21st Century Community Learning Centers
Ohio Quality Assessment Rubric
Site Report

Example Site

March 3, 2008

Produced By:

The Ohio State University
College of Social Work
&
The Ohio Department of Education
Office for Safety, Health, & Nutrition

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OVERVIEW & PURPOSE

This evaluation report provides the results from the Ohio Quality Assessment Rubric (O-QAR) data collected at your 21st Century Community Learning Center (CCLC). Each 21st CCLC was given the responsibility of collecting responses from staff, key stakeholders, and community partners currently engaged with the 21st CCLC. This report synthesizes these responses and measures progress toward compliance, quality programming, and perceptions of outcomes that could be used to guide future program improvement efforts.

Based on the composition of O-QAR, this evaluation report is broken into four sections. The first section provides an executive summary of overall findings. The following three sections then provide more comprehensive results related to each of the three primary O-QAR sections (Compliance, Quality Programming, and Perceptions of Outcomes). Please note that the response scale for items within the sections on Quality Programming and Perceptions of Outcomes are based on a five-point scale, with 1=strongly disagree and 5=strongly agree.

Together, the findings presented within this evaluation report will allow your 21st CCLC to determine areas of strength, as well as areas that might be targets for future improvement efforts. For an overview of how to use your data from this report, please consult "O-QAR Part IV: Planning for Improvements" within the *Ohio Quality Assessment Rubric (O-QAR) Workbook*. The O-QAR Workbook may be downloaded from the following website:

http://www.csw.ohio-state.edu/occmsi/21st/O-QAR%20Workbook%20FINAL.pdf

For further information regarding your data evaluation report, or O-QAR, please feel free to contact:

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EXECUTIVE SUMMARY

Respondent Demographics

Each 21st CCLC was given the responsibility of collecting responses to O-QAR from staff, key stakeholders, and community partners. The following table provides the self-identified roles from all respondents from your 21st CCLC who completed O-QAR.

Table I. Respondents by Role	
Role	# of Respondents
District/School Administrator	1
Grants Manager/Coordinator	1
Site Coordinator	0
Program Staff (includes program assistants, sport/recreational leaders, and academic intervention support)	0
Teacher	4
Parent	0
Other	1
Total	7

EXECUTIVE SUMMARY

PART I - Compliance

Each 21st CCLC site was to have one administrator complete this section. The site stakeholder who completed this section indicated that your site was in compliance with 46 out of 51 total compliance indicators. Table II depicts your current status on all O-QAR compliance indicators within each key scale area. Please note that in some instances respondents may not have answered all compliance items. In these cases, these unanswered items are included as "not in compliance" in the table below.

Table II. Part I - Compliance Indicators	
Compliance Subgroup	Total # of Items In Compliance/Total # of Items
Programming	14/14
Human Resources	10/11
Management	5/5
Documentation	5/5
Accountability	4/6
Fiscal	6/8
Licensing	2/2
Total	**46/51**

PART II – Quality Programming

The following figures provide the means, or the average of all scores indicated by survey respondents, for each quality programming scale. Figure 1 represents the scale means for each 21st CCLC quality programming area by all stakeholders who completed OQAR. 7 stakeholders responded to this section. Figure 2 represents the scale means for each 21st CCLC quality programming area completed only by site leadership and management. 1 member of site leadership and/or management responded to this section. In addition, the current 21st CCLC state mean is provided for your so that your 21st CCLC can compare its data to statewide data. If no data exist for items on scales, no mean is calculated.

Figure 1. Scale Means for Each 21st CCLC Quality Programming Area by All Stakeholders

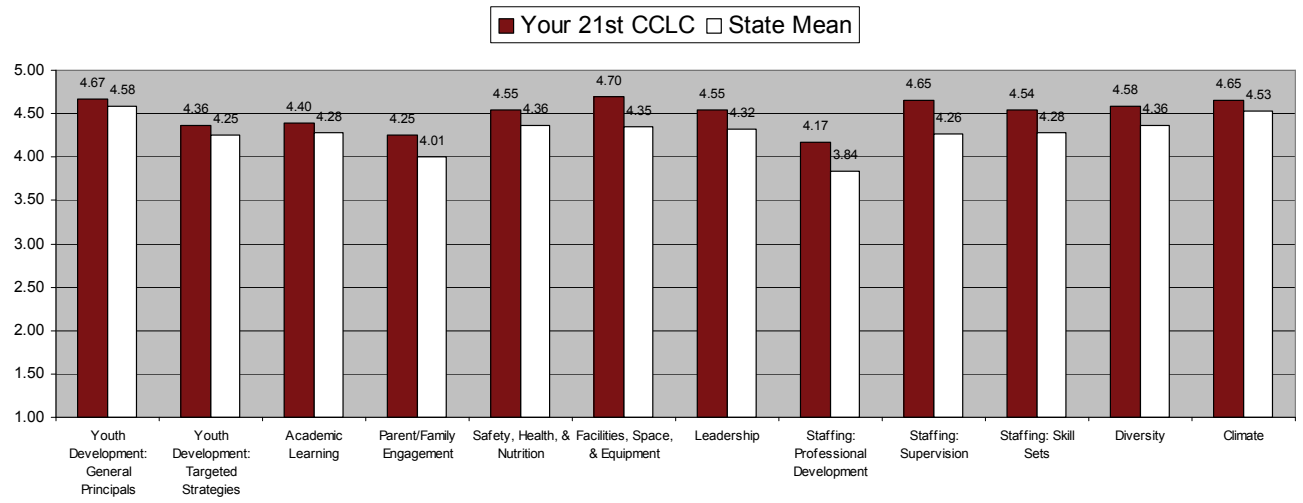
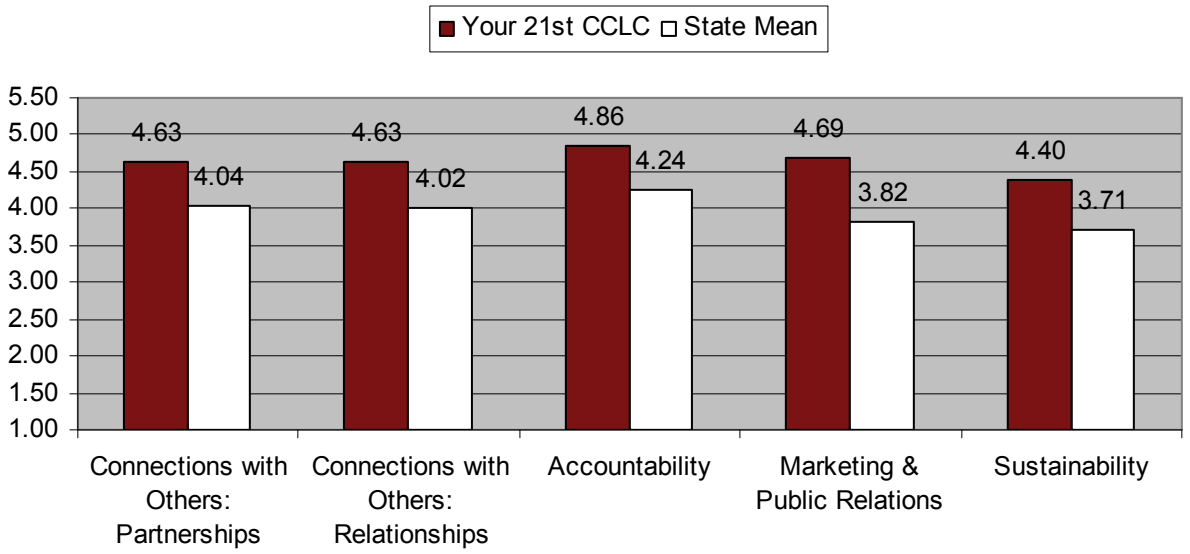


Figure 2. Scale Means for Each 21st CCLC Quality Programming Area by Site Leadership & Management



PART III – Perceptions of Outcomes

Part III of O-QAR assesses perceptions of outcomes related to youth development, academic learning, and parent/family engagement. Table III depicts which of these scales was rated most favorable by respondents as well as identifies the least favorable scale. 7 stakeholders completed this section of O-QAR.

Table III. Part III – Perceptions of Outcomes

Rating	Perception of Outcomes Scale
Most Favorable Perceptions	Youth Development
Least Favorable Perceptions	Parent/Family Engagement

PART I—COMPLIANCE COMPREHENSIVE RESULTS

O-QAR Part I is comprised of 7 key sections: programming, human resources, management, documentation, accountability, fiscal, and licensing. The following section provides a brief description of each section along with your site's results from the corresponding section.

Programming - This section is designed to measure the compliance with meeting programmatic, day-to-day accountabilities and expectations. 21st CCLCs that are programmatically compliant have goals and objectives that are aligned to grant deliverables, submit reports as required, and have policies in place related to substance use and confidentiality. Additionally, sites that are compliant programmatically adhere to regulations concerning transportation, meals/snacks, and appropriate supervision.

Table IV. Part I – Programming Compliance Indicators

Compliance Item	In Compliance	In Progress	Not In Compliance
Goals and objectives are aligned to the deliverables outlined in the 21st CCLC grant.	X		
The 21st CCLC operates the same number of hours as listed in the grant (10-15 hrs).	X		
The 21st CCLC has reached full capacity as defined by the original funded application.	X		
Transportation is provided in accordance with grant deliverables.	X		
All required reports are completed and submitted by the determined deadline.	X		
The 21st CCLC complies with all relevant privacy laws and protections of individual rights, including those outlined in FERPA of 1974.	X		
The 21st CCLC follows all requirements of the Drug-Free Workplace Act of 1988.	X		
Meals and/or snacks are provided by an ODE child & adult food service provider, after school snack program, or school food service provider.	X		
A consistent programming schedule exists and is known by all staff, participants, and their families.	X		
The 21st CCLC maintains an up-to-date and accurate activity schedule with room assignments.	X		
Staff members document the participation of youth participants in various activities during program hours.	X		
Staff members supervise youth participants appropriately according to ages, abilities, and needs.	X		
The 21st CCLC provides an environment that protects and improves the health of children and youth.	X		
Staff protect youth participants from potential hazards such as the following: toxic art materials, medications, cleaning agents, hot liquids, and overexposure to heat or cold.	X		

PART I—COMPLIANCE COMPREHENSIVE RESULTS

Human Resources - This section is intended to help sites examine whether they are meeting staffing requirements as designated by ODE and/or the Ohio Department of Job and Family Services (ODJFS). For example, requirements regarding human resources include factors such as the existence of an employee handbook with clear policies and procedures, the establishment of a staffing salary structure, and the existence of a system for conducting background checks. Additionally, compliant 21st CCLCs solely employ staff with appropriate credentials.

Table V. Part I – Human Resources Compliance Indicators

Compliance Item	In Compliance	In Progress	Not In Compliance
An employee handbook has been developed that delineates internal policies and procedures.	X		
There is a clear salary structure in place for staff.	X		
A background check is completed for all employees prior to their start date.	X		
All staff members have appropriate credentials.	X		
All teachers and tutors meet the federal definition of highly qualified.	X		
The 21st CCLC maintains a staff/volunteer to youth ratio at or below 1:18.	X		
The 21st CCLC aims to involve volunteers to achieve a ration of 1:15.	X		
The 21st CCLC well publicizes its attendance policy to parents/guardians.	X		
Fair and consistent discipline policies for staff are established and publicized.	X		
Fair and consistent discipline policies for youth are established and publicized.	X		
Conflict resolution procedures for staff/staff and staff/youth participant disputes are established.		X	

Management - This section explores compliance in several areas related to staffing and staff management. 21st CCLCs that are compliant have established staff schedules and coverage and have regular supervision processes in place. In general, compliance with state regulations ensures appropriate and effective management exists within the overall Initiative.

Table VI. Part I – Management Compliance Indicators			
Compliance Item	In Compliance	In Progress	Not In Compliance
A designated leader is regularly on site leading 21st CCLC implementation.	X		
Staff schedules are developed that ensure consistent and adequate staff coverage.	X		
Regular staff meetings are held.	X		
A staff list and contact sheet are updated regularly and made available to the Ohio Department of Education and professional development trainers.	X		
The site director and staff adhere to state training regulations.	X		

PART I—COMPLIANCE COMPREHENSIVE RESULTS

Documentation - The documentation section is intended to determine the 21st CCLC's compliance with the completion, submission, and maintenance of required paperwork. Paperwork required for 21st CCLCs includes the use of enrollment/registration forms for all youth participants, emergency medical forms, emergency contact information forms, and consent forms. This documentation requirement also explores whether confidentiality of staff and youth is respected, safety mechanisms are in place, and proper documentation of attendance levels is explored, as needed for grant compliance.

Table VII. Part I – Documentation Compliance Indicators

Compliance Item	In Compliance	In Progress	Not In Compliance
Complete and current enrollment/registration documents are available for all youth participants.	X		
The 21st CCLC has emergency contact information for youth participants and staff that is maintained in a central location.	X		
Copies of emergency medical forms are taken on every field trip.	X		
Parental/guardian consent is requested and obtained for student surveys, student records/information, pictures, internet usage, and field trips.	X		
All required documents (e.g., health certificates, security clearance, insurance, etc.) are maintained and kept confidential.	X		

PART I—COMPLIANCE COMPREHENSIVE RESULTS

Accountability - The accountability section explores the degree to which the 21st CCLC is in compliance with the evaluation requirements established by ODE. A compliant 21st CCLC meets all deadlines and distributes its annual evaluation report conducted by an outside evaluator to ODE, parents/guardians, and to the general public. Compliant sites also allocate appropriate budget amounts to evaluation tasks and meet all federal regulations regarding the reporting of data to PPICs.

Table VIII. Part I – Accountability Compliance Indicators			
Compliance Item	In Compliance	In Progress	Not In Compliance
The 21st CCLC cooperates with and meets all evaluation deadlines requested by the funder.	X		
The 21st CCLC has submitted its annual local evaluation to the Ohio Department of Education, as required by the grant.		X	
The 21st CCLC has made the annual local evaluation available to parents/guardians and the general public.		X	
No more than 7-10% of the annual budget is spent on the 21st CCLC external evaluation.	X		
The 21st CCLC cooperates with and meets all evaluation deadlines required by federal mandates (PPICs).	X		
The 21st CCLC has submitted PPICs data, as required by the Ohio Department of Education.	X		

PART I—COMPLIANCE COMPREHENSIVE RESULTS

Fiscal - This section measures compliance related to the maintenance and allocation of resources. A compliant 21st CCLC has an established mechanism in place to review and track its budget, as well as a process in place to audit records every two years. Additionally, a compliant 21st CCLC participates in ODE compliance visits and has established a program improvement plan. Ultimately, fiscal compliance ensures that expenditures appropriately align with grant objectives as well as meet all federal regulations for spending.

Table IX. Part I – Fiscal Compliance Indicators

Compliance Item	In Compliance	In Progress	Not In Compliance
The budget narrative accurately describes expenditures and how expenditures align with 21st CCLC goals and activities.	X		
The 21st CCLC ensures flexibility in the allocation of some financial and in-kind resources.	X		
A mechanism is in place to review the budget monthly, track expenses, and adjust the approved budget, as needed.	X		
The 21st CCLC gains approval for budget changes from the Ohio Department of Education prior to making changes.	X		
The 21st CCLC submits its Financial Expenditure Report, as required by the Ohio Department of Education.	X		
The 21st CCLC has been audited annually with the school district or if a community-based organization, audited every two years.			X
The 21st CCLC has participated in all Ohio Department of Education compliance visits and has a plan for improving in the recommended areas.	X		
21st CCLC policies ensure that all fiscal records are maintained for 5 years following the completion of grant activities.		X	

Licensing - The final section of the Compliance Checklist is the licensing section. All 21st CCLCs must be licensed or be identified as exempt from licensing by the state. A 21st CCLC that is licensed through either ODE or ODJFS is compliant.

Table X. Part I – Licensing Compliance Indicators			
Compliance Item	In Compliance	In Progress	Not In Compliance
The 21st CCLC is licensed through either the Ohio Department of Education or the Ohio Department of Jobs and Family Services.	X		
The 21st CCLC is licensed, as required, or is exempt from licensing.	X		

PART II—QUALITY PROGRAMMING COMPREHENSIVE RESULTS

O-QAR Part II assesses 13 aspects of 21st CCLCs. It is important to note here that O-QAR Part II is comprised of two sections. The first section was designed for every stakeholder to complete, and includes a variety of questions about 21st CCLC quality. Scales included in this section include: youth development; academic learning; parent/family engagement; safety, health & nutrition; facilities, space, & equipment; leadership; staffing; diversity; and climate. 7 stakeholders responded to this section for your site.

The second section was designed to be completed only by upper-level management (i.e., site directors, grants managers, etc), as it examines leadership and infrastructure-related items that may only be known among these individuals. It includes the following scales: connections with others; accountability; marketing & public relations; and sustainability. 1 member of site leadership and/or management responded to this section. Figure 3 represents the scale means for each 21st CCLC quality programming area by all stakeholders. Figure 4 represents the scale means for each 21st CCLC area completed only by site leadership and management. Please note that state averages are provided for comparison purposes. If no data exist for items on scales, no mean is calculated.

Figure 3. Scale Means for Each 21st CCLC Quality Programming Area

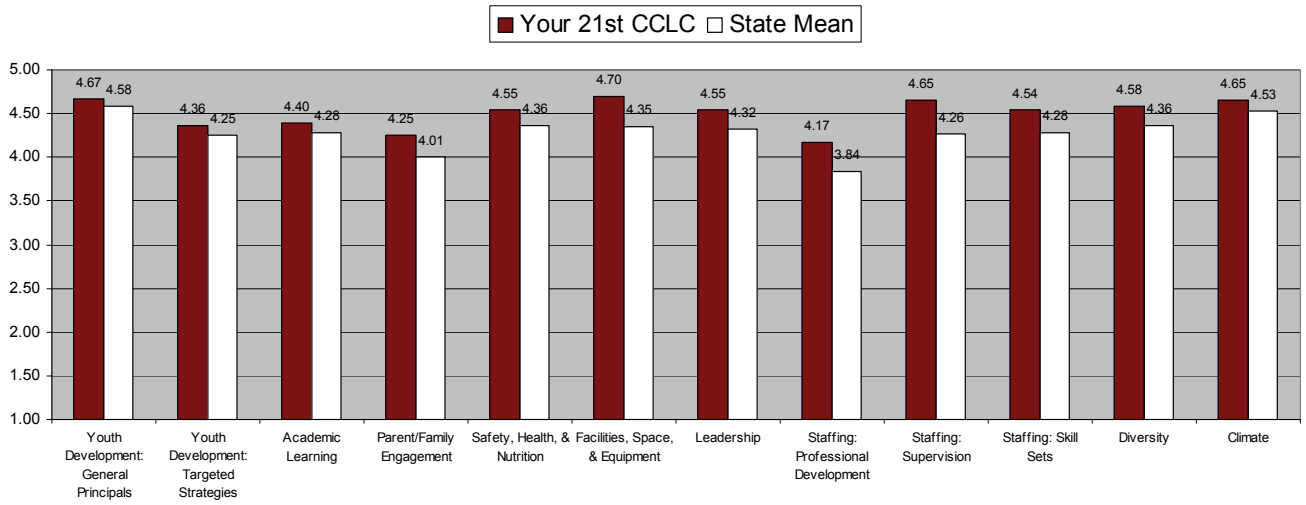
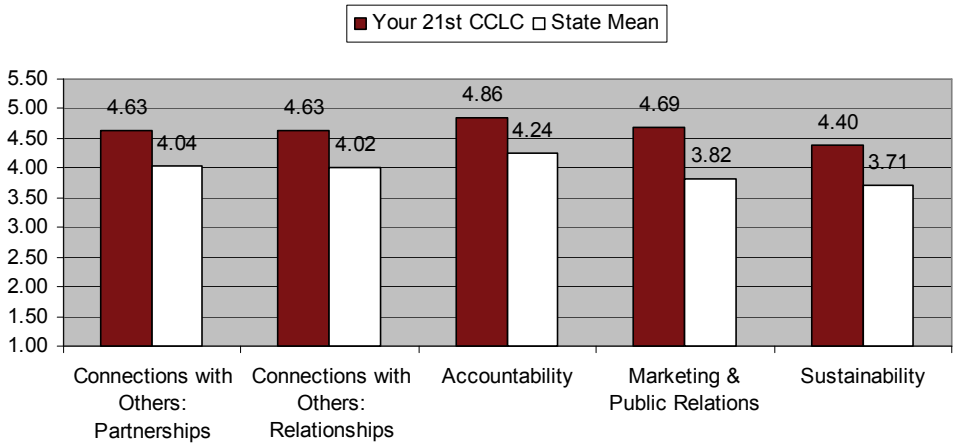


Figure 4. Scale Means for Each 21st CCLC Quality Programming Area

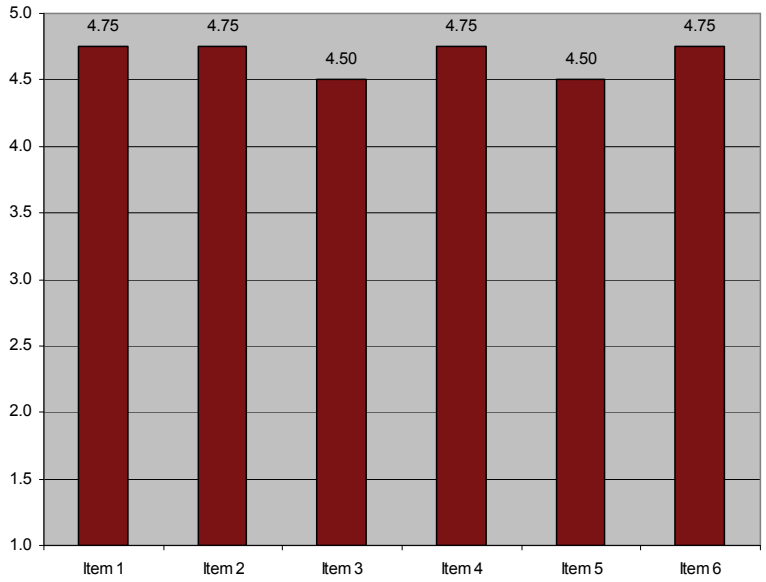


PART II—QUALITY PROGRAMMING COMPREHENSIVE RESULTS

The following pages provide a brief description of each scale included in the previous two figures along with your site's results for each item comprised within these scales.

Youth Development - The Youth Development scale measures the 21st CCLC's ability to implement empirically-based programs and services that target at-risk youth while simultaneously building upon youth participants' strengths and assets. This scale encompasses two scales: *General Principles* and *Targeted Strategies*. General quality indices are assessed in areas related to the development of healthy relationships and the offering of opportunities aimed to enhance social interactions and belonging. In addition, strategies and activities aimed at specific groups for individualized interventions are examined, as well as several other indicators that measure targeting strategies.

Figure 5. Individual Item Means for the Youth Development Scale—General Principles



Item 1: Youth participants develop relationships with caring adults at the 21st CCLC.

Item 2: Youth participants have opportunities to engage in positive social interactions at the 21st CCLC.

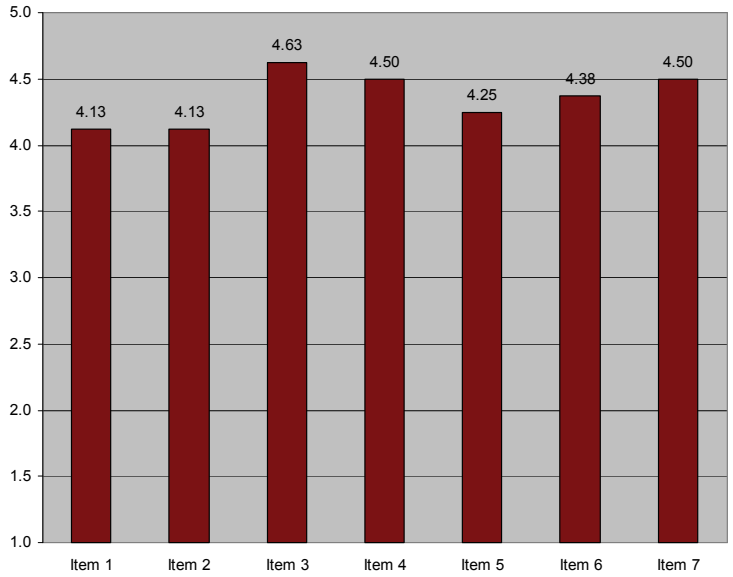
Item 3: Youth participants have opportunities to develop a sense of belonging at the 21st CCLC.

Item 4: The 21st CCLC provides youth participants with opportunities they might not otherwise have.

Item 5: The 21st CCLC offers opportunities for youth participants to learn pro-social norms.

Item 6: The 21st CCLC offers opportunities for youth participants to develop healthy relationships with peers.

Figure 6. Individual Item Means for the Youth Development Scale—Targeted Strategies



Item 1: Strategies are in place to effectively recruit the targeted youth the 21st CCLC is designed to reach.

Item 2: Strategies are in place to effectively retain youth participants' involvement in the 21st CCLC long-term.

Item 3: 21st CCLC youth development activities are individualized to meet the specific needs of youth participants.

Item 4: 21st CCLC youth development activities build on the assets and strengths of youth participants.

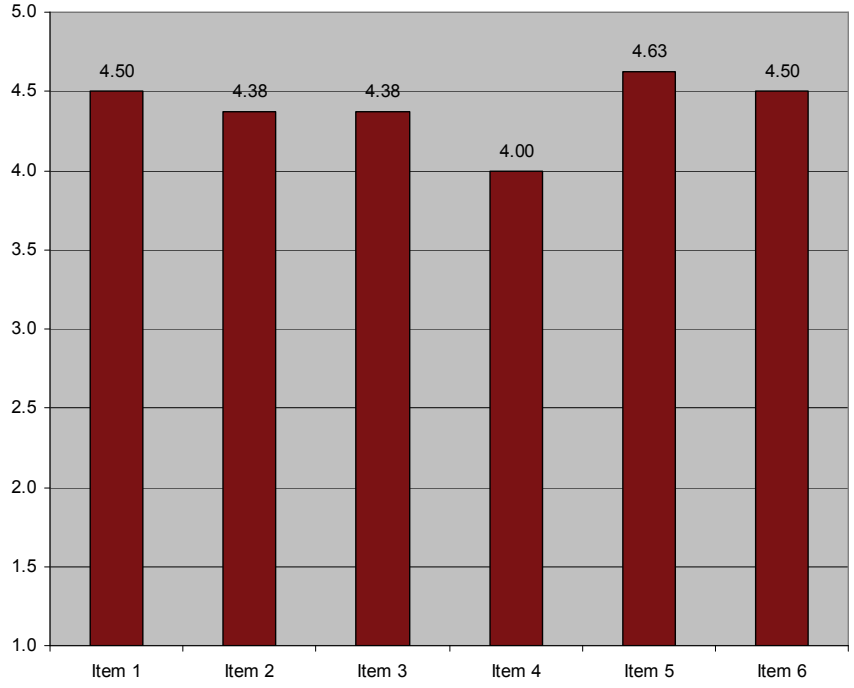
Item 5: The 21st CCLC provides referrals to outside agencies to youth and families experiencingsigns of risk.

Item 6: The 21st CCLC addresses the social and emotional needs of youth participants.

Item 7: The 21st CCLC incorporates research-based strategies into its youth development activities.

Academic Learning - This scale measures the coordination of school day standards/benchmarks with 21st CCLC activities, as well as examines communication between school day personnel and 21st CCLC staff. This academic learning linkage becomes apparent in instructional content, materials, resources, and processes necessary to attain educational objectives that are aligned with school improvement plans. In addition, quality strategies also target youth falling behind academically and ensure that every youth participant experiences opportunities to learn.

Figure 7. Individual Item Means for the Academic Learning Scale



Item 1: 21st CCLC staff communicate with educators and other school staff to monitor the progress of youth participants.

Item 2: 21st CCLC staff coordinate their academic learning activities with the other student intervention programs offered in the school community.

Item 3: The principal and 21st CCLC site coordinator meet regularly to foster communication between the 21st CCLC and the school.

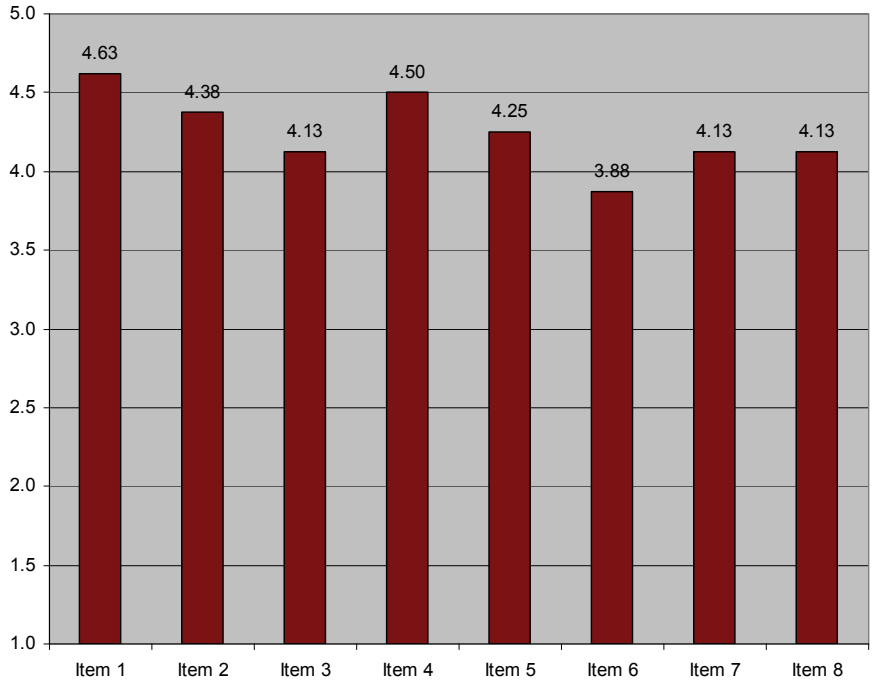
Item 4: The school's Continuous Improvement Plan includes 21st CCLC priorities within it.

Item 5: The 21st CCLC supports the implementation of Individualized Education Plans among youth participants with disabilities.

Item 6: The 21st CCLC incorporates research-based strategies into its academic learning activities.

Parent/Family Engagement – This scale measures the ability of the 21st CCLC to enhance parental participation in program activities through strong relationships and positive communication between parents/family and staff. Positive engagement also involves individualized parental/familial educational experiences and the provision of referrals to community-based resources. In addition, the 21st CCLC explores ways to increase parent/family involvement through gathering and respecting input from parents/families of youth participants.

Figure 8. Individual Item Means for the Parent/Family Engagement Scale



Item 1: The 21st CCLC offers high quality educational experiences for parents/guardians of youth participants.

Item 2: The 21st CCLC offers opportunities for parents/guardians to receive support and assistance from other parents/guardians.

Item 3: The 21st CCLC incorporates research-based strategies into its parent/family engagement activities.

Item 4: Input from parents/guardians is gathered prior to decisions being made about the 21st CCLC.

Item 5: Parents/guardians would go to the 21st CCLC staff for help if needed.

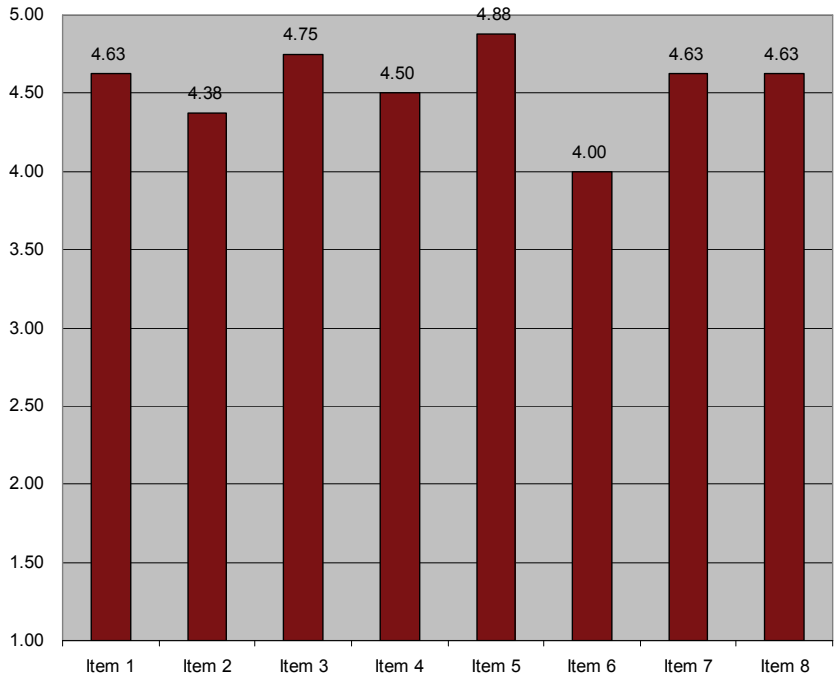
Item 6: Parents/guardians are informed about their child's progress at the 21st CCLC.

Item 7: A system is in place within the 21st CCLC to address parent/guardian concerns and needs.

Item 8: 21st CCLC parent/family activities are individualized to meet the specific needs of parents/families.

Safety, Health, and Nutrition - The Safety, Health, and Nutrition scale measures the planning and implementation of policies and practices that support the overall safety, health, and nutrition needs of youth participants. Individualized prevention, wellness, and physical activities are housed in a psychologically and physically safe environment that fosters youth participants' ability to learn.

Figure 9. Individual Item Means for the Safety, Health, & Nutrition Scale



Item 1: Prevention and wellness activities are incorporated into the 21st CCLC daily activities. Examples: menu planning, dental health, physical fitness planning, life skills, tobacco, drug, and alcohol prevention, financial management, etc.

Item 2: Youth participants engage in physical activities for at least 30 minutes during every 3-hour block of time at the 21st CCLC. Examples: fitness, sports, recreational activities, games, etc.

Item 3: The 21st CCLC provides youth participants with enough food after school.

Item 4: The 21st CCLC addresses the physical needs of youth participants.

Item 5: The 21st CCLC serves healthy foods that follow established nutritional guidelines.

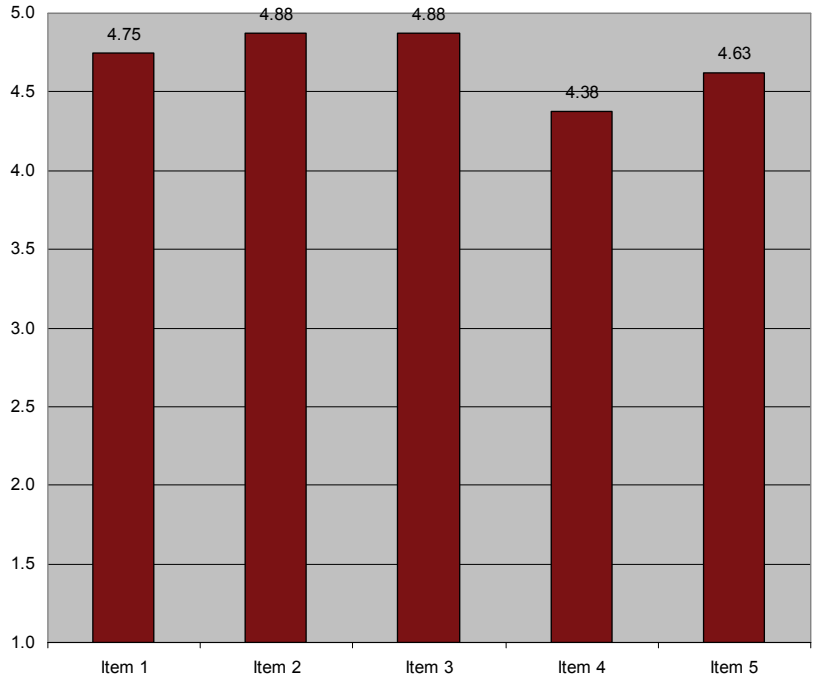
Item 6: 21st CCLC staff refer youth and families to additional supports if safety, health, and/or nutrition needs are identified.

Item 7: 21st CCLC staff ensure youth participants are psychologically and physically safe at the 21st CCLC.

Item 8: 21st CCLC staff frequently wash their hands, especially after using restrooms and/or before preparing food.

Facilities, Space, & Equipment - This scale measures the degree to which the 21st CCLC provides appropriate materials and space for programming, as well as developmentally appropriate equipment and materials are housed in the site.

Figure 10. Individual Item Means for the Facilities, Space, & Equipment Scale



Item 1: There is ample space available to support all 21st CCLC activities.

Item 2: There is enough equipment and materials available given the number of youth participants involved in the 21st CCLC.

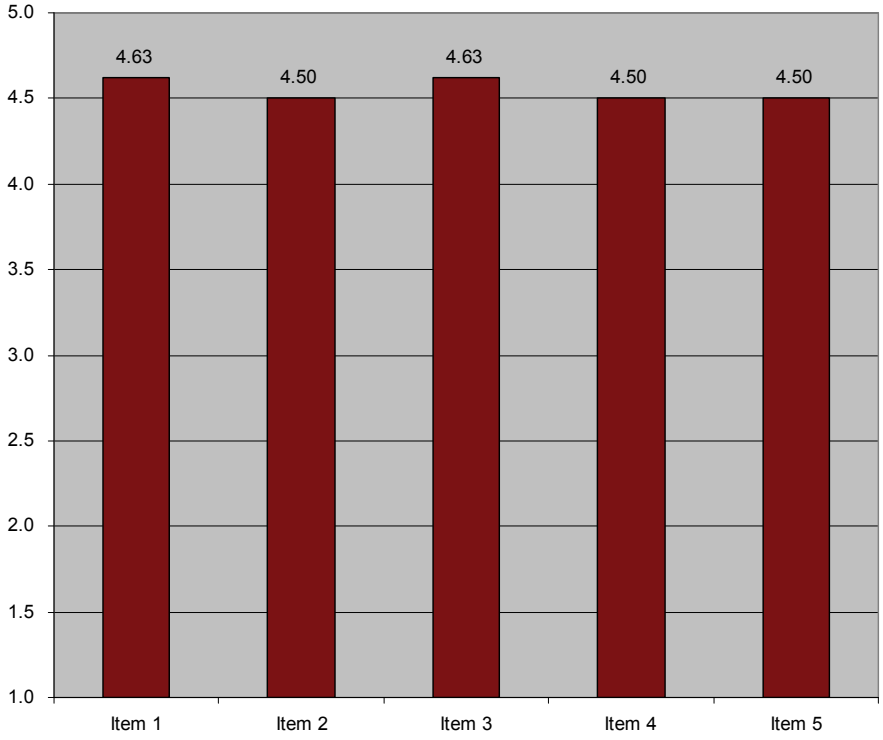
Item 3: Materials and equipment used within the 21st CCLC are developmentally appropriate given the age of the youth participants.

Item 4: A variety of play equipment is available for use among youth participants.

Item 5: School board policies and practices reflect commitments regarding the use of facilities by community members and partners.

Leadership - The Leadership scale measures the ability of management to define, plan, and implement program components to ensure that 21st CCLC goals, objectives, and outcomes are achieved. Excellent leaders align priorities with the overall strategic plan, as well as monitor the quality, impact, and significance of the 21st CCLC activities. High-quality leaders also encourage stakeholders to embrace the vision of the center, while ensuring efficiency and accountability.

Figure 11. Individual Item Means for the Leadership Scale



Item 1: A key group of leaders monitors the overall quality, impact, and significance of the 21st CCLC. Key leaders include: Youth, parents/guardians, staff, school representatives, and other community stakeholders.

Item 2: The 21st CCLC aligns its priorities with the strategic plan and the overall grant goals and objectives.

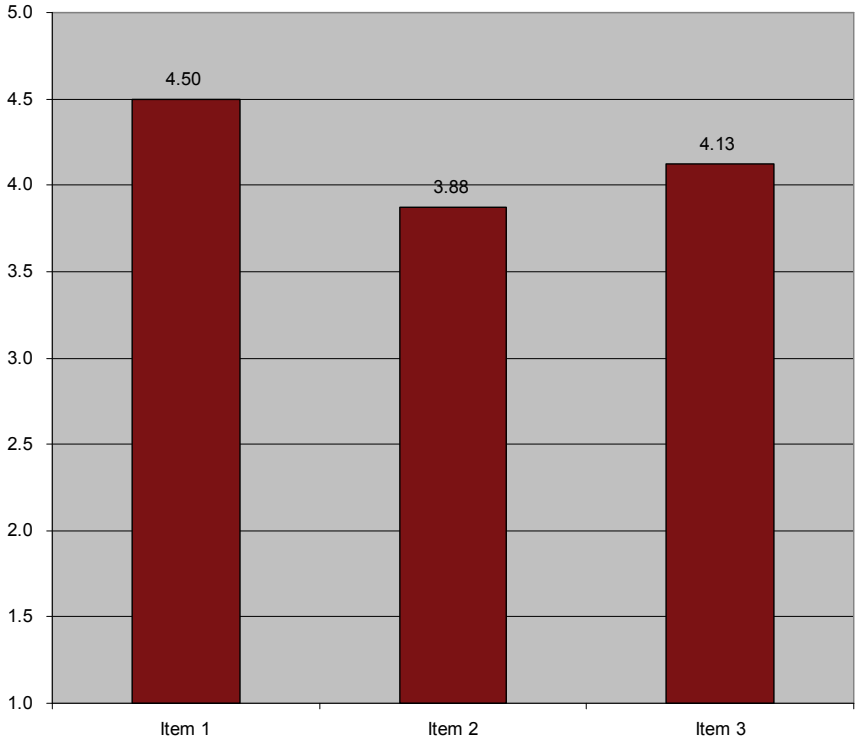
Item 3: The 21st CCLC vision is embraced by multiple stakeholders. Examples: Youth, parents/guardians, staff, school representatives, community partners, etc.

Item 4: The 21st CCLC is guided by a strategic plan that outlines key strategies and next steps.

Item 5: The roles and responsibilities of key staff and stakeholders are clearly defined.

Staffing - The Staffing scale contains three scales: *Professional Development*, *Supervision*, and *Skill Sets*. The scale explores the function of managing all program employees, including the development of staff skills through strategic trainings and other forms of professional development activities. Supervision processes are assessed through indicators examining staff monitoring. Additionally, a working environment that guarantees appropriate training allows staff members to feel competent in their skill sets and expertise.

Figure 12. Individual Item Means for the Staffing Scale—Professional Development

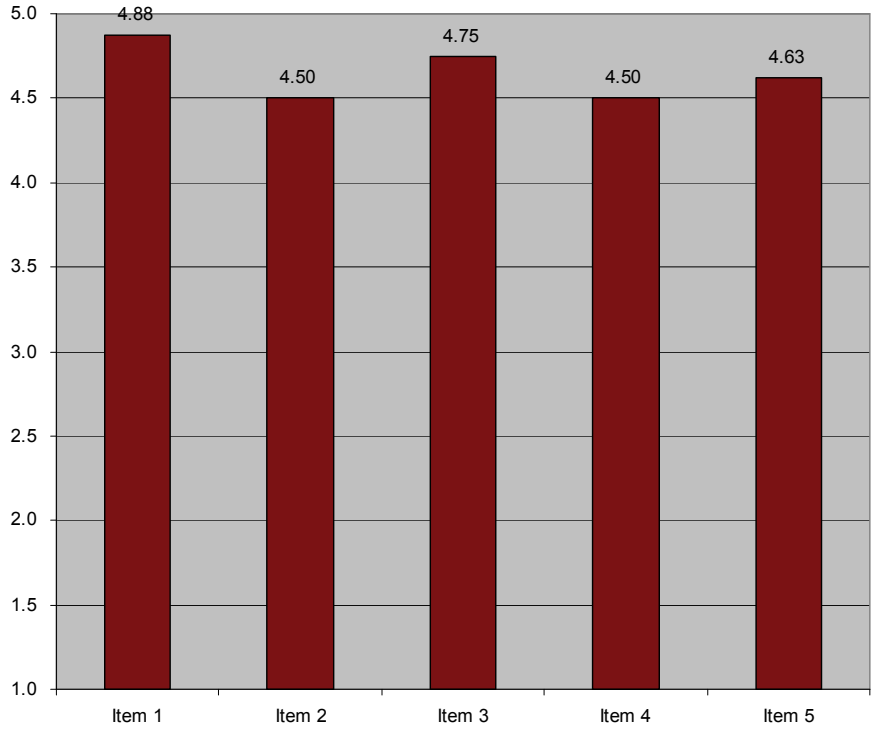


Item 1: 21st CCLC staff regularly attend professional development opportunities.

Item 2: 21st CCLC staff are provided with opportunities for career advancement within the 21st CCLC.

Item 3: 21st CCLC staff receive follow-up mentoring and coaching in support of their professional development and learning.

Figure 13. Individual Item Means for the Staffing Scale—Supervision



Item 1: The 21st CCLC effectively recruits and retains quality staff members.

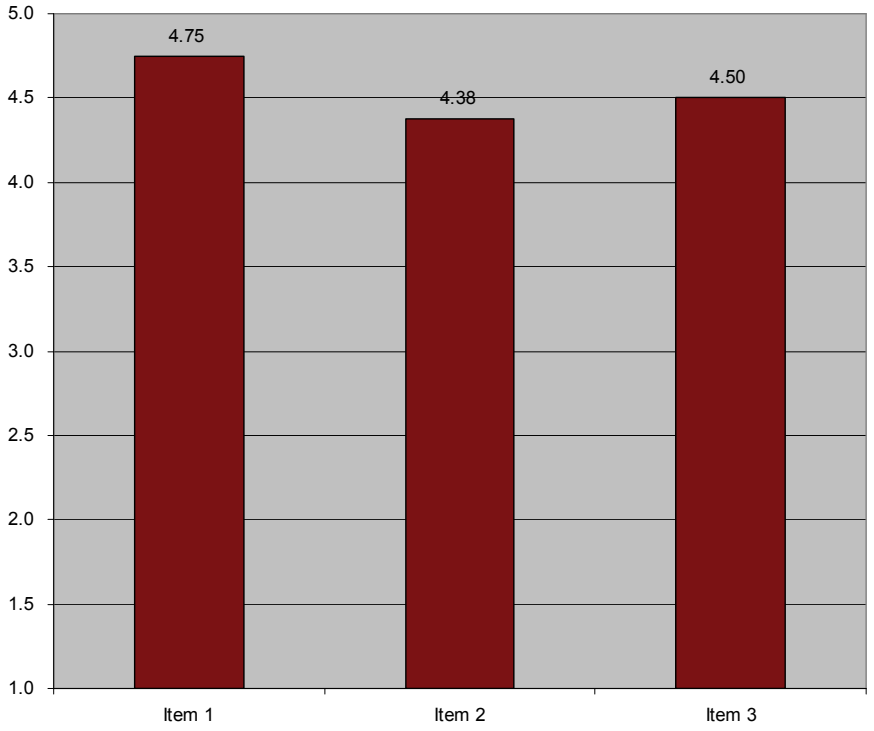
Item 2: Staff performance is regularly assessed and monitored.

Item 3: 21st CCLC administration provides appropriate supervision, support, and feedback to staff.

Item 4: A system is in place to resolve conflicts among 21st CCLC staff.

Item 5: The roles and responsibilities of 21st CCLC staff are clearly defined and articulated.

Figure 14. Individual Item Means for the Staffing Scale—Skill Sets



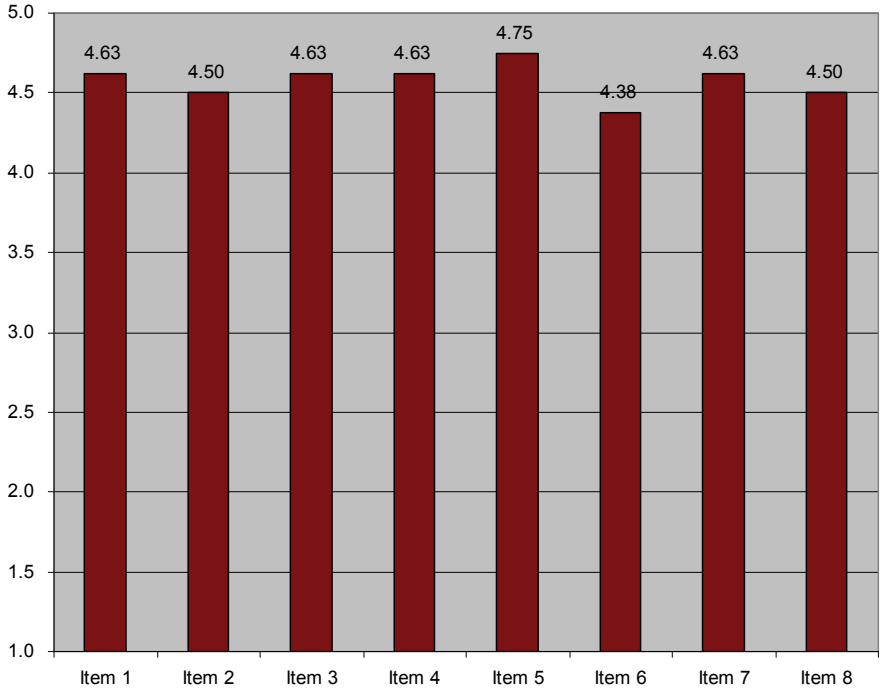
Item 1: 21st CCLC staff are trained in providing suitable activities that correspond to the developmental needs of youth participants.

Item 2: 21st CCLC staff effectively implement behavioral interventions.

Item 3: 21st CCLC staff use their knowledge of stages of child development to guide 21st CCLC activities.

Diversity -This scale measures the inclusion and integration of various racial, ethnic, gender, cultural, disability, sexual orientation, and social groups in center activities. An outstanding 21st CCLC's content and curriculum is inclusive of all cultural and language backgrounds and is accessible to youth participants with physical and learning disabilities. In addition, staff and youth participants respect diversity and reflect the culture of the surrounding community. A 21st CCLC with a high degree of respect for diversity will ensure a sense of belonging among staff, youth participants, and parents/ guardians, while also potentially decreasing ethnocentricity.

Figure 15. Individual Item Means for the Diversity Scale



Item 1: 21st CCLC staff include an array of people with diverse talents, expertise, life experiences, and socioeconomic backgrounds.

Item 2: Staff members reflect the diversity and culture(s) of the surrounding community.

Item 3: 21st CCLC youth participants reflect the diversity and culture(s) of the surrounding community.

Item 4: The staff recognize, value, and respect the various backgrounds, experiences, and cultures of youth participants and their families.

Item 5: 21st CCLC activities expose youth participants to groups with backgrounds and experiences different from their own.

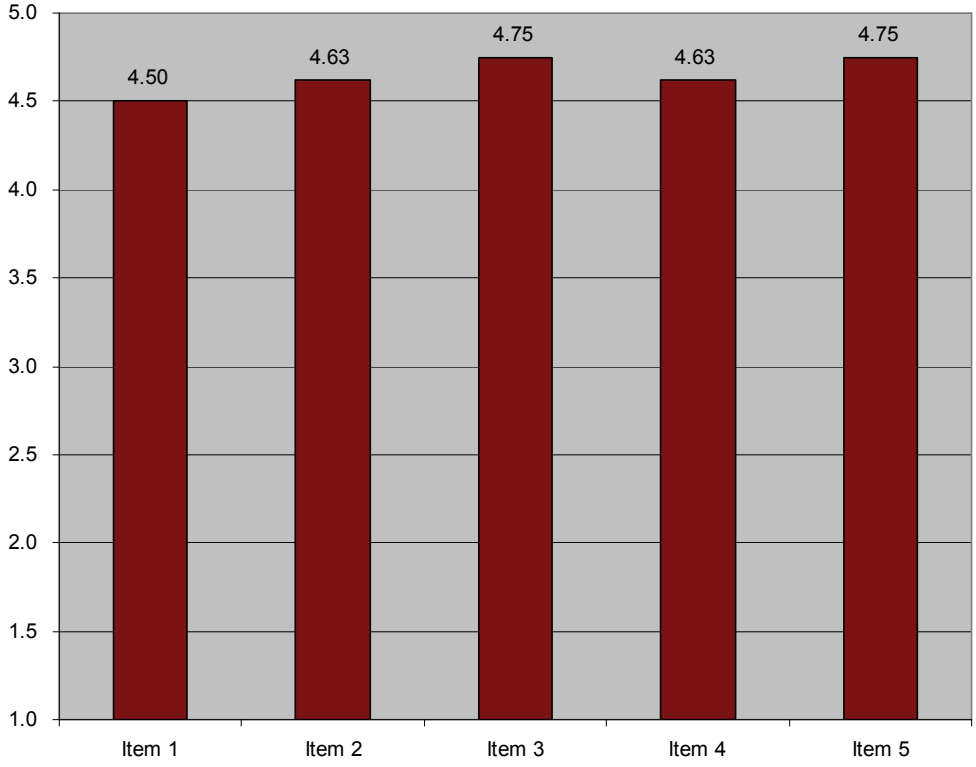
Item 6: Content and curriculum are inclusive of all cultural and language backgrounds.

Item 7: Content and curriculum are accessible to youth participants with physical and learning disabilities.

Item 8: 21st CCLC activities are designed to embrace cultural diversity and individual differences.

Climate - The Climate scale measures the social atmosphere of the 21st CCLC setting. A 21st CCLC with a positive climate represents an environment of reciprocal respect and acceptance from staff member to staff member, staff member to youth participant, and youth participant to youth participant. Climate is positively correlated with one's sense of physical and psychological security. A pleasant climate likely will result in positive interactions among youth and staff, active youth participation, and improved outcomes.

Figure 16. Individual Item Means for the Climate Scale



Item 1: 21st CCLC staff respond to the range of youth participants' feelings and temperaments.

Item 2: Staff consistently reward and provide consequences to encourage positive participant behaviors.

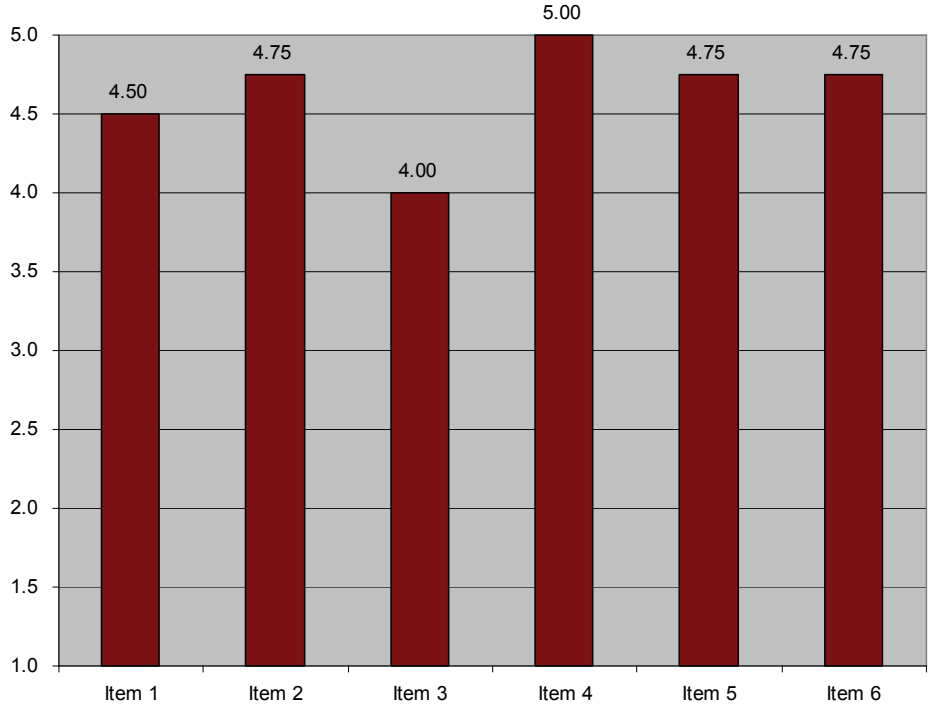
Item 3: Youth participants are respected and valued.

Item 4: Youth participants feel psychologically safe at the 21st CCLC.

Item 5: Staff communicate in caring and respectful manners.

Connections with Others - This scale contains two scales: *Partnerships* and *Relationships*. The relationship scale measures the quality of formal arrangements among the 21st CCLC and individuals, associations, the private sector, and/or other public institution that contributes to student achievement and overall healthy development. In addition, the Partnership scale examines mechanisms related to the design of school-community partnerships. Shared responsibility for outcomes is examined. The existence of formal written agreements, effective communication mechanisms, and regular meetings are explored. Additionally, effective partnerships represent a mechanism to maintain and nurture relationships with stakeholders, which contributes to enhanced sustainability.

Figure 17. Individual Item Means for the Connections with Others Scale—Partnerships



Item 1: Roles and responsibilities of partners involved in the 21st CCLC are documented through formal, written mechanisms.

Item 2: Effective communication exists between the 21st CCLC staff and various community partners.

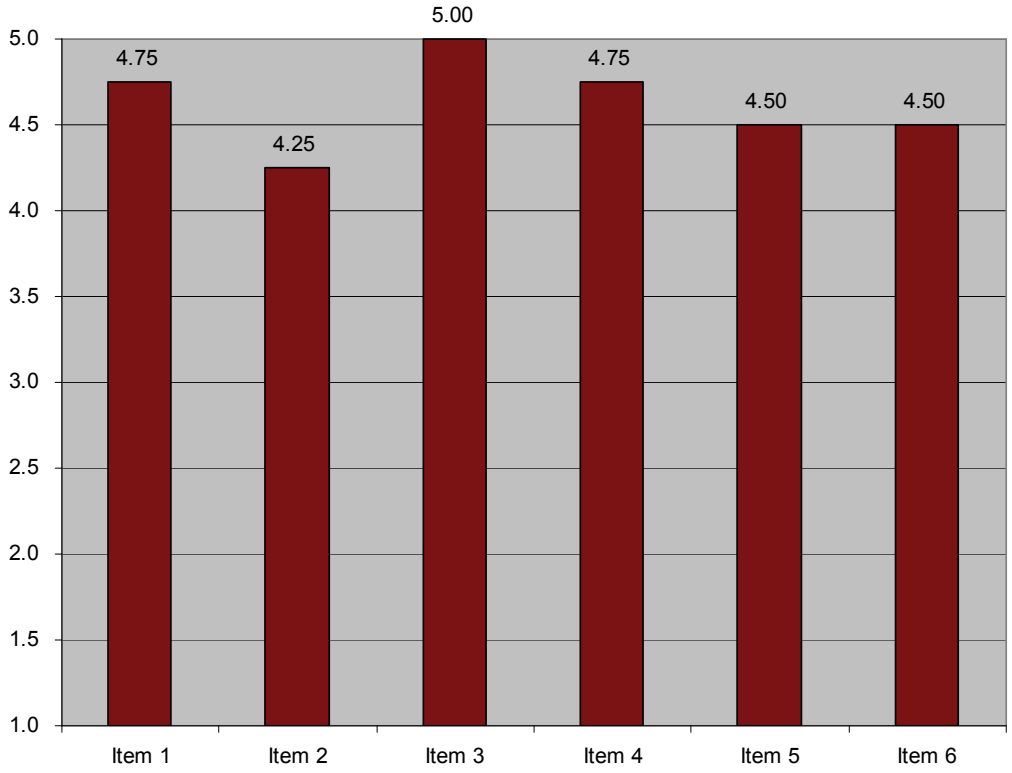
Item 3: A system is in place to resolve conflicts among the various entities involved in the 21st CCLC.

Item 4: Partners meet regularly to discuss 21st CCLC activities and next steps.

Item 5: 21st CCLC strategies are in place to effectively maintain and nurture partnerships with stakeholders.

Item 6: 21st CCLC strategies are in place to effectively recruit new partners and stakeholders.

Figure 18. Individual Item Means for the Connections with Others Scale—Relationships



Item 1: Strong relationships exist between the 21st CCLC and the local social service sector.

Item 2: Strong relationships exist between the 21st CCLC and the local businesses.

Item 3: Strong relationships exist between the 21st CCLC and the schools.

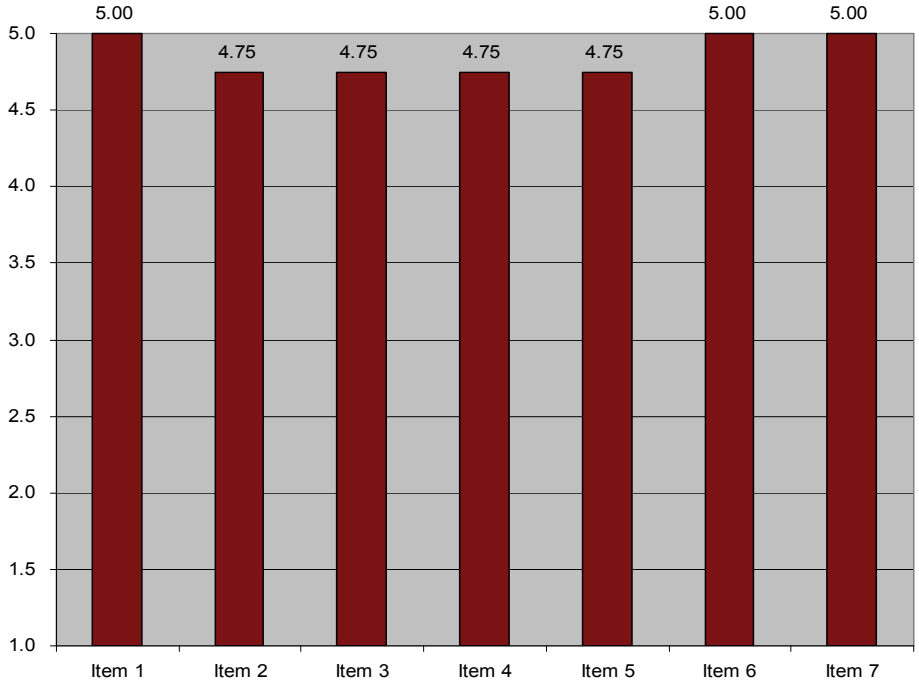
Item 4: Strong relationships exist between the 21st CCLC and faith-based organizations.

Item 5: Strong relationships exist between the 21st CCLC and parents/families.

Item 6: Strong relationships exist between the 21st CCLC and volunteers.

Accountability - The Accountability scale relates to the collection and analysis of data related to the delivery of services to targeted groups and the impact of these services on those targets. A comprehensive needs assessment is utilized to ascertain multiple indicators, such as contributors to staff turnover and individual student needs and interests. The evaluation process also measures performance outcomes, guides center improvements, and ensures the completion of required grant deliverables. Respondent(s) indicated "don't know" for Items 2 and 3.

Figure 19. Individual Item Means for the Accountability Scale



Item 1: A comprehensive needs assessment process guides the overall 21st CCLC design.

Item 2: If a needs assessment exists, it uses multiple strategies to collect data (i.e. survey, interview, focus group, etc.).

Item 3: Multiple types of data are collected to inform 21st CCLC activities and monitor progress. Examples: grades, homework completion rates, disruptive behavior, Ohio Achievement Test, and/or Ohio Graduation Test scores, program/career interests

Item 4: A user-friendly, centralized database exists that allows for the efficient and regular collection of data.

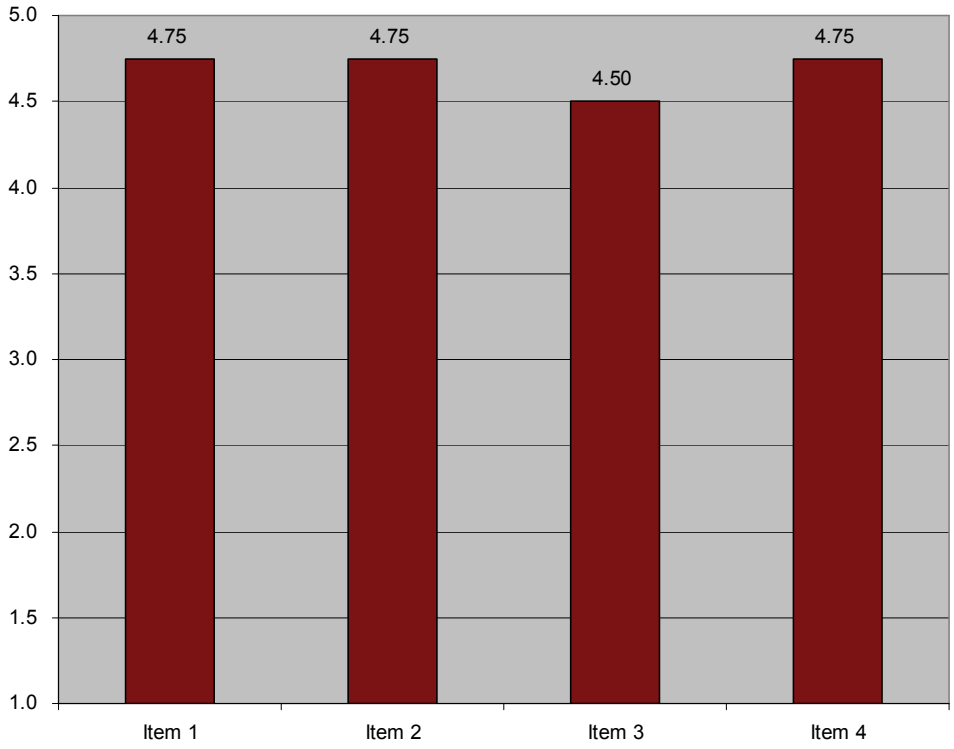
Item 5: Individual student data are collected and used to monitor student progress.

Item 6: Evaluation strategies are in place to ensure the 21st CCLC is completing grant deliverables as written in the original grant.

Item 7: Evaluation strategies are in place to ensure the 21st CCLC activities are implemented with quality.

Marketing & Public Relations - This scale measures the 21st CCLC's efforts at ensuring visibility within the school and community. A 21st CCLC with an effective marketing and public relations plan keeps stakeholders well informed through the facilitation of regular communication and the dissemination of promotional materials and evaluation reports. Marketing and public relation strategies also represent an opportunity for 21st CCLCs to share program successes which may in turn enhance stakeholder perceptions about the site (i.e., in particular community members and potential funders).

Figure 20. Individual Item Means for the Marketing & Public Relations Scale



Item 1: A 21st CCLC community-wide public relations plan has been effectively implemented.

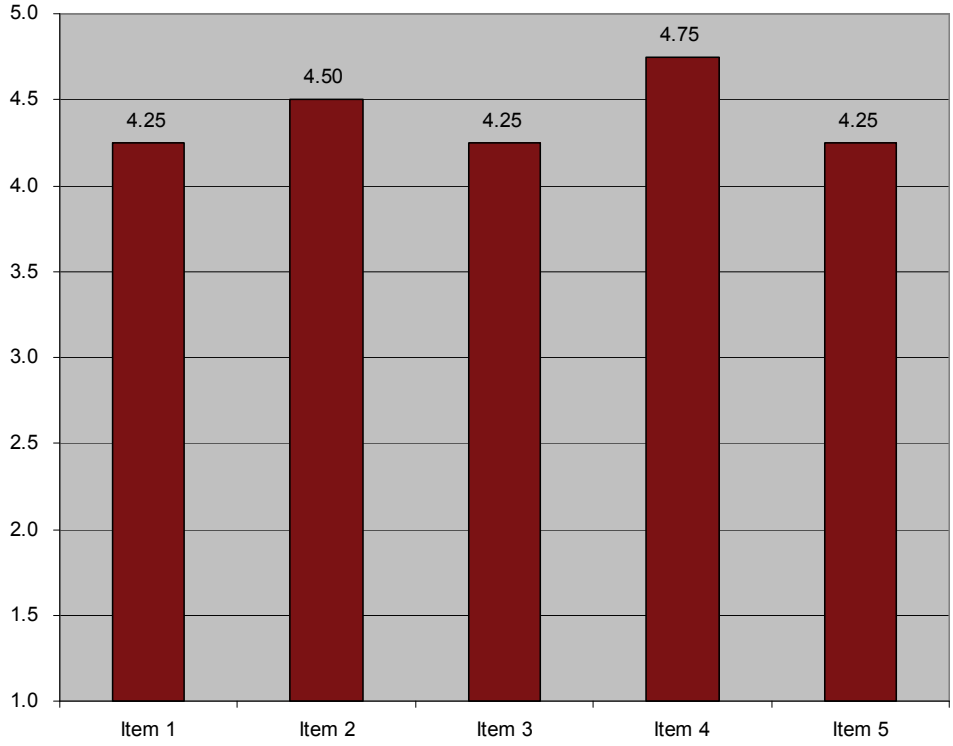
Item 2: The 21st CCLC keeps community partners well informed of its achievements and impacts on students, families, and the community.

Item 3: 21st CCLC evaluation reports are disseminated to multiple stakeholders.

Item 4: 21st CCLC marketing and promotional materials are published in accordance with the language needs of the community.

Sustainability—The Sustainability scale measures the ability of the 21st CCLC to maximize resources and diversify funding streams. An effective plan contains strategies that support long-term success and ensures sustainability for at least three years. Sustainability is critical for guaranteeing the continued existence of the 21st CCLC. Respondent(s) indicated "don't know" for Item 3.

Figure 21. Individual Item Means for the Sustainability Scale



Item 1: Sustainability strategies/plans are in place to support the long-term success of the 21st CCLC.

Item 2: Funding for 21st CCLC operations is diversified.

Item 3: Adequate financial investments ensure that the 21st CCLC is sustainable for at least three years.

Item 4: Partners bring resources above and beyond the 21st CCLC grant to support day-to-day activities.

Item 5: The community provides in-kind supports and financial investments in support of the 21st CCLC.

PART III—PERCEPTIONS OF OUTCOMES COMPREHENSIVE RESULTS

O-QAR Part III assesses perceptions of outcomes in three areas that 21st CCLCs are designed to impact. These areas include outcomes related to youth development, academic learning, and parent/family engagement. The following section provides a brief description of each section along with your site's percentage of agreement for all items. The percentage agreement is the proportion of respondents indicating they "agree" or "strongly agree" with the statement.

Perceptions of Youth Development Outcomes - This scale explores outcomes associated with participation in youth development activities. It includes factors such as social/life skills and leadership skills, as well as increased resiliency, self-esteem, and self-control.

Table XI. Part III – Perceptions of Youth Development Outcomes	
Outcome Item	**% Agree**
Increase social and life skills among youth participants	100
Increase self-esteem among youth participants	100
Increase self-confidence among youth participants	100
Enhance leadership skills among youth participants	85.7
Enhance self-control among youth participants	100
Reduce exposure to risk among youth participants	100

Perceptions of Academic Learning Outcomes - This scale examines impacts related to academic learning such as increases in academic skills in reading and math and enhanced performance on proficiency tests. It also includes school level factors involving engagement in school and overall school climate.

Table XII. Part III – Academic Learning Perceptions of Outcomes	
Outcome Item	**% Agree**
Increase reading skills among youth participants	100
Increase math skills among youth participants	100
Decrease school absenteeism among youth participants	85.7
Enhance performance on proficiency tests among youth participants	100
Increase school climate among youth participants	100
Increase engagement in school among youth participants	100

PART III—PERCEPTIONS OF OUTCOMES COMPREHENSIVE RESULTS

Perceptions of Parent/Family Engagement Outcomes - This scale includes outcome indicators such as the development of new skills and capacities among parents/families, as well as examines enhancements in parental relationships with their children and others in the community.

Table XIII. Part III – Parent/Family Engagement Perceptions of Outcomes	
Outcome Item	**% Agree**
Develop effective parenting skills among participants	66.7
Enhance relationships among parents/guardians and their children	71.4
Increase parent/guardian abilities to support their children's learning	57.1
Develop positive relationships among parents/guardians and other adults in the community	85.7
Develop new skills and capacities among parents/guardian participants	85.7
Enhance feelings of support among parent/guardian participants	100

NOTES