San Antonio Pilot Study: Data Analysis Results

Summary of Data Analysis Findings

July, 2015
Background

This Efficacy Study was conducted with Excel Beyond the Bell-San Antonio. Excel Beyond the Bell-San Antonio (EBBSA) is a collaborative effort among nonprofit and public agencies who provide Out-of-School Time (OST) or related services to youth and their families. EBBSA works with these and other willing partners to seek a shared vision for San Antonio youth.

The purpose of this study was to assess the effectiveness of six e-learning courses. At least two participants at each school-age child care provider member agency served by the EBBSA Collaborative were asked to participate in this efficacy study of six e-learning courses. The participants were chosen to represent a wide range of experience and organization size: they included new hires, seasoned professionals, those with high school/GED education, those with masters or doctoral degrees, front-line staff, and directors.

A total of 147 people completed the six e-learning courses, and pre- and post-surveys. Dr. James Marshall, an expert in e-learning and faculty member at San Diego State University, received the full dataset collected by CypherWorx. He then conducted a topline analysis of participant test performance and survey item responses. This document summarizes Dr. Marshall's analysis of the provided dataset.
About Dr. Marshall

James Marshall Ph.D. is a faculty member in the Department of Learning Design and Technology (formerly Educational Technology) at San Diego State University. With over 20 years in the learning design field, he brings a wealth of applied experience to his teaching and research endeavors.

An expert in e-learning and design-based research, Dr. Marshall’s research focuses on the relationship between an e-learning product’s design, and the results it achieves. Typically, this involves examining immediate knowledge gains for learners, and ultimately, return on investment for the organizations in which these learners work. Jim has been responsible for evaluating over $25 million dollars worth of federal-, state- and locally-funded programs for purposes of optimizing their design, and quantifying their impact.

Through his consulting work, he has collaborated with organizations that include: Bank of America, Anheuser Busch, Court TV, McGraw Hill Companies, The Princeton Review, The Transportation Security Administration, TIAA-CREF, The Corporation for Public Broadcasting and the U.S. Department of Education. His most recent research can be found in the Journal of Applied Instructional Design, Performance Improvement Quarterly and the International Journal of E-Learning.

Education
B.A. in Liberal Studies, San Diego State University
M.A. in Educational Technology, San Diego State University
Ph.D. in Education, Claremont Graduate University and San Diego State University
List of Courses Tested

Data was collected for six of the e-learning courses. The involved data included:

- **Pre- and posttest scores**—based on answers to test items aligned with each course’s objectives. The *Objective Measures* section of this document summarizes test results.
- **Pre- and postsurvey responses**—from a survey conducted with participants prior to engaging in e-learning and following completion of the final course. The *Participant Beliefs* section of this document summarizes survey results.

EBBSA selected the following e-learning courses for this study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Exploring Developmental Needs and Characteristics of Different Age Groups (Implications for Programming)</td>
</tr>
<tr>
<td>6</td>
<td>Guiding the Behavior of Individual Children</td>
</tr>
<tr>
<td>8</td>
<td>Human Relations Skill Development</td>
</tr>
<tr>
<td>20</td>
<td>Developing Activities that Encourage Creativity and Cognitive Development</td>
</tr>
<tr>
<td>24</td>
<td>Helping Children with ADD Succeed in School-Age Programs</td>
</tr>
<tr>
<td>28</td>
<td>Commitment to Quality in School-Age Programs</td>
</tr>
</tbody>
</table>
The course content chosen for the study has been approved in Texas, and the States in Green as of 7/8/15.
PARTICIPANT DEMOGRAPHICS

Information describing the 147 pilot study participants
Demographics: Gender

Study Participants
(n=147)

Female 76%
Male 24%

National Averages For Field*

Female 70%
Male 30%

*Source: Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession (NAA, 2006)
Demographics: Age

Study Participants
(n=147)

- 18-29 years old: 61%
- 40-49 years old: 12%
- 30-39 years old: 15%
- 50-59 years old: 8%
- 60+ years old: 4%

National Averages For Field*

- 18-29 years old: 47%
- 40-49 years old: 17%
- 30-39 years old: 21%
- 50-59 years old: 10%
- 60+ years old: 5%

*Source: Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession (NAA, 2006)
Demographics: Education

Study Participants
(n=147)

National Averages For Field*

*Source: Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession (NAA, 2006)
Demographics: Professional Experience

Study Participants
(n=147)

National Averages For Field*

*Source: Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession (NAA, 2006)
Demographics: Study Participant Position Title

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Number of Participants</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin</td>
<td>2</td>
<td>1.4%</td>
</tr>
<tr>
<td>Aide / Assistant Teacher</td>
<td>50</td>
<td>34.0%</td>
</tr>
<tr>
<td>Assistant Director / Coordinator</td>
<td>5</td>
<td>3.4%</td>
</tr>
<tr>
<td>Clinician</td>
<td>1</td>
<td>.7%</td>
</tr>
<tr>
<td>Director/Owner</td>
<td>26</td>
<td>17.7%</td>
</tr>
<tr>
<td>Education Coordinator</td>
<td>4</td>
<td>2.7%</td>
</tr>
<tr>
<td>Facilitator</td>
<td>2</td>
<td>1.4%</td>
</tr>
<tr>
<td>Juvenile Probation Counselor</td>
<td>1</td>
<td>.7%</td>
</tr>
<tr>
<td>Lead Teacher/Supervisor</td>
<td>15</td>
<td>10.2%</td>
</tr>
<tr>
<td>Site Manager</td>
<td>28</td>
<td>19.0%</td>
</tr>
<tr>
<td>Youth Worker</td>
<td>13</td>
<td>8.8%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>147</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Demographics: Computer Skills

Study Participant Self-rating:
How would you rate your computer knowledge and competency?
(n=147)
OBJECTIVE MEASURES

A comparison of pre- and posttest performance to determine growth as a result of instruction
Pretest to Posttest Comparisons

Each course in this pilot includes a pre- and posttest instrument. Aligned with the course objectives, these tests were used to assess participant knowledge prior to, and following completion of, each course.

This analysis uses mean scores to analyze differences in pre- and posttest performance. In addition, we examine whether found differences are (a) statistically significant—meaning unlikely to be the result of random chance; and (b) consistent for all participants, regardless of various demographics that could influence performance (i.e., age or years in the profession).
Pretest to Posttest Gains

**Percent of Items Answered Correctly**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest (n=147)</th>
<th>Posttest (n=147)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Developmental Needs</td>
<td>56.1 (+27.8) SD=21.0</td>
<td>83.9 (+32.7) SD=14.7</td>
</tr>
<tr>
<td>Guiding Behavior of Individual Children</td>
<td>70.2 (+17.5) SD=19.4</td>
<td>87.7 (+32.7) SD=8.9</td>
</tr>
<tr>
<td>Human Relation Skill Development</td>
<td>55.0 (+25.0) SD=24.0</td>
<td>60.6 (+23.8) SD=23.4</td>
</tr>
<tr>
<td>Activities for Creativity and Cognitive</td>
<td>66.0 (+23.8) SD=23.7</td>
<td>60.6 (+25.0) SD=10.6</td>
</tr>
<tr>
<td>Help Children with ADD Succeed</td>
<td>53.2 (+30.0) SD=12.1</td>
<td>85.6 SD=10.6</td>
</tr>
<tr>
<td>Commitment to Quality in School-Age Programs</td>
<td></td>
<td>83.2 SD=12.1</td>
</tr>
</tbody>
</table>

Statistically Significant
Pretest to Posttest Gains

On average, participants increased their knowledge in each of the six courses, with statistically significant differences.

- Significance levels for pre-to-posttest differences on all six tests were $p=.000$.
- This finding indicates that the observed differences between pre- and posttest mean scores had essentially no possibility of occurring by random chance.
- We conclude the difference (growth) is attributable to the intervention (in this case, the training provided to participants).
## Pretest to Posttest Gains

<table>
<thead>
<tr>
<th>Course</th>
<th>Pretest: Mean Score</th>
<th>Pretest: Standard Deviation</th>
<th>Posttest: Mean Score</th>
<th>Posttest: Standard Deviation</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 3</td>
<td>56.1</td>
<td>21.0</td>
<td>83.9</td>
<td>14.7</td>
<td>.000</td>
</tr>
<tr>
<td>Course 6</td>
<td>70.2</td>
<td>19.4</td>
<td>87.7</td>
<td>7.6</td>
<td>.000</td>
</tr>
<tr>
<td>Course 8</td>
<td>55.0</td>
<td>24.0</td>
<td>87.7</td>
<td>8.9</td>
<td>.000</td>
</tr>
<tr>
<td>Course 20</td>
<td>66.0</td>
<td>23.7</td>
<td>89.8</td>
<td>10.8</td>
<td>.000</td>
</tr>
<tr>
<td>Course 24</td>
<td>60.6</td>
<td>23.4</td>
<td>85.6</td>
<td>10.6</td>
<td>.000</td>
</tr>
<tr>
<td>Course 28</td>
<td>53.2</td>
<td>23.8</td>
<td>83.2</td>
<td>12.1</td>
<td>.000</td>
</tr>
</tbody>
</table>

- Pretest score distributions varied more (as indicated by the standard deviation), relative to posttest distributions. For example, the standard deviation (variance) on Course 3 shifted from 21.0 points on the pretest to 14.7 on the posttest—representing an almost 1/3 reduction in response variance).

- This means that while pretest scores varied greatly, posttest scores were clustered closer to the mean.

- Regardless of where an individual pretested, most participants performed consistently higher on the posttest—with far less variation in scores.

The following slides illustrate these changes in distribution for each course.
A comparison of the two distributions illustrates how test scores shifted to higher points on the scale from pretest to posttest. Additionally, the variance in scores was greatly reduced—with most posttest scores clustering around the 87.7 mean score.
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Change in Distribution: Course 8

Human Relations Skill Development

A comparison of the two distributions illustrates how test scores shifted to higher points on the scale from pretest to posttest. Additionally, the variance in scores was greatly reduced—with most posttest scores clustering around the 87.7 mean score.
Change in Distribution: Course 20

Developing Activities That Encourage Creativity and Cognitive Development

A comparison of the two distributions illustrates how test scores shifted to higher points on the scale from pretest to posttest. Additionally, the variance in scores was greatly reduced—with most posttest scores clustering around the 87.7 mean score.
Change in Distribution: Course 24

Helping Children with ADD Succeed in School-Age Programs

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A comparison of the two distributions illustrates how test scores shifted to higher points on the scale from pretest to posttest. Additionally, the variance in scores was greatly reduced—with most posttest scores clustering around the 87.7 mean score.
Pretest to Posttest Gains

While performance on the pretest often varied based on key demographics, posttest scores proved consistent regardless of potential demographically-based advantages and/or disadvantages.

The average level of performance on almost all posttests was determined to be consistent, regardless of the participants’:

- age
- gender
- level of education
- years in the profession
- computer skills
Pilot Study Analysis Findings

Pretest to Posttest Gains: Gender

- All pre- to posttest differences are statistically significant.
- Posttest scores did not differ significantly between male and female participants.
Pretest to Posttest Gains: Age

Exploring Developmental Needs
Guiding Behavior of Individual Children
Human Relation Skill Development

Percent of Items Answered Correctly

- Pre-to-posttest differences for ages 18-29 through 40-49 are statistically significant. Small sample sizes for ages 50-59 and 60+ limit the ability to analyze for these groups.
- Posttest scores did not differ significantly by age for these three courses.
Pretest to Posttest Gains: Age

- Pre- to posttest differences for ages 18-29 through 40-49 are statistically significant. Small sample sizes for ages 50-59 and 60+ limit the ability to analyze for these groups.
- Posttest scores differed significantly between 30-39 and 40-49 year old participants for the final course displayed. All other posttest scores did not differ significantly based on participant age.
Pretest to Posttest Gains: Education Level

- Pre- to posttest differences were statistically significant for each education level-based group.
- Posttest scores did not differ significantly based on education level.
• Pre- to posttest differences for were statistically significant for each education level-based group.
• Posttest scores did not differ significantly based on education level.
Pretest to Posttest Gains: Professional Experience

- Pre- to posttest differences were statistically significant for each professional experience-based group.
- Posttest scores did not differ significantly based on years of professional experience.
Pretest to Posttest Gains: Professional Experience

- Pre- to posttest differences were statistically significant for each professional experience-based group.
- Posttest scores did not differ significantly based on years of professional experience.
Pretest to Posttest Gains: Computer Skills

- Pre- to posttest differences for intermediate and high computer skills groups are statistically significant. Small sample sizes for the low and very skilled groups limit the ability to analyze for these groups.
- Posttest scores did not differ significantly based on computer skills between intermediate and high computer skills groups. Small sample sizes for the low and very skilled groups limit the ability to analyze for these groups.
### Pretest to Posttest Gains: Computer Skills

<table>
<thead>
<tr>
<th>Activities for Creativity and Cognitive Development</th>
<th>Helping Children with ADD Succeed</th>
<th>Commitment to Quality in School-Age Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Low (n=5)</td>
<td>Pretest Intermediate (n=56)</td>
<td>Pretest High (n=78)</td>
</tr>
<tr>
<td>Posttest Low (n=5)</td>
<td>Posttest Intermediate (n=56)</td>
<td>Posttest High (n=78)</td>
</tr>
<tr>
<td>Posttest Very Skilled (n=7)</td>
<td>Posttest Very Skilled (n=7)</td>
<td>Posttest Very Skilled (n=7)</td>
</tr>
</tbody>
</table>

- **Activities for Creativity and Cognitive Development**
  - Low Pretest (n=5): 77.0%
  - Intermediate Pretest (n=56): 89.0%
  - High Pretest (n=78): 84.0%
  - Very Skilled Pretest (n=7): 65.7%
- **Helping Children with ADD Succeed**
  - Low Pretest (n=5): 90.8%
  - Intermediate Pretest (n=56): 87.8%
  - High Pretest (n=78): 83.7%
  - Very Skilled Pretest (n=7): 62.0%
- **Commitment to Quality in School-Age Programs**
  - Low Pretest (n=5): 88.5%
  - Intermediate Pretest (n=56): 87.8%
  - High Pretest (n=78): 87.8%
  - Very Skilled Pretest (n=7): 66.4%

#### Pilot Study Analysis Findings
- Pre- to posttest differences for intermediate and high computer skills groups are statistically significant. Small sample sizes for the low and very skilled groups limit the ability to analyze for these groups.
- Posttest scores did not differ significantly based on computer skills between intermediate and high computer skills groups. Small sample sizes for the low and very skilled groups limit the ability to analyze for these groups.
Pretest to Posttest Gains: Course 3, by Position

Exploring Developmental Needs and Characteristics of Different Age Groups: Implications for Programming

- Pre- to posttest differences for Aide/Assistant Teacher, Director/Owner, Lead Teacher/Supervisor and Site Manager are statistically significant. Small sample sizes limit the ability to analyze for the remaining groups.
- Posttest scores did not differ significantly based on position for the groups referenced by name in the preceding bullet. Small sample sizes limit the ability to analyze for the remaining groups.
### Pilot Study Analysis Findings

#### Pretest to Posttest Gains: Course 6, by Position

Guiding the Behavior of Individual Children

<table>
<thead>
<tr>
<th>Position</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aide / Assistant Teacher</td>
<td>73.8</td>
<td>88.9</td>
</tr>
<tr>
<td>Assistant Director / Coordinator</td>
<td>59.0</td>
<td>82.0</td>
</tr>
<tr>
<td>Director/Owner</td>
<td>71.2</td>
<td>82.5</td>
</tr>
<tr>
<td>Education Coordinator</td>
<td>75.0</td>
<td>87.7</td>
</tr>
<tr>
<td>Lead Teacher/Supervisor</td>
<td>70.0</td>
<td>86.1</td>
</tr>
<tr>
<td>Site Manager</td>
<td>71.1</td>
<td>86.5</td>
</tr>
<tr>
<td>Youth Worker</td>
<td>60.4</td>
<td></td>
</tr>
</tbody>
</table>

- Pre- to posttest differences for Aide/Assistant Teacher, Director/Owner, Lead Teacher/Supervisor and Site Manager are statistically significant. Small sample sizes limit the ability to analyze for the remaining groups.
- Posttest scores did not differ significantly based on position for the groups referenced by name in the preceding bullet. Small sample sizes limit the ability to analyze for the remaining groups.
Pretest to Posttest Gains: Course 8, by Position

Human Relations Skill Development

<table>
<thead>
<tr>
<th>Position</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aide / Assistant Teacher (n=50)</td>
<td>56.9</td>
<td>88.7</td>
</tr>
<tr>
<td>Assistant Director / Coordinator (n=5)</td>
<td>57.0</td>
<td>86.0</td>
</tr>
<tr>
<td>Director / Owner (n=26)</td>
<td>58.8</td>
<td>88.7</td>
</tr>
<tr>
<td>Education Coordinator (n=4)</td>
<td>57.5</td>
<td>82.5</td>
</tr>
<tr>
<td>Lead Teacher / Supervisor (n=15)</td>
<td>58.0</td>
<td>86.7</td>
</tr>
<tr>
<td>Site Manager (n=28)</td>
<td>50.7</td>
<td>85.7</td>
</tr>
<tr>
<td>Youth Worker (n=13)</td>
<td>49.6</td>
<td>90.4</td>
</tr>
</tbody>
</table>

Pilot Study Analysis Findings

- Pre- to posttest differences for Aide/Assistant Teacher, Director/Owner, Lead Teacher/Supervisor and Site Manager are statistically significant. Small sample sizes limit the ability to analyze for the remaining groups.
- Posttest scores did not differ significantly based on position for the groups referenced by name in the preceding bullet. Small sample sizes limit the ability to analyze for the remaining groups.
Pretest to Posttest Gains: Course 20, by Position

Developing Activities That Encourage Creativity and Cognitive Development

- Pre- to posttest differences for Aide/Assistant Teacher, Director/Owner, Lead Teacher/Supervisor, and Site Manager are statistically significant. Small sample sizes limit the ability to analyze for the remaining groups.
- Posttest scores did not differ significantly based on position for the groups referenced by name in the preceding bullet. Small sample sizes limit the ability to analyze for the remaining groups.
Pretest to Posttest Gains: Course 24, by Position

Helping Children with ADD Succeed in School-Age Programs

- Pre- to posttest differences for Aide/Assistant Teacher, Director/Owner, Lead Teacher/Supervisor and Site Manager are statistically significant. Small sample sizes limit the ability to analyze for the remaining groups.
- Posttest scores did not differ significantly based on position for the groups referenced by name in the preceding bullet. Small sample sizes limit the ability to analyze for the remaining groups.
Pretest to Posttest Gains: Course 28, by Position

Commitment to Quality in School-Age Programs

- Pre- to posttest differences for Aide/Assistant Teacher, Director/Owner, Lead Teacher/Supervisor and Site Manager are statistically significant. Small sample sizes limit the ability to analyze for the remaining groups.
- Posttest scores did not differ significantly based on position for the groups referenced by name in the preceding bullet. Small sample sizes limit the ability to analyze for the remaining groups.
PARTICIPANT BELIEFS

A comparison of participant self-assessment responses—prior to, and following, instruction
Presurvey to Postsurvey Comparisons

Project participants completed the same survey prior to their first course, and following their sixth course. The instrument challenged participants to self-assess their understanding of key concepts from each of the six courses.

Participants were instructed as follows:

*On a Scale of 1-5 (with 1 being very little to no experience and 5 being high level of experience) would you rate your current knowledge of [key concept]*
Survey Questions

Our analysis used mean scores to understand pre-to-postsurvey differences. Mean scores represent the average score across the full group of participants on the provided rating scale.

As an example, a mean score of 4.75 for a given item would indicate a considerable level of experience that approaches the “High Level of Experience” category (equal to 5).
Summary of Survey Results

- All postsurvey ratings were higher relative to presurvey ratings, save a single item where the pre- and postsurvey means were identical.
- For 22 of 27 items, the participant-indicated growth was analyzed to be statistically significant (Paired $t$-Test procedure), indicating little to no chance the observed difference resulted from random chance.
- The highest levels of growth across a given course’s content was observed for two of the most applied courses—Developing Activities that Encourage Creativity and Cognitive Development, and Helping Children with ADD Succeed in School-Age Programs
- As with the objective measures, postsurvey ratings did not differ significantly when participants were compared based on age, computer skills and education level.
Course 3

Exploring Developmental Needs and Characteristics of Different Age Groups: Implications for Programming

On a Scale of 1-5, please rate your current knowledge of:

1. Developing ideas and implementing strategies for addressing the interests and needs of 5-12 year olds in your OST program

2. The concept of “developmental diversity” and its implications for program planning in your OST program

3. Identifying and implementing strategies for addressing the seven developmental needs of early adolescence in your OST program

Pilot Study Analysis Findings

<table>
<thead>
<tr>
<th>Cognitive Results (for reference)</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Developmental Needs and Characteristics of Different Age Groups</td>
<td>56.1%</td>
<td>83.9%</td>
<td>+27.8</td>
</tr>
</tbody>
</table>

Presurvey  Postsurvey

Little/No Experience  High Level of Experience
Course 6
Guiding the Behavior of Individual Children

On a Scale of 1-5, please rate your current knowledge of:

- Identifying and implementing strategies for guiding difficult behavior related to individual differences in temperament and individual problems with anger management in your OST program: Presurvey 3.4, Postsurvey 3.6, Statistically Significant
- Identifying common causes of conflicts and techniques for avoiding, minimizing, and managing conflicts when they do occur in your OST program: Presurvey 3.5, Postsurvey 3.8, Statistically Significant
- Setting rules, limits, and consequences, and involving school-age children in the development of rules, limits, and consequences in your OST program: Presurvey 3.8, Postsurvey 3.9, Statistically Significant
- Using positive guidance techniques to help children develop self-discipline and self-direction in your OST program: Presurvey 3.6, Postsurvey 3.9, Statistically Significant

Cognitive Results (for reference)

<table>
<thead>
<tr>
<th>Guiding the Behavior of Individual Children</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70.2%</td>
<td>87.7%</td>
<td>+17.5</td>
</tr>
</tbody>
</table>

On a Scale of 1-5, please rate your current knowledge of:

- Guiding the Behavior of Individual Children

- Presurvey
- Postsurvey

Pilot Study Analysis Findings
Course 8
Human Relations Skill Development

On a Scale of 1-5, please rate your current knowledge of:

- Assessing personal human relations skills and setting priorities for improving human relations skills in your OST program
- Identifying and implementing strategies to create a cooperative team atmosphere and solve problems with team members in your OST program
- Identifying characteristics of effective teams, and factors that hurt or help team building in your OST program
- Identifying and implementing strategies for stages of group development and how groups grow into teams in your OST program
- Identifying and implementing strategies for establishing positive relationships with children of all ages in your OST program
- Identifying common barriers to communication in your OST program
- Identifying components of the communication process, and the two types of listening: Passive Listening and Active Listening

Pilot Study Analysis Findings

<table>
<thead>
<tr>
<th>Cognitive Results (for reference)</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Relations Skill Development</td>
<td>55.0%</td>
<td>87.7%</td>
<td>+32.7</td>
</tr>
</tbody>
</table>

On a Scale of 1-5, please rate your current knowledge of:

- Statistically Significant
- Little/No Experience
- High Level of Experience

- Human Relations Skill Development
  - Statistically Significant
  - Pretest: 3.5
  - Posttest: 3.7
  - Gain: +32.7

- Identifying and implementing strategies to create a cooperative team atmosphere and solve problems with team members in your OST program
  - Statistically Significant
  - Pretest: 3.6
  - Posttest: 3.8
  - Gain: +32.7

- Identifying characteristics of effective teams, and factors that hurt or help team building in your OST program
  - Statistically Significant
  - Pretest: 3.6
  - Posttest: 3.9
  - Gain: +3.3

- Identifying and implementing strategies for stages of group development and how groups grow into teams in your OST program
  - Statistically Significant
  - Pretest: 3.5
  - Posttest: 3.6
  - Gain: +1.1

- Identifying and implementing strategies for establishing positive relationships with children of all ages in your OST program
  - Statistically Significant
  - Pretest: 3.5
  - Posttest: 3.8
  - Gain: +3.3

- Identifying common barriers to communication in your OST program
  - Statistically Significant
  - Pretest: 3.5
  - Posttest: 3.7
  - Gain: +2.2

- Identifying components of the communication process, and the two types of listening: Passive Listening and Active Listening
  - Statistically Significant
  - Pretest: 3.5
  - Posttest: 3.7
  - Gain: +2.2
Course 20

Developing Activities That Encourage Creativity and Cognitive Development

On a Scale of 1-5, please rate your current knowledge of:

- Assessing and implementing strategies to use open-ended questions to help children develop their thinking skills, and utilizing the four types of open-ended questions that can be used to stimulate children’s logical thinking
- Understanding the difference between soft and hard thinking and implementing the role of reasoning and other thinking skills in the creative process in your OST program
- Understanding and implementing the four components of the creative process and how to help children use this process as they plan and carry out their own activities and projects in your OST program
- Understanding creativity killers to avoid in your OST program
- Understanding the three characteristics of creative people, and implementing techniques staff can use to create a program that fosters children’s creativity, curiosity, and sense of wonder

Cognitive Results (for reference)

<table>
<thead>
<tr>
<th>Cognitive Results (for reference)</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gain</th>
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<td>66.0%</td>
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Pilot Study Analysis Findings

- Statistically Significant
- Statistically Significant
- Statistically Significant
- Statistically Significant

On a Scale of 1-5, please rate your current knowledge of:

- Developing Activities that Encourage Creativity and Cognitive Development
  - Little/No Experience: Pretest 3.4, Posttest 3.7
  - High Level of Experience: Pretest 3.0, Posttest 3.6

Presurvey vs. Postsurvey

High Level of Experience

Little/No Experience
Course 24

Helping Children with ADD Succeed in School-Age Programs

On a Scale of 1-5, please rate your current knowledge of:

1. Identifying and implementing strategies for being an effective advocate for children and youth with ADD in your OST program
2. Helping children and youth with ADD monitor and manage their own behavior, and establish positive relationships with others in your OST program
3. Identifying and implementing strategies for structuring and adapting school-age program environments and activities to accommodate children and youth with ADD, and helping children and youth structure their time and participation in your OST program
4. Identifying how ADD can affect the development of school-age children and youth, and describe how typical characteristics and expectations of quality school-age programs can impact children and youth with ADD
5. Identifying and discussing typical characteristics of children and youth with ADD
Course 28
Commitment to Quality in School-Age Programs

On a Scale of 1-5, please rate your current knowledge of:

Understanding the purpose of the NAA Standards for Quality School-Age Care and the importance of making a commitment to continuous quality improvement

Describing the School-Age Care Environment Rating Scale (SACERS) and how it can be used as a tool for assessing the quality of school-age programs/arranging levels of quality indicators for Items and Subscales of the SACERS in the appropriate order

Understanding key organizations, resources, and research initiatives that have contributed to the development of standards of quality in the field of school-age care

Cognitive Results (for reference)

<table>
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<tr>
<th>Commitment to Quality in School-Age Programs</th>
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<th>Posttest</th>
<th>Gain</th>
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<td>53.2%</td>
<td>83.2%</td>
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Presurvey Postsurvey

Little/No Experience High Level of Experience

Cognitive Results (for reference)