviews
- Observations
- Self-assessment
- Other documents (newsletters, meeting minutes, and other sources of information)

Quantitative
- Surveys
- Collection of demographic information about participants in the program
- Information reports (grades, test scores, comparisons of crime statistics, detention reports)

Data for Continuous Improvement
Make an effort to include information about each of the following categories:
- Program delivery (e.g., attendance, activities, etc.)
- Key stakeholder satisfaction (e.g., students, teachers, parents)
- Program outcomes (both short-term and long-term)

How can and do we use the data?
Oregon’s 21st CCLC Needs Assessment

Needs Assessment Questions

- What opportunities and quality improvement efforts currently exist among 21st CCLC grantees in Oregon?
- What do grantees need (in terms of capacity and other supports) in order to effectively implement continuous improvement processes in all programs?
- What supports can the Oregon Department of Education and their partners provide to grantees to support the implementation of continuous improvement processes?

Project Design

- Partners
  - ODE
  - Education Northwest
  - Needs assessment advisory board
- Timeline and Plans
  - Year 1: Data collection and findings
  - Year 2: Recommendations, pilot implementation, ongoing support, and feedback loop
Data Collection Efforts to Date

- Summer, 2013: Needs sensing activities (Education Northwest)
- October, 2013: Fall conference listening sessions (AIR)
- February, 2014: Needs assessment survey (AIR)

Fall Conference Listening Sessions
- Four listening sessions throughout the day
- 71 participants
- Variety of roles, primarily PDs and SCs
- Dichotomy of needs between first and fifth year grantees

Needs Assessment Survey
- Online
- 181 respondents (est. response rate of 56%)
- First-year grantees (81%)
- Site coordinators (41%), project directors (24%),
- Elementary schools
- School-based programs
- Distributed evenly across Oregon; slightly higher in Portland
- Rural (50%)
Needs Assessment Findings
Current Program Implementation

Visioning
A vision is the \textit{big picture}, values-based idea you and your stakeholders identify. It is the ideal picture of \textit{what you will accomplish}, either as an organization or at the program level.

Many groups often go through a visioning process to determine what that big picture is. This process may include activities such as identifying the mission, developing organizational or program goals, creating a logic model or theory of change, or coming up with a program plan.

Visioning: Questions
- Have you participating in visioning activities?
- What types of activities?
- What was the vision based on?
- How were you involved?
- Who else was involved?
- What types of support would you like in this area?
Visioning: Findings

- Grantees have experience in some form of visioning activities (74% according to survey)

### Participation in Visioning-Related Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Meetings</td>
<td>60%</td>
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<tr>
<td>Feedback on vision/concept</td>
<td>51%</td>
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<tr>
<td>Document review</td>
<td>37%</td>
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<tr>
<td>Engaging partners</td>
<td>35%</td>
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<tr>
<td>Leading the process</td>
<td>25%</td>
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### Sources of Information for Visioning Activities

<table>
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<tr>
<th>Source</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Staff input and feedback</td>
<td>56%</td>
</tr>
<tr>
<td>Parent input and feedback</td>
<td>55%</td>
</tr>
<tr>
<td>Youth input and feedback</td>
<td>54%</td>
</tr>
<tr>
<td>Needs assessment of assets</td>
<td>47%</td>
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<tr>
<td>Parent input and feedback, needs assessment</td>
<td>42%</td>
</tr>
<tr>
<td>Community input and feedback</td>
<td>31%</td>
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Program Quality Assessment

Also known as observation, reflection, or self-assessment tools.

Program quality assessment tools allow programs to identify their strengths and weaknesses using a structured and validated instrument.

Programs can use tools to do a self-assessment, which provides opportunities for reflection, or they can work with an external observer to conduct the assessment.

Program Quality Assessment: Questions

- Do you use a formal tool?
- What do you use?
- What other tools are you familiar with?
- How do you use the tool?
- Why did you choose the tool?
- Successes? Challenges?
- Areas of support?
Program Quality Assessment: Findings

- Use of a formal assessment tool
  - 35% are using a formal tool
  - 65% are not but are using data for improvement efforts
- Data is used primarily for program planning (64%), improvement (62%), and providing feedback (60%)

Formal Tool Use Among Grantees

Reasons for Choosing Formal Assessment Tool
Data Management

Includes data *collection*, data *use*, and information *sharing*. Data can include any information on the youth in your program. Examples are attendance, student satisfaction, student academic information (grades, assessment scores), behavior incidents, among others.

Information sharing can include providing data on youth progress or attendance to partners, sharing findings or analysis from an evaluation with partners, funders, or families, among other instances. This is a broad category that can include a variety of types of information and scenarios.

Data Management: Questions

- Do you collect data?
- What do you collect and how do you use it?
- Why do you collect it and who does the collecting?
- Do you share information, why, and with whom?
- Successes and challenges?
- Areas of support?
Data Management Findings

- 97% of survey respondents indicate their program collects data
- Programs primarily use computer programs (e.g., Microsoft Excel or Access); some store data on paper, some use a Management Information System (MIS)
- Internal data work with some external supports
- Site coordinator is main person responsible

Data Management Findings

![Types of Data Collected by Programs](chart1)

Data Use Among Programs that Collect Data

![Data Use Among Programs that Collect Data](chart2)
Professional Development

Professional development opportunities are opportunities that are designed to improve staff members’ or programs’ capacities in a variety of ways. Professional development includes technical assistance and coaching opportunities. These can occur in a variety of formats such as conferences, workshops, webinars, individual coaching, and peer-to-peer learning, among others. These opportunities can have a specific focus in terms of content area or skill (like STEM or data use) or can be much more general.

Professional Development: Questions

- Have you had opportunities to participate in PD?
- What types have you participated in and what was most useful?
- Have you had opportunities for peer-to-peer learning?
- Technological capacity and preferences?
- What do you want more of?
- What could be improved?
- Successes and challenges?
Professional Development Findings

- Almost all have access to appropriate technology
- Almost all have participated in PD/TA during tenure with 21st CCLC program
- Preference for in-person PD/TA

Participation in Different PD/TA Activities
“I feel that more practical information can be gleaned from observation in a peer-to-peer format than from a presentation at a conference. Workshops also provide opportunities for hands-on learning, and one-on-one interactions. I find the webinars that we have been involved with have been unhelpful… On the other hand, small workshops […] have given me real lesson plans and kits that I used in my planning.”
Professional Development Findings

- Nearly one quarter have not had an opportunity to participate
  - Lack of awareness
  - Limited time
  - Irrelevant opportunities
  - Limited funds

Reflection

Needs Assessment Findings
Grantee Needs
Grantee Needs

- Time
- Plans and protocols
- Ongoing opportunities for professional development

Visioning: Needs

- Time before the start of the program
- Process for developing a vision
- Training for grantees

Program Quality Assessment: Needs

- More time
- Plans for tool selection, implementation, and associated data management
- More training
Data Management Needs

- More time
- Specific tools for data collection
- Processes for data collection and management
- Streamlined data collection processes among funding agencies and other stakeholders
- More training

Professional Development Needs

- Specificity and relevance
- Hands-on and interactive
- Usable tools and resources
- Peer-to-peer learning

Training Needs:

- Recommended tools and processes
- Best practices and success stories
Professional Development Needs

- STEM/STEAM: 40%
- Social and emotional wellness: 27%
- Math: 26%
- Positive Youth Development: 22%
- Evaluation: 20%
- Data use: 18%
- Quality improvement: 18%
- Common Core: 18%
- Reading/ELA: 17%
- ELL: 16%
- School partnerships: 16%
- Health and healthy behaviors: 15%
- Grade-specific: 12%
- Safety training: 3%
- Other: 0%

Next Steps

- Develop and refine a set of recommendations for continuous improvement processes for all grantees
- Construct plan for implementation
- Identify pilot group* for implementation
- Provide ongoing support for implementation (Ed NW, AIR)
- Conduct follow-up interviews

*Pilot group is dependent upon recommendations

Questions?
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