

# 2023-2024 Goal Setting Submission Instructions

The 2023-2024 Goal Setting will be submitted through Qualtrics survey software. The deadline is **11:59 p.m. on October 31, 2023**. This packet provides both the instructions on how to access and complete the Qualtrics survey as well as a worksheet that grantees can complete to prepare their responses to the survey.

## How to Access and Complete the 23-24 Goal Setting Submission

1. This worksheet contains all the questions included in the 2023-2024 Goal Setting submission. We recommend completing this worksheet first in collaboration with your program's local evaluator.
2. Each program manager will receive an email from the University of Cincinnati Evaluation Services Center [CECHQualtrics@uc.edu](mailto:CECHQualtrics@uc.edu). This email will contain a **unique link** for a specific 21<sup>st</sup> Century Community Learning Center grantee. Do not share this link with other programs; it will be specific to your program. If the program manager does not receive a link, check spam folders.
3. When you have completed the worksheet provided in this packet and are ready to complete your survey, click on the link. This will take you to the 21<sup>st</sup> Century Community Learning Center 2023-2024 Goal Setting submission. Complete the questions as directed.
4. Automated reminder emails will be sent to program managers throughout October. Once the program manager has submitted the Qualtrics survey, they will no longer receive automated reminder emails.
5. We recommend completing the Qualtrics survey in one sitting. However, if you are unable to finish at one time, close the survey but do not hit the Submit button. You can click on the link later and complete the survey using the same device. Data previously entered in Qualtrics will be saved.
6. When you are ready to submit the survey, click on the red **Submit** button. You will not be able to access the survey again once you have clicked on Submit.
7. Qualtrics will send a confirmation email to the program manager to confirm that the Goal Setting has been submitted.
8. For assistance with the reporting process, first check the [21st CCLC blog](#) where responses to Frequently Asked Questions will be posted. If you still need assistance, you may submit your question via this [form](#).

# 21<sup>st</sup> Century Community Learning Centers

## Performance Measures and Goals

The Ohio Department of Education (the Department) has established objectives for 21<sup>st</sup> CCLC programs to achieve positive impact in:

- Reading (with a focus on literacy achievement)
- Mathematics
- Attendance / Chronic Absenteeism
- Parent and Family Engagement
- Career Competencies and Career Readiness

To track progress toward these objectives, the Department has specified performance measures so that programs can individually track and report their results and program data can be aggregated to assess statewide progress. Please review the 21<sup>st</sup> CCLC Performance Measure Planning Table (Appendix B) in the FY24 21<sup>st</sup> CCLC Evaluation Manual more information on Performance Measure Selection.

### Goal Setting Tips

A goal number is a clear indicator of how the program defines success and what is intended to be accomplished with the available resources. **Goals should be realistic and attainable, but also should demonstrate that the program is able to accomplish more as a result of receiving 21<sup>st</sup> CCLC funds.**

To establish goals, programs should consider past results, current context, and known trends. Program results that are within 25% above or below goals will be considered as meeting goals and programs will have the opportunity to explain the circumstances that contributed to the results. It is recognized that many external factors may contribute to exceeding or missing goals, but it is important for programs to recognize and learn from these circumstances and make any improvements as needed.

Some suggested steps for developing goals include working with the local evaluator and stakeholders to:

- Review any available past data and outcomes to establish baselines. Programs may use a variety of data sources to set and track progress toward their goals. For a list of potential literacy and mathematics data sources see [Ohio's List of Approved Assessments](#).
- Consider known or anticipated changes that might affect 2023-2024 outcomes differently from previous years
- Review the program's most recent RFA or continuing renewal proposal for 2023-2024. The expectation is that programs will be able to accomplish what was proposed unless circumstances have changed significantly
- Programs may collect their own data to track progress toward their goals

# 2023-24 Goal Setting Worksheet

Grantees should complete their 2023-2024 Goal Setting as instructed in the 21<sup>st</sup> CCLC Local Evaluation Manual (October 2023).

This worksheet will enable grantees to prepare all the necessary information that needs to be entered into the Qualtrics system. We recommend collaborating with the project team and the local evaluator to complete this worksheet before clicking on the link to the Qualtrics survey. This worksheet is organized in the same order that questions will appear in Qualtrics.

## **Grantee Information**

1. Please confirm that the following Grantee number and name are accurate. If not, please enter the correct grant number and name in the space provided. [This information will be filled in for you].

2. Name of program manager:

3. Email address of program manager:

**Note:** A confirmation email will be sent to this email address.

4. Name of lead local evaluator:

5. If lead local evaluator works for an organization, provide the name of the organization:

6. Direct email address for the lead local evaluator:

# 2023-24 Programming Goals

## Student Participation Goals

7. Enter the total number of students who you expect to regularly participate in the 21<sup>st</sup> CCLC program.

**Note:** The Department defines "regular participation" as participating in 30 days or more.

= **total # of students** anticipated to participate in 21st CCLC in 2023-24

## Literacy Achievement Goals

8.a How many regularly participating students do you estimate will receive literacy support through your program?

= **total # of students** anticipated to participate in literacy programming

8.b [PM5.3] What % of these students do you estimate will demonstrate **any** growth in reading and language arts on state assessments?

**Note:** The Department defines growth as *any* increase in student assessment score from baseline to end of year.

= **total % of students** anticipated to demonstrate any growth in literacy

8.c What data sources will you use to measure *any* growth? [Check all that apply]

<input type="checkbox"/>	Ohio State Tests
<input type="checkbox"/>	MAP
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	I-Ready
<input type="checkbox"/>	Acadience
<input type="checkbox"/>	IXL
<input type="checkbox"/>	AimswestPlus
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	Fountas-Pinnell
<input type="checkbox"/>	AIR
<input type="checkbox"/>	Report Cards
<input type="checkbox"/>	Other, <i>please specify:</i>

8.d When do you plan on collecting these data? [Check all that apply]

<input type="checkbox"/>	Fall 2023 (baseline) and Spring 2024
<input type="checkbox"/>	Spring 2023 (baseline) and Spring 2024
<input type="checkbox"/>	Other, please specify:

**9.a [PM5.1]** What % of 21st CCLC regular program participants do you estimate will move from “basic” or “limited proficiency” to “proficient” or above in reading on Ohio’s statewide assessments?

= **total % of students** anticipated to move from “basic” / “limited” to “proficient” or above in literacy proficiency

**9.b** What data sources will you use to measure the % of students moving from “basic” or “limited proficiency” to “proficient” or above?

<input type="checkbox"/>	Ohio State Tests
<input type="checkbox"/>	MAP
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	I-Ready
<input type="checkbox"/>	Acadience
<input type="checkbox"/>	IXL
<input type="checkbox"/>	AimswestPlus
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	Fountas-Pinnell
<input type="checkbox"/>	AIR
<input type="checkbox"/>	Report Cards
<input type="checkbox"/>	Other, <i>please specify:</i>

**9.c** When do you plan on collecting these data?

<input type="checkbox"/>	Fall 2023 (baseline) and Spring 2024
<input type="checkbox"/>	Spring 2023 (baseline) and Spring 2024
<input type="checkbox"/>	Other, <i>please specify:</i>

### Mathematics Goals

**10.a** How many regularly participating students do you estimate will receive mathematics support through your program?

= **total # of students** anticipated to participate in math programming

**10.b [PM5.4]** What % of these students do you estimate will demonstrate **any** growth in mathematics on state assessments?

**Note:** The Department defines growth as *any* increase in student assessment score from baseline to end of year.

= **total % of students** anticipated to demonstrate any growth in math

**10.c** What data sources will you use to measure **any** growth?

<input type="checkbox"/>	Ohio State Tests
<input type="checkbox"/>	MAP
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	I-Ready
<input type="checkbox"/>	District-Specific Assessment
<input type="checkbox"/>	IXL

<input type="checkbox"/>	AimswebPlus
<input type="checkbox"/>	STRIDE
<input type="checkbox"/>	Fountas-Pinnell
<input type="checkbox"/>	AIR
<input type="checkbox"/>	Report cards
<input type="checkbox"/>	Other, <i>please specify</i> :

**10.d** When do you plan on collecting these data?

<input type="checkbox"/>	Fall 2023 (baseline) and Spring 2024
<input type="checkbox"/>	Spring 2023 (baseline) and Spring 2024
<input type="checkbox"/>	Other, <i>please specify</i> :

**11.a [PM5.2]** What % of 21st CCLC regular program participants do you estimate will move from “basic” or “limited proficiency” to “proficient” or above in mathematics on Ohio’s statewide assessments?

= **total % of students** anticipated to move from “basic” / “limited” to “proficient” or above in math proficiency

**11.b** What data sources will you use to measure the % of students moving from “basic” or “limited proficiency” to “proficient” or above?

<input type="checkbox"/>	Ohio State Tests
<input type="checkbox"/>	MAP
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	I-Ready
<input type="checkbox"/>	District-Specific Assessment
<input type="checkbox"/>	IXL
<input type="checkbox"/>	AimswebPlus
<input type="checkbox"/>	STRIDE
<input type="checkbox"/>	Fountas-Pinnell
<input type="checkbox"/>	AIR
<input type="checkbox"/>	Report cards
<input type="checkbox"/>	Other, <i>please specify</i> :

**11.c** When do you plan on collecting these data?

<input type="checkbox"/>	Fall 2023 (baseline) and Spring 2024
<input type="checkbox"/>	Spring 2023 (baseline) and Spring 2024
<input type="checkbox"/>	Other, <i>please specify</i> :

### **Attendance Goals**

**12. [PM5.8]:** 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.

**12.a** How many students in your program do you estimate had a school day attendance rate at/or below 90% in 2022-23?

= **total # of students** estimated to have an attendance rate at/or below 90% in 2022-23

**12b.** What % of students in your program do you estimate will demonstrate an improved attendance rate in 2023-24?

= **total % of students** anticipated to demonstrate an improved attendance rate in 2023-24

**12c.** What strategies will you use to target chronic absenteeism? (See [Ohio's Attendance Guide](#) or the [Attendance Works' Playbook](#) for ideas on evidence-based strategies to improve chronic absenteeism.)

### **Parent and Family Engagement Goals**

**13. [PM4.1]:** Percentage of families and caregivers who support their child's learning and development.

Within End-of-Year reporting for the 2023-24 school year, all 21st CCLC programs will be asked to gather survey responses from families to measure the impact.

**13a.** What strategies will you use to encourage survey responses from families?

**13b.** How many families do you estimate will participate in the family engagement survey?

= **total # of unique family members** anticipated to participate in survey

### **Career Competencies and Career Readiness Goals**

**[Pre-Question]:** Does this 21<sup>st</sup> CCLC program plan to provide programming to support college/career competencies or readiness?

**If yes,** please complete the questions in this section (#14-15)

**If no,** please skip questions 14 & 15.

**14. [PM6.1]** Percentage of students in grades 7-12 participating in 21st CCLC programming during the school year who demonstrate growth in career choice readiness.

**14.a** What activities will you be providing to prepare students for college and careers?

**14.b** How many students do you plan will participate in these career competencies and career readiness activities?

= **total # of students** anticipated to participate in career readiness activities

**14.c** How many total hours of career competencies and career readiness activities do you plan to provide?

= **total # of hours** of career readiness activities anticipated

Within End-of-Year reporting for the 2023-24 school year, 21st CCLC programs will be asked to gather survey responses from students to measure the local impact of career readiness activities.

**15a.** What strategies will you use to encourage survey responses from students?

**15b.** How many students do you estimate will participate in the student survey?

= **total # of unique students** anticipated to participate in survey

### Other Goals

**16. [Optional]** Please share any other goals you have for your program.

## Local Evaluation

The following questions pertain to how the local evaluation will be conducted in 2023-2024 and how evaluation results will be used to inform program improvement.

### Evaluation Methods

**17.** Which of the following evaluation methods will be used to assess 21<sup>st</sup> CCLC programs at this site, for the 23-24 school year? [Check all that apply]

Focus groups with...

- students
- parents, guardians, or caregivers
- after-school program staff
- school staff (e.g., teachers, administrators)
- community partners
- other participant group, *please specify:*

Interviews with...



<input type="checkbox"/> students <input type="checkbox"/> parents, guardians, or caregivers <input type="checkbox"/> after-school program staff <input type="checkbox"/> school staff (e.g., teachers, administrators) <input type="checkbox"/> community partners <input type="checkbox"/> other participant group, <i>please specify</i> :
<p>Surveys with...</p> <input type="checkbox"/> students <input type="checkbox"/> parents, guardians, or caregivers <input type="checkbox"/> after-school program staff <input type="checkbox"/> school staff (e.g., teachers, administrators) <input type="checkbox"/> community partners <input type="checkbox"/> other participant group, <i>please specify</i> :
<p>Other evaluation methods:</p> <input type="checkbox"/> Site observations (in person or virtual) <input type="checkbox"/> Academic student assessment data analysis (e.g., EMIS data, MAP scores) <input type="checkbox"/> Social-emotional student assessment data analysis (e.g., DESSA) <input type="checkbox"/> Other data sources/s, <i>please specify</i> :

### Quality Assessment

**18.** Will the program implement a formal quality assessment? [Multiple Choice: Yes, No, I don't know]

**18a.** *If Yes:* which quality assessment tool will be used:

<input type="checkbox"/>	Assessment of Program Practices Tool (APT)
<input type="checkbox"/>	Quality Self-Assessment Tool (QSAT)
<input type="checkbox"/>	Youth Program Quality Assessment Tool (YPQA)
<input type="checkbox"/>	Ohio-Quality Assessment Rubric (O-QAR)
<input type="checkbox"/>	Locally developed tool (e.g., tool developed specifically for the program, tool developed by local evaluator)
<input type="checkbox"/>	Other quality assessment tool, <i>please specify</i> :

**18b.** *If Yes:* how will the assessment be conducted?

<input type="checkbox"/>	Self-assessment by program staff
<input type="checkbox"/>	External assessor, <i>please specify the <b>role</b> of the external assessor: (e.g., local external evaluator):</i>

# Glossary of Terms

## 21<sup>st</sup> CCLC Key Personnel

**Certified Teacher:** At least one certified teacher is required to oversee the quality of the 21<sup>st</sup> CCLC academic curriculum. Responsibilities may include, but are not limited to, the development of lesson plans, alignment to the school day curriculum and/or Ohio's Learning Standards, student progress monitoring and development of differentiated instructional plans individualized to student needs. The needs of students with disabilities should be addressed by the individualized education program (IEP) team, in cooperation with the school. The teacher need only be certified in one subject at the grade span served.

**Program Manager:** Each 21<sup>st</sup> CCLC subrecipient shall identify one program manager to administer the program(s). Program managers may fulfill the role as site coordinator for only one site. Only one program manager per organization can be assigned in OEDS.

**Site Coordinator:** Each grant may have up to three sites, and each site must identify a site coordinator.

**Program Personnel:** Volunteers or contractors shall meet all licensing requirements for working with students, including appropriate background checks, if required by the state licensing entity that applies to the program site.

**Local Evaluator:** Person or organization engaged to assist program staff in gathering, tracking, and evaluating data to measure program performance objectives.

## Reports

**21<sup>st</sup> CCLC Annual Performance Review (21 APR):** 21 APR is a federal reporting system designed to collect from all active 21<sup>st</sup> CCLC programs, descriptive information on program characteristics and services, as well as performance data across a range of outcomes.

**GPRA:** Government Performance and Results Act (GPRA) performance indicators associated with the 21<sup>st</sup> CCLC program and reported through 21APR.

**State External Evaluation Report:** The University of Cincinnati Evaluation Services Center (UCESC) serves as statewide evaluator for Ohio's 21<sup>st</sup> CCLC programs. After receipt of the 2023-2024 EOY progress submission, UCESC will aggregate and analyze the data to provide a state external evaluation report that summarizes the results of 21<sup>st</sup> CCLC programs across the state of Ohio.