

New Updates in Measuring Workforce Readiness in 21st CCLC Programs

2023-24 Academic Year

Updated February 2024

University of Cincinnati Evaluation Services Center, 2024

Background & Purpose

Youth occupation identity plays a vital role in shaping educational choices and career pathway development. Oftentimes, students have limited knowledge of occupational choices due to limited exposure to role models and over exposure to media that sometimes reinforce stereotypes based on gender, race, and class.¹ This may be especially true for students participating in 21st CCLC programs.

One objective for all 21st CCLC programs in Ohio is to provide evidence-based activities that support career readiness for students in middle and high school. This document aims to summarize processes for systematically measuring the impact of 21st CCLC programming on career readiness for students across Ohio.

Objective 6 in the *Nita M. Lowey 21st Century Community Learning Centers Ohio's Out-of-School Time and Expanded Learning Time Grant FY24 – Request for Applications* (Ohio RFA) states:

“Ohio’s 21st CCLC programs will deliver evidence-based opportunities for participants to explore careers, occupational identities, and draft career and postsecondary pathway maps.”

Why this change?

Based on the most recent 21st CCLC annual report for Ohio (2021-22 school year), most programs (97%) are already collecting data from students to obtain their perceptions and feedback². However, at the state level, there are no current metrics consistently measuring this across programs.

Given the critical importance of the impact of workforce readiness programs within 21st CCLC, the Ohio Department of Education and Workforce would like to better document and demonstrate the successes and impact of workforce readiness across the state.

What is being asked of 21st CCLC program managers? (23-24 school year)

For the 2023-24 school year, program managers and staff will be asked to support the state evaluation in two key areas: (1) reporting the evidence-based opportunities provided to middle and high school students and (2) administering a survey to middle and high school students to measure career awareness and interests.

Career Decision Self-Efficacy Student Survey

How will programs gather input from students?

All 21st CCLC program staff will partner with their local evaluator to create a plan for measuring local impact of workforce readiness programming. In collaboration with the Ohio Department of Education and Workforce, the statewide evaluation team (UCESC) has identified four specific questions that all 21st CCLC staff must administer to students using a **student survey**. These questions are aligned with [Ohio's Career Connections Framework](#) and intend to help measure the extent to which workforce readiness programming helps programs meet their goals.

How should programs collect these student surveys?

Program staff and local evaluators will lead all site-based data collection efforts, including the logistics of where, how, and when surveys are administered. Programs are encouraged to incorporate or utilize existing data collection methods already in place (e.g., added to existing surveys) or they may be a stand-alone evaluation activity.

When should student surveys be administered?

The purpose of the survey is to collect students’ **summative perspectives** on the impact of workforce readiness activities throughout the school year. Therefore, it is recommended that the survey items be administered close to the end of programming, typically in spring 2024.

How many students should participate in the survey?

There is no “magic” number of surveys to collect. In **2023-24 Goal Setting**, programs set goals for how many students they intended to reach as well as strategies for reaching them. Programs are encouraged to seek input from as many students as possible.

How will these data be reported for the statewide evaluation?

For the **2023-24 End-of-Year (EOY) report** (submitted in fall 2024), all 21st CCLC program managers will be asked to report a summary of total responses to the career decision student survey for each program. Results will be reported *by survey item*. For each of the items, **programs will report the number of students who selected each individual response** (*Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree*). Programs will also provide the **total number of surveys distributed and the total number of surveys completed** (partially or in full).

The following table provides an example of how data will be submitted within EOY reporting.

| Survey Item | In the boxes below, enter the number of students who selected each response | | | | |
|--|---|-------|---------|----------|-------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| As a result of participating in this program... | | | | | |
| 1. I am more aware of what kind of career I might want based on my skills and interests. | | | | | |
| 2. I am more aware of local and global career opportunities. | | | | | |
| 3. I better understand the next steps that could put me on the path for a career I am interested in. | | | | | |

| | |
|---|--|
| 4. Select the <u>top 3</u> experiences that you have had <u>THROUGH THIS PROGRAM</u> that have been the most helpful to you on your career pathway. | |
| | Enter the total number of students who selected each response |
| Guest Speakers | |
| Workplace Visits | |
| ACT/SAT test prep | |

For extra support: To support 21st CCLC program staff and/or local evaluators in collecting and managing these survey responses, a **Student Survey Tracking Tool** is provided as a resource. This tool may be helpful for managing and organizing these data as they are collected. You **do not** have to use this tool and you **will not** be asked to submit it within EOY reporting. However, programs may find this tool useful as it is set up to record the data in exactly the way that you will be asked to report within the 23-24 EOY Reporting.

When will these data be reported?

These data will be submitted during the **2023-24 EOY reporting** submission in fall 2024.

What about summer programming?

For 2023-24, summer programming has already occurred during summer 2023 so data from students who only participated in summer programming are not expected for **2023-24 EOY reporting**.

What are the survey items for the student survey?

The following table provides the four items to be administered to all middle and high school students who have participated in workforce readiness activities.

| Student Survey Items <i>(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)</i> | | |
|---|--|--|
| As a result of participating in this program.... | | |
| 1. I am more aware of what kind of career I might want based on my skills and interests. | | |
| 2. I am more aware of local and global career opportunities. | | |
| 3. I better understand the next steps that could put me on the path for a career I am interested in. | | |
| 4. Select the <u>top 3</u> experiences that you have had <u>THROUGH THIS PROGRAM</u> that have been the most helpful to you on your career pathway. | | |
| <input type="checkbox"/> Guest speakers | <input type="checkbox"/> ACT/SAT test prep | <input type="checkbox"/> Interviews with professionals |
| <input type="checkbox"/> Workplace visits | <input type="checkbox"/> FAFSA workshops | <input type="checkbox"/> Mentorships |
| <input type="checkbox"/> College visits | <input type="checkbox"/> Pre-apprenticeship programs | <input type="checkbox"/> Resume assistance |
| <input type="checkbox"/> College fairs | <input type="checkbox"/> Internships | <input type="checkbox"/> Service learning |
| <input type="checkbox"/> Assistance with college applications | <input type="checkbox"/> Earning college credentials | <input type="checkbox"/> Opportunities to research careers |
| <input type="checkbox"/> Earning high school credits or other graduation requirements | <input type="checkbox"/> Earning industry-recognized credentials | |

External Sources

¹ Callahan, Jessica, Ito, Mizuko, Campbell Rea, Stephen and Amanda Wortman. (2019). *Influences on Occupational Identity in Adolescence: A Review of Research and Programs*. Irvine, CA: Connected Learning Alliance.

² Holton, J., Stacy, S. T., Turner. S. T., & Schutzman, C. (2023, April). Ohio 21st Century Community Learning Center: 2021-22 annual report. Cincinnati, Ohio: Evaluation Services Center, University of Cincinnati.
<https://education.ohio.gov/Topics/Federal-Programs/Programs/21st-Century>

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.



www.uc.edu/evaluationservices



eval@uc.edu



(513) 556-3900



UC EVALUATION SERVICES CENTER
Data Inspiring Change