

21st Century Community Learning Centers Ohio Quality Assessment Rubric Statewide Report 2008-2009



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Produced By:

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EXECUTIVE SUMMARY

Overview & Purpose

This evaluation report provides the results from the Ohio-Quality Assessment Rubric (O-QAR) data collected at 21st Century Community Learning Centers (CCLCs) across the state of Ohio. During the 2008-2009 academic year, 21st CCLC grantees in their 1st and 3rd years of grant funding were required to complete O-QAR as part of their sub-recipient grant monitoring process. 21st CCLC grantees in their 2nd, 4th, and 5th years were not required to complete O-QAR; however, many of these sites voluntarily completed O-QAR this year in an effort to utilize these data to inform their continuous improvement planning processes. Each 21st CCLC site was given the responsibility of collecting responses from staff, key stakeholders, community partners, and parents currently engaged with the 21st CCLC. This report synthesizes these responses according to compliance, quality programming, and perceptions of outcomes. These data hopefully will be used to guide future program improvement efforts and professional development opportunities at the local and state level.

Based on the composition of O-QAR, this evaluation report is broken into six sections. This 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 Quality Programming and Perceptions of Outcomes sections are based on a 5-point scale, with 1 = Strongly Disagree and 5 = Strongly Agree. The fifth section provides comparative results between O-QAR data collected last year, 2007-2008, and the data collected during this academic year. The last section provides concluding remarks that address professional development needs and future directions.

Together, the findings presented within this evaluation report will allow the state of Ohio to determine areas of strength, as well as areas that might be targets for future improvement efforts in Ohio's 21st CCLCs. Additional information on O-QAR can be found within the O-QAR Workbook. The O-QAR Workbook may be downloaded from the following website:

<http://www-old.csw.ohio-state.edu/cayci/files/O-QAR%20Workbook%20FINAL.pdf>

Respondent Demographics

187 21st CCLC sites completed O-QAR, which accounts for 67% of all sites in the state. Each 21st CCLC was given the responsibility of collecting responses to O-QAR from staff, key stakeholders, parents, and community partners. A total of 1,818 stakeholders completed O-QAR, including 133 district/school administrators, 305 site coordinators/program managers, 368 program staff (includes program staff, program assistants, sport/recreational leaders, and academic intervention support staff), 542 teachers, 258 parents, and 212 others (e.g., community partners and volunteers). An average of 10.1 respondents completed O-QAR per site.

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Throughout the report, respondents were organized by role, level of experience, and region to determine differences in self-perceptions. Respondents were divided into one of five experience levels: first, second, third, fourth, or fifth year grantees. 22.9% of respondents were first year grantees, 45.9% were second year grantees, 9.1% were third year grantees, 4.2% were fourth year grantees, and 17.9% were fifth year grantees.

In addition, respondents were divided into one of five region categories: northeast, northwest, central, southeast, or southwest. The designation of 'northeast' was given to 21st CCLCs located in one of the following counties: Ashland, Ashtabula, Carroll, Columbiana, Coshocton, Cuyahoga, Geauga, Harrison, Holmes, Jefferson, Lake, Lorain, Mahoning, Medina, Portage, Richland, Stark, Summit, Trumbull, Tuscarawas, or Wayne. The designation of 'northwest' was given to 21st CCLCs located in one of the following counties: Allen, Auglaize, Crawford, Defiance, Erie, Fulton, Hancock, Hardin, Henry, Huron, Lucas, Mercer, Ottawa, Paulding, Putnam, Sandusky, Seneca, Shelby, Van Wert, Williams, Wood, or Wyandot. The designation of 'central' was given to 21st CCLCs located in one of the following counties: Delaware, Fairfield, Franklin, Knox, Licking, Logan, Madison, Marion, Morrow, Pickaway, or Union. The designation of 'southeast' was given to 21st CCLCs located in one of the following counties: Athens, Belmont, Gallia, Guernsey, Hocking, Jackson, Lawrence, Meigs, Monroe, Morgan, Muskingum, Noble, Perry, Pike, Ross, Scioto, Vinton, or Washington. The designation of 'southwest' was given to 21st CCLCs located in one of the following counties: Adams, Brown, Butler, Champaign, Clark, Clermont, Clinton, Darke, Fayette, Greene, Hamilton, Highland, Miami, Montgomery, Preble, or Warren. 18.6% of respondents were from the central region, 31.1% were from the northeast, 18.1% were from the northwest, 25.3% were from the southeast, and 6.9% of respondents were from the southwest.

Part I Compliance

On average, 21st CCLC respondents reported overall compliance with 46 out of 51 O-QAR items. The items for which respondents indicated least compliance were as follows: (1) The 21st CCLC has reached full capacity as defined by the original funded application; (2) All teachers and tutors meet the federal definition of highly qualified; (3) The 21st CCLC aims to involve volunteers to achieve a ratio of 1:15; (4) Regular staff meetings are held; (5) A staff list and contact sheet are updated regularly and made available to the Ohio Department of Education (ODE) and professional development trainers; (6) The 21st CCLC has submitted its annual local evaluation to the ODE, as required by the grant; (7) The 21st CCLC has made the annual local evaluation available to parents/guardians and the general public; (8) The 21st CCLC has participated in all ODE compliance visits and has a plan for improving in the recommended areas.

When these data were examined more closely, the respondents indicated highest compliance in documentation and lowest compliance in accountability. The central region of Ohio reported the lowest level of compliance; whereas the southeast region of Ohio reported the highest level of compliance. Finally, fourth year grantees indicated the highest level of compliance, and first year grantees indicated the lowest level of compliance.

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Part II Quality Programming

Overall, 21st CCLC respondents reported the highest quality programming in the areas of youth development (general principles) and climate and the lowest quality programming in the areas of staffing: professional development and parent/family engagement. Site coordinators/program managers rated general quality programming highest, while parents and teachers rated general quality programming lowest. Fourth year grantees rated all quality programming dimensions higher than other grantees, while third year grantees rated most dimensions the lowest. Respondents residing in the southeast region of Ohio were most positive in their perceptions of quality programming, whereas respondents in the northeast rated these areas the lowest.

For the site leadership/management section, site coordinators/program managers held somewhat higher perceptions of connecting with others (partnerships) and marketing & public relations in comparison to district/school administrators. Additionally, third year grantees rated all quality programming dimensions lower than other grantees. Finally, respondents in the northwest regions of Ohio rated these items the lowest. Regional capacity-building efforts might consider these geographical differences.

Part III Perceptions of Outcomes

Most respondents perceived positive outcomes in the areas of youth development, academic learning, and parent/family engagement. Respondents ranked perceptions of youth development outcomes most positively and perceptions of parent/family engagement outcomes least positively.

Specifically, data show that the highest ranked youth development outcome items included the perception that the 21st CCLC increases social and life skills among youth participants, as well as the perception that the 21st CCLC increases self-confidence among youth participants. The lowest ranked youth development outcome item was the perception that the 21st CCLC enhances leadership skills among youth participants.

The highest ranked academic learning outcome items included the perception that the 21st CCLC increases reading skills, as well as math skills among youth participants. The lowest ranked academic learning outcome items included the perception that the 21st CCLC decreases school absenteeism among youth participants, as well as the perception that the 21st CCLC enhances performance on achievement tests among youth participants.

Perceptions of parent/family engagement outcomes were the least favorable of all outcome areas. The lowest ranking parent/family engagement outcome items, however, included the perception that the 21st CCLC develops effective parenting skills among participants and the perception that the 21st CCLC develops new skills and capacities among parents/guardians.

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Comparative Results of 2007-2008 and 2008-2009 O-QAR Data

Since last year, 21st CCLC stakeholders have reported being more compliant. In 2007-2008, respondents indicated they were compliant with 87.8% of all compliance items. This year, respondents reported being 93.5% compliant. Similarly, though, respondents reported accountability as the area where they were least compliant and documentation as the area where they were most compliant for both years.

Respondents' perceptions regarding various areas of programmatic quality did not vary greatly between 2007-2008 and 2008-2009. Specifically, in both years, staffing (professional development) and parent/family engagement were rated least favorably amongst 21st CCLC stakeholders. Also, of the programmatic areas only reported on by site leadership and management, perceptions of sustainability and marketing/public relations were still the lowest.

With regard to perceptions of outcomes, 21st CCLC stakeholders reported similar perceptions in 2007-2008 and 2008-2009. Youth development outcomes were still the most favorable perceptions held by stakeholders and parent/family engagement outcomes were still the least favorable.

Key Findings

In general, the findings from these data suggest the following professional development and training next steps. With regard to 21st CCLC compliance, findings suggest the need for continued professional development opportunities that address accountability. Like last year, professional development is still needed that prepares 21st CCLC grantees to submit annual local evaluations to ODE, as required by the grant. Additionally, professional development is needed that assists 21st CCLC grantees in hiring teachers and tutors that meet the federal definition of highly qualified, as well as helps grantees integrate volunteers into programming.

Compliance professional development will again be most pertinent for 21st CCLC sites located in the central, northeast, and southwest regions of Ohio, and should be targeted to site coordinators and program managers, as they are primary compliance designees. The data also show that first year grantees require more direction than other cohorts in the area of compliance. Again, targeting first year grantees and their specific professional development needs in the future will be important.

The findings from these data also suggest the need for continued professional development in the quality programming areas targeted as part of the 2007-2008 21st CCLC training agenda. Specifically, these areas include parent/family engagement, staffing (professional development), marketing & public relations, and sustainability. The data show that efforts would be most impactful if they target program managers, site coordinators, and other program staff and offer these stakeholders strategies regarding how to further engage teachers and parents into 21st CCLCs. Other sub-group comparisons show the need for targeting less experienced grantees, especially as fourth and fifth year grantees rated most programmatic quality areas more favorably. Regional considerations also will be important, particularly in the northeast region of Ohio where many quality programming areas were rated less favorably.

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Similar to last year, perceptual data with regard to resultant programmatic outcomes suggest the need for continued professional development that supports 21st CCLC grantees in further enhancing the design of their programs to engage parents and families. Specifically, the data indicate needs relative to developing effective parenting skills and capacities. Additionally, grantees also would benefit from professional development focused on decreasing school absenteeism and developing leadership skills among youth participants.

In summary, the data highlight the important progress that 21st CCLC sites have made over the course of the past year. Continued professional development focused on these high priority compliance and programmatic areas will be important. Additionally, continued learning opportunities that strengthen 21st CCLC program designs to reach positive youth development, academic learning, and parent/family engagement outcomes are crucial.

Limitations

While the data collected this year provided a wealth of useful information, several limitations must be addressed. First, this was the first year that specific grantee cohorts were required to complete O-QAR as part of their sub-recipient grant monitoring process. As such, not every 21st CCLC site in Ohio completed O-QAR and thus the results of this study cannot be generalized to all sites across the state. Additionally, for most sites, only a small number of stakeholders completed O-QAR. This may bias the data for each site. Additionally, there is some concern regarding the language used in O-QAR and whether it meets the needs of such diverse stakeholders, such as parents. The results of this study should be interpreted with this in mind. These limitations may be addressed through increased marketing efforts that emphasize the benefits of large sample size, as well as future refinements to the tool itself.

Finally, it is important to note that O-QAR measures respondents' self-perceptions. This means that respondents completed items from their own point-of-view. Thus, respondents' self-perceptions may stand in opposition to actual outcomes. Future research of 21st CCLC sites may benefit from measures that assess actual outcomes along with stakeholders' perceptions.

Conclusions

In summary, we hope that these findings provide important guidance to ODE in relation to 21st CCLC next steps and directions. Further professional development opportunities for grantees, as well as technical assistance and coaching supports, would be most impactful if they built from these findings by addressing key identified need areas. Like this year, data in the coming years will hopefully continue to show progress toward program enhancements in these areas as ODE efforts are aligned specifically with these priorities.

Further Information

For further information regarding this statewide data evaluation report, or O-QAR, please contact Dawn Anderson-Butcher, PhD at (614) 292-6934 or anderson-butcher.1@osu.edu.

EVALUATION REPORT INTRODUCTION

This report summarizes results from the Ohio-Quality Assessment Rubric (O-QAR) data collected at 21st Century Community Learning Centers (CCLC) across Ohio during the 2008-2009 academic year. Each funded 21st CCLC collected responses from staff, key stakeholders, community partners, and parents currently engaged with the 21st CCLC. The following synthesis can hopefully guide future program improvement efforts and professional development opportunities, particularly related to compliance, quality programming, and perceptions of outcomes.

This evaluation report is divided into three sections aligned with the composition of O-QAR. They are as follows:

Part I	Compliance
Part II	Quality Programming
Part III	Perceptions of Outcomes

Each section provides comprehensive results related to that specific O-QAR section. 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. The fifth section provides comparative results between O-QAR data collected last year, 2007-2008, and the data collected this academic year. The last section provides concluding remarks that address professional development needs and future directions.

The findings presented within this evaluation report will hopefully allow Ohio to determine areas of strength and also areas for future improvement. Additional information on O-QAR can be found within the O-QAR Workbook:

<http://www-old.csw.ohio-state.edu/cayci/files/O-QAR%20Workbook%20FINAL.pdf>

RESPONDENT DEMOGRAPHICS

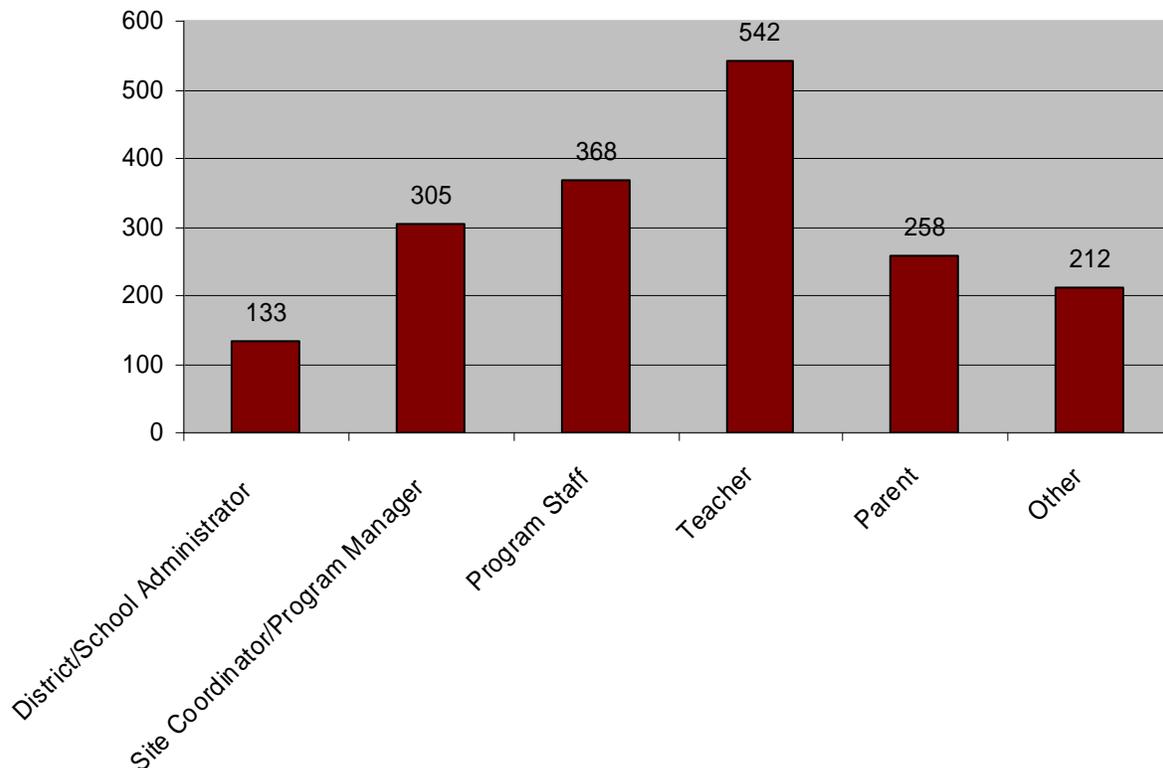
187 21ST CCLC sites responded to O-QAR, which accounts for 67% of all sites in the state. Each 21ST CCLC was given the responsibility of collecting responses to O-QAR from staff, key stakeholders, parents, and community partners. Figure 1 represents the distribution of stakeholders who completed O-QAR by role.

A total of 1,818 stakeholders completed O-QAR, including 133 district/school administrators, 305 site coordinators/program managers, 368 program staff (includes program staff, program assistants, sport/recreational leaders, and academic intervention support staff), 542 teachers, 258 parents, and 212 others (e.g., community partners and volunteers). An average of 10.1 respondents completed O-QAR per site. Please note that many participants did not complete the entire O-QAR tool. Therefore, less than 1,818 stakeholders may have completed each part of O-QAR.

Respondents were organized by role, level of experience, and region to determine differences in perceptions. Respondents were divided into one of five experience levels: first, second, third, fourth, or fifth year grantees. 22.9% of respondents were first year grantees, 45.9% were second year grantees, 9.1% were third year grantees, 4.2% were fourth year grantees, and 17.9% were fifth year grantees.

In addition, respondents were divided into one of five region categories: northeast, northwest, central, southeast, or southwest. 18.6% of respondents were from the central region, 31.1% were from the northeast, 18.1% were from the northwest, 25.3% were from the southeast, and 6.9% of respondents were from the southwest.

Figure 1. Respondents by Role



PART I – COMPLIANCE COMPREHENSIVE RESULTS

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 aligned with grant deliverables, submit reports as required, and have policies in place related to substance use and confidentiality. Sites that are compliant programmatically also adhere to regulations concerning transportation, meals/snacks, and appropriate supervision. Please note that while 187 sites completed O-QAR, some sites had multiple respondents complete the compliance section of O-QAR.

Table I. 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 21 st CCLC grant.	195	11	0
The 21 st CCLC operates the same number of hours as listed in the grant (10-15 hrs).	203	2	0
The 21 st CCLC has reached full capacity as defined by the original funded application.	128	75	1
Transportation is provided in accordance with grant deliverables.	191	8	5
All required reports are completed and submitted by the determined deadline.	196	7	2
The 21 st CCLC complies with all relevant privacy laws and protections of individual rights, including those outlined in FERPA of 1974.	202	0	0
The 21 st CCLC follows all requirements of the Drug-Free Workplace Act of 1988.	196	2	0
Meals and/or snacks are provided by an ODE child & adult food service provider, after school snack program, or school food service provider.	192	7	2
A consistent programming schedule exists and is known by all staff, participants, and their families.	203	1	0
The 21 st CCLC maintains an up-to-date and accurate activity schedule with room assignments.	197	5	3
Staff members document the participation of youth participants in various activities during program hours.	191	6	3
Staff members supervise youth participants appropriately according to ages, abilities, and needs.	198	3	0
The 21 st CCLC provides an environment that protects and improves the health of children and youth.	204	0	0
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.	204	0	0

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 II. 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.	179	23	2
There is a clear salary structure in place for staff.	203	1	0
A background check is completed for all employees prior to their start date.	200	4	0
All staff members have appropriate credentials.	193	11	0
All teachers and tutors meet the federal definition of highly qualified.	167	29	6
The 21 st CCLC maintains a staff/volunteer to youth ratio at or below 1:18.	203	1	0
The 21 st CCLC aims to involve volunteers to achieve a ration of 1:15.	166	37	0
The 21 st CCLC well publicizes its attendance policy to parents/guardians.	198	4	2
Fair and consistent discipline policies for staff are established and publicized.	189	13	1
Fair and consistent discipline policies for youth are established and publicized.	197	5	0
Conflict resolution procedures for staff/staff and staff/youth participant disputes are established.	187	16	1

PART I – COMPLIANCE COMPREHENSIVE RESULTS

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 III. Part I – Management Compliance Indicators			
Compliance Item	In Compliance	In Progress	Not In Compliance
A designated leader is regularly on site leading 21 st CCLC implementation.	198	4	0
Staff schedules are developed that ensure consistent and adequate staff coverage.	197	3	0
Regular staff meetings are held.	174	22	5
A staff list and contact sheet are updated regularly and made available to the Ohio Department of Education and professional development trainers.	169	28	3
The site director and staff adhere to state training regulations.	194	7	0

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 IV. 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.	197	2	0
The 21 st CCLC has emergency contact information for youth participants and staff that is maintained in a central location.	199	2	0
Copies of emergency medical forms are taken on every field trip.	198	4	0
Parental/guardian consent is requested and obtained for student surveys, student records/information, pictures, internet usage, and field trips.	202	0	0
All required documents (e.g., health certificates, security clearance, insurance, etc.) are maintained and kept confidential.	201	0	0

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 V. Part I – Accountability Compliance Indicators

Compliance Item	In Compliance	In Progress	Not In Compliance
The 21 st CCLC cooperates with and meets all evaluation deadlines requested by the funder.	188	12	1
The 21 st CCLC has submitted its annual local evaluation to the Ohio Department of Education, as required by the grant.	169	28	2
The 21 st CCLC has made the annual local evaluation available to parents/guardians and the general public.	144	51	4
No more than 7-10% of the annual budget is spent on the 21 st CCLC external evaluation.	175	18	2
The 21 st CCLC cooperates with and meets all evaluation deadlines required by federal mandates (PPICs).	186	10	1
The 21 st CCLC has submitted PPICs data, as required by the Ohio Department of Education.	180	14	1

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 VI. 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 21 st CCLC goals and activities.	184	8	0
The 21 st CCLC ensures flexibility in the allocation of some financial and in-kind resources.	189	3	0
A mechanism is in place to review the budget monthly, track expenses, and adjust the approved budget, as needed.	177	13	1
The 21 st CCLC gains approval for budget changes from the Ohio Department of Education prior to making changes.	185	5	1
The 21 st CCLC submits its Financial Expenditure Report, as required by the Ohio Department of Education.	184	8	0
The 21 st CCLC has been audited annually with the school district or if a community-based organization, audited every two years.	165	23	1
The 21 st CCLC has participated in all Ohio Department of Education compliance visits and has a plan for improving in the recommended areas.	163	29	1
21 st CCLC policies ensure that all fiscal records are maintained for 5 years following the completion of grant activities.	179	12	0

PART I – COMPLIANCE COMPREHENSIVE RESULTS

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 VII. Part I – Licensing Compliance Indicators			
Compliance Item	In Compliance	In Progress	Not In Compliance
The 21 st CCLC is licensed through either the Ohio Department of Education or the Ohio Department of Jobs and Family Services.	171	15	7
The 21 st CCLC is licensed, as required, or is exempt from licensing.	179	15	0

PART I – COMPLIANCE COMPREHENSIVE RESULTS

Overall Compliance - Table VIII depicts the 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.” On average, respondents reported compliance with 46 out of 51 items. Compliance areas in progress range from 0.8% to 11.2%. This means that, on average, respondents reported that 0.8% of documentation items were in progress, 11.2% of accountability items were in progress, and so on. Overall, 21st CCLC respondents reported the highest compliance in documentation procedures and lowest compliance in accountability.

Table VIII. Part I - Compliance Indicators			
Compliance Subgroup	Percent In Compliance	Percent In Progress	Total
Programming	95.0%	4.5%	99.5%
Human Resources	93.0%	6.4%	99.4%
Management	92.8%	6.4%	99.2%
Documentation	99.2%	0.8%	100%
Accountability	87.8%	11.2%	99.0%
Fiscal	93.1%	6.6%	99.7%
Licensing	90.4%	7.8%	98.2%
Total	93.5%	6.0%	99.5%

Compliance by Region - Table IX depicts the current status of compliance indicators by region. It focused solely on the responses related to non-compliance or working towards compliance. The number of respondents who completed O-QAR Part I per region was as follows: Northwest-37, Northeast-75, Central-42, Southwest-14, and Southeast-38. The average number of compliance indicators that were not in compliance ranges from 1.33 to 2.50 items per respondent. Participants from the central region of Ohio reported the highest rate of non-compliance, while those from the southwest region of Ohio reported the lowest rate of non-compliance. The average number of compliance indicators that were in progress ranges from 1.00 to 3.83 per respondent. Respondents from the central region of Ohio reported the highest rate of items that were in progress, while those from the southeast region of Ohio reported the lowest rate of items that were in progress. Overall, the central region of Ohio reported the greatest number of compliance indicators that were either not in compliance or in progress. The southeast region of Ohio reported the highest level of overall compliance.

Table IX. Part I - Compliance Indicators			
Region Of Ohio	Avg. # Of Items Not In Compliance	Avg. # Of Items In Progress	Total
Northwest	1.50	2.36	3.86
Northeast	2.09	2.98	5.07
Central	2.50	3.83	6.33
Southwest	1.33	3.64	4.97
Southeast	2.05	1.00	3.05

PART I – COMPLIANCE COMPREHENSIVE RESULTS

Compliance by Role - Table X depicts the current status of compliance indicators by role. The number of respondents who completed O-QAR Part I by role is as follows: Site Coordinator/Program Manager-198, District/School Administrator - 5. Site coordinators/program managers reported the highest rate of non-compliance. District/school administrators reported the highest rate of items that were in progress. Overall, district/school administrators reported the greatest number of compliance indicators that were either not in compliance or in progress.

Role	Avg. # Of Items Not In Compliance Per Site	Avg. # Of Items In Progress Per Site	Total
District/School Administrator	0	7.00	7.00
Site Coordinator/Program Manager	1.89	2.95	4.84

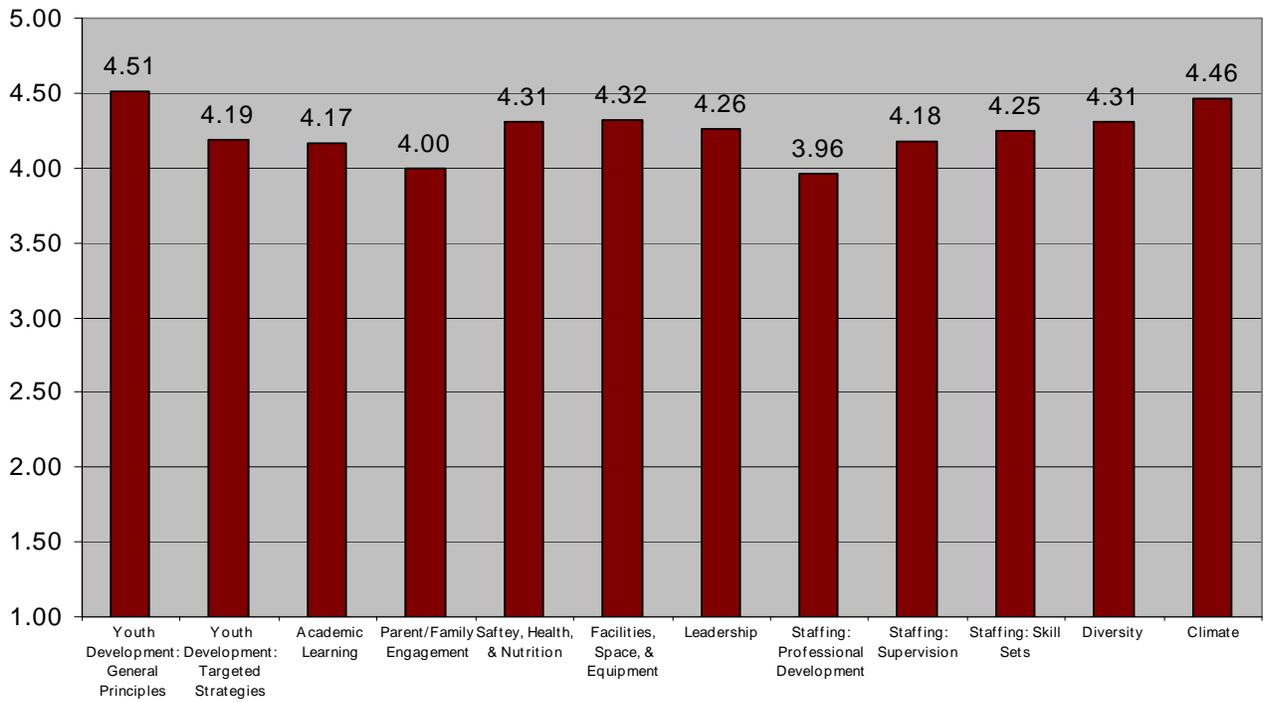
Compliance by Year in Grant - Table XI depicts the current status of compliance indicators by initial award year of grant. The number of respondents who completed O-QAR Part I by award year was as follows: Fifth Year-44, Fourth Year-10, Third Year-10, Second Year-96, and First Year-46. The average number of compliance indicators that participants reported they were not in compliance with ranged from 0 to 3.14 items per respondent. Fifth year grantees reported the highest rate of non-compliance, while fourth year grantees reported the lowest rate of noncompliance. The average number of compliance indicators that were in progress ranges from 2.25 to 4.73 items per respondent. First year grantees reported the highest rate of items that are in progress, while fourth year grantees reported the lowest rate of items that are in progress. Overall, first year grantees reported the greatest number of compliance indicators that were either not in compliance or in progress. Fourth year grantees reported the greatest degree of compliance followed by second year grantees.

Year In Grant	Avg. # Of Items Not In Compliance Per Site	Avg. # Of Items In Progress Per Site	Total
Fifth Year	3.14	2.53	5.67
Fourth Year	0	2.25	2.25
Third Year	1.00	2.86	3.86
Second Year	1.11	2.36	3.47
First Year	1.75	4.73	6.48

PART II – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

O-QAR Part II assesses 13 aspects of 21st CCLCs programming. 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. Scales included in this section include: youth development; academic learning; parent/family engagement; safety, health & nutrition; facilities, space, & equipment; leadership; staffing; diversity; and climate. 1,818 stakeholders responded to this section across the state. Figure 2 represents the scale means for each 21st CCLC quality programming area that was completed by all stakeholders. As illustrated in Figure 2, 21st CCLC respondents reported the highest quality in the areas of youth development (general principles) and climate; whereas, 21st CCLC respondents reported the lowest quality in the areas of staffing (professional development) and parent/family engagement. Overall, mean scores ranged from 3.96 to 4.51 among all respondents.

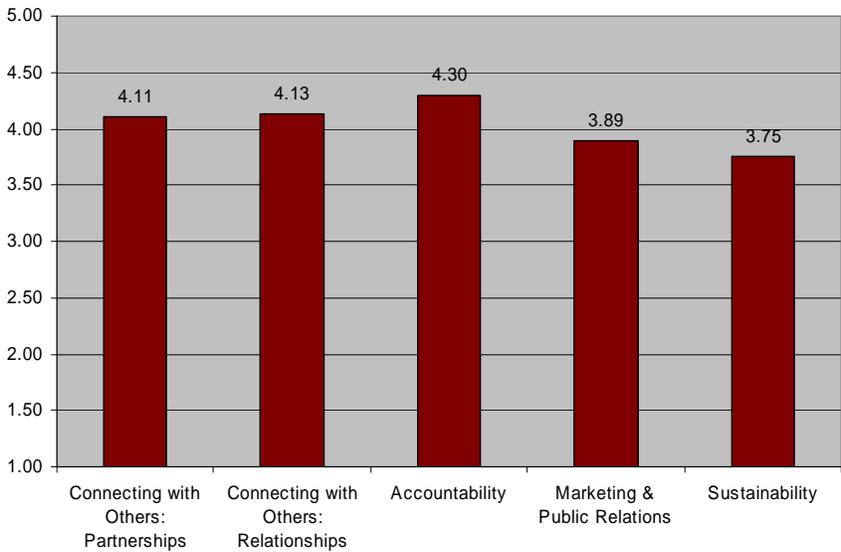
Figure 2. Scale Means for Each 21st CCLC Quality Programming Area Completed by All Stakeholders



PART II – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

The second section was designed to be completed only by upper-level management (i.e., site coordinators, program 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. 311 members of site leadership and/or management responded to this section. Figure 3 represents the scale means for each 21st CCLC quality programming area completed only by site leadership and management. As depicted in Figure 3, site leadership and management reported the highest quality in the area of accountability and reported the lowest quality in the areas of sustainability and marketing & public relations. Overall, scale means ranged from 3.75 to 4.30 among site leadership and management.

Figure 3. Scale Means for Each 21st CCLC Quality Programming Area Completed by Site Leadership & Management



PART II – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

Quality Programming by Role - A total of 1,818 respondents completed this section of O-QAR including: District/School Administrator-133, Program Manager/Site Coordinator-305, Program Staff-368, Teacher-542, Parent-258, Other-212. As depicted by Figure 4, site coordinators/program managers rated most areas the highest with scale means ranging from 4.07 to 4.74. District/school administrators also rated most areas high with scale means ranging from 4.07 to 4.67. Compared to other respondents, parents and teachers rated most of these areas the lowest with scale means ranging from 4.05 to 4.36, and 3.87 to 4.45, respectively. As depicted by Figure 5, district/school administrators and site coordinators/program managers rated most areas the highest. In contrast, parents rated most of these areas the lowest with scale means 3.98 to 4.27.

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

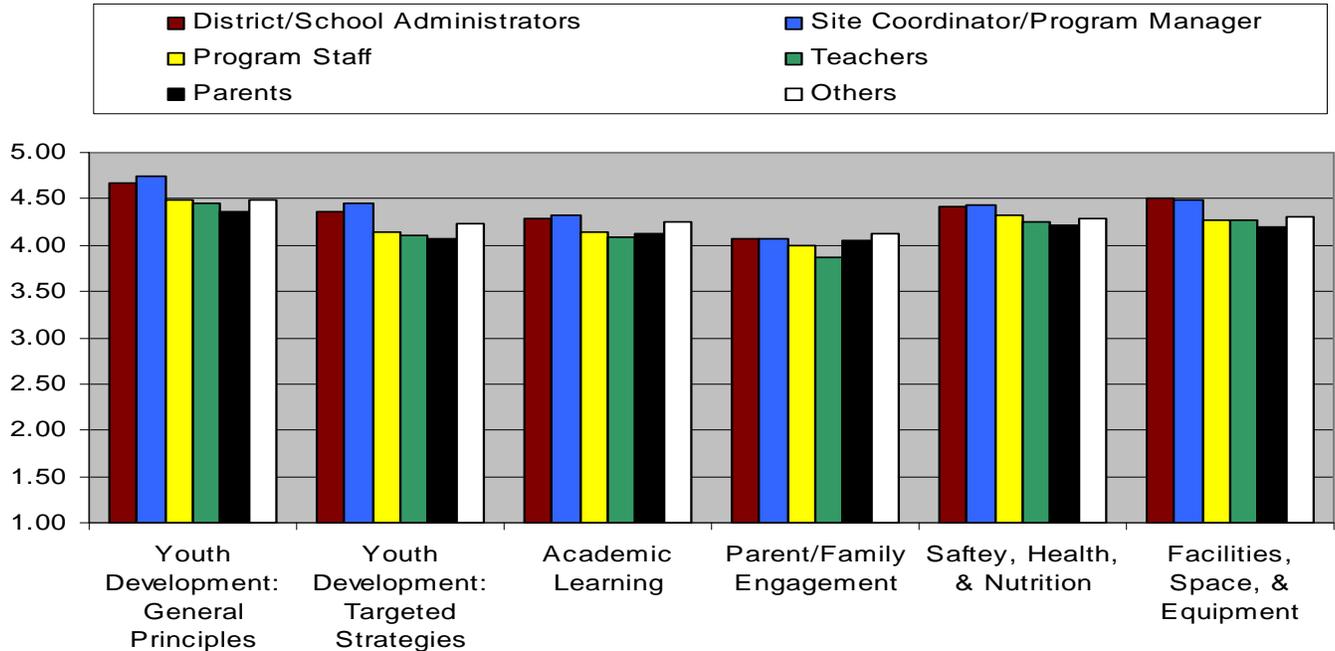
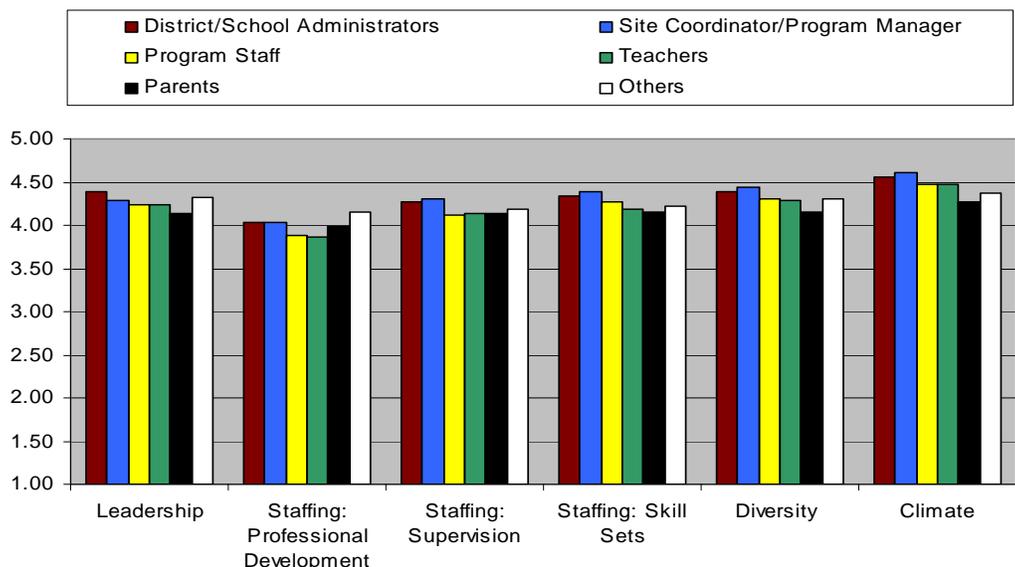


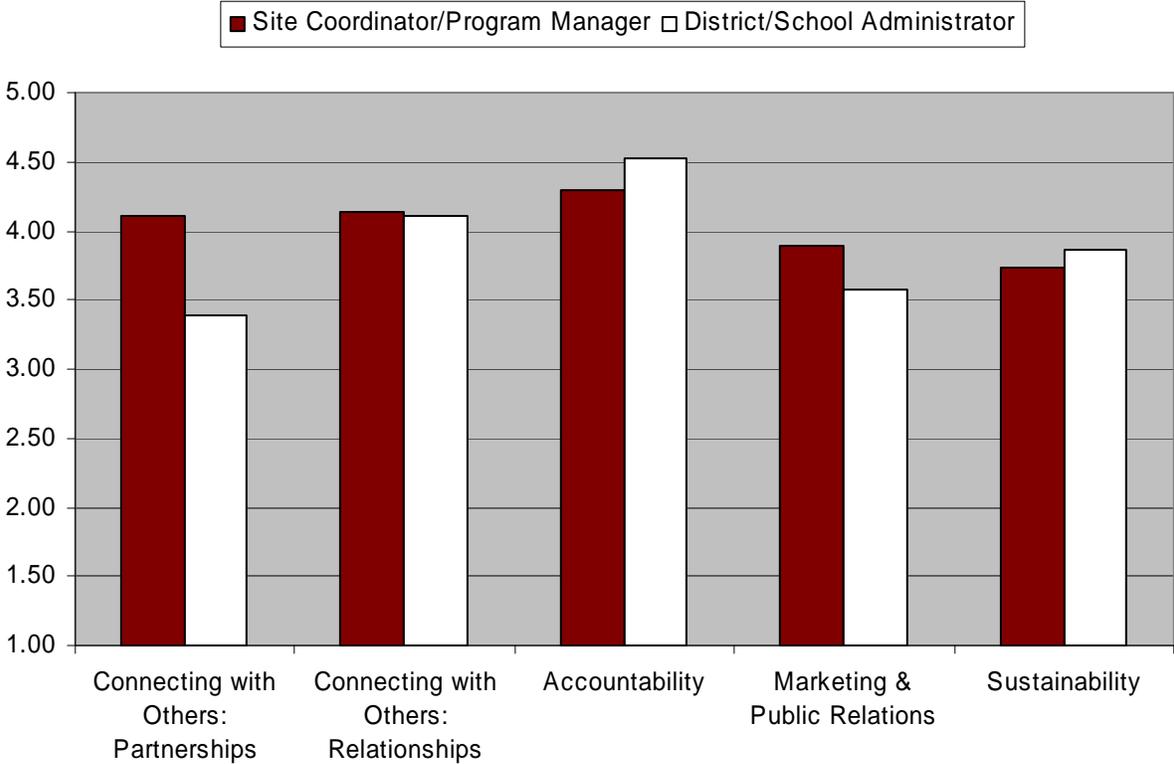
Figure 5. Scale Means for Each 21st CCLC Quality Programming Area by Role



PART II – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

Figure 6 represents the scale means by role for the following 21st CCLC quality programming areas: connections with others, accountability, marketing & public relations, and sustainability. As previously stated, only 21st CCLC site leadership and management were requested to complete this section of O-QAR. The number of respondents who completed this section by role is as follows: Site Coordinator/Program Manager-308 and District/School Administrator-3. As illustrated in Figure 6, district/school administrators rated two of these dimensions highest, while site coordinators/program managers rated three of these dimensions highest. Site coordinators/program managers' mean scores ranged from 3.74 to 4.30 with accountability rated highest and sustainability rated lowest.

Figure 6. Scale Means for Each 21st CCLC Quality Programming Area by Role



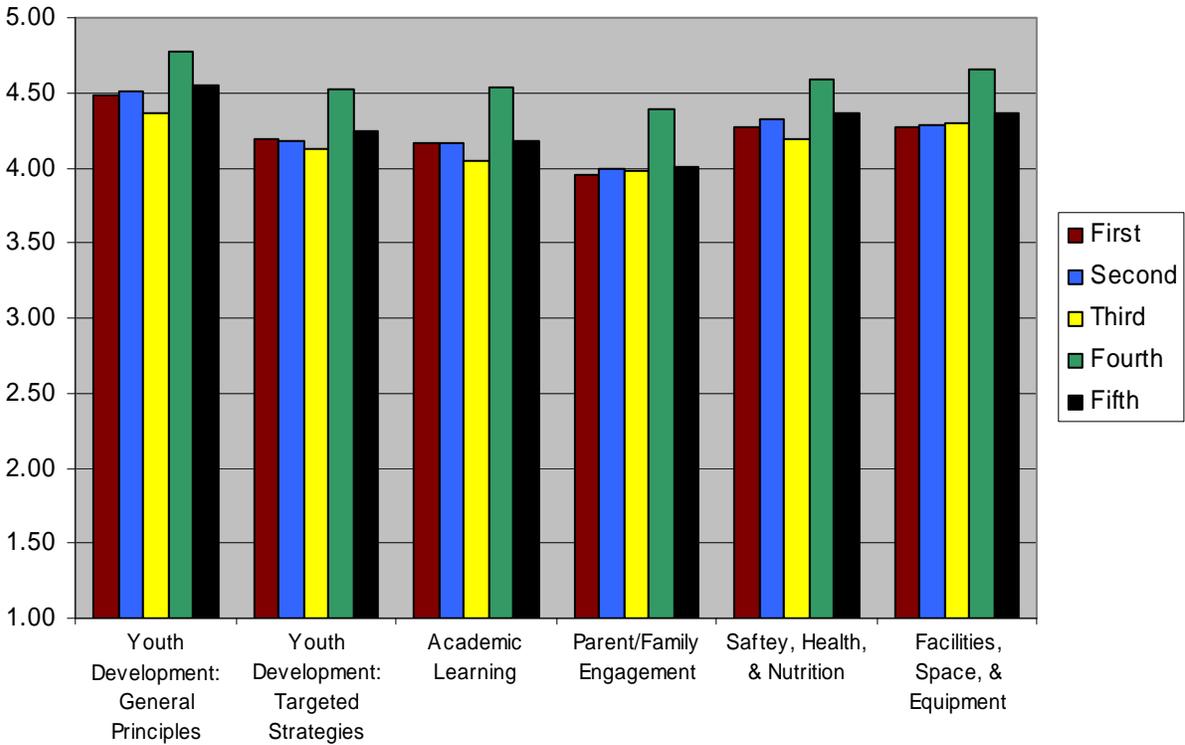
PART II – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

Quality Programming by Experience - Figure 7 & 8 represent the responses of stakeholders by grantee experience. 22.9% of respondents were first year grantees, 45.9% were second year grantees, 9.1% were third year grantees, 4.2% were fourth year grantees, and 17.9% were fifth year grantees.

Figure 7 represents the scale means by experience for the following programming areas: youth development; academic learning; parent/family engagement; safety, health, & nutrition; and facilities, space, & equipment. Fourth year grantees rated these quality programming components the highest with mean scores ranging from 4.39 to 4.78. In contrast, third year grantees rated most of these areas the lowest with the exception of facilities, space, and equipment and parent family engagement.

Figure 8 represents the scale means by experience for the following programming areas: leadership, staffing, diversity, and climate. Again, fourth year grantees rated these quality programming areas the highest. Second and third year grantees rated most of these areas the lowest, with means ranging from 3.94 to 4.43 and 3.95 to 4.32, respectively.

Figure 7. Scale Means for Each 21st CCLC Quality Programming Area by Experience



PART II – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

Figure 8. Scale Means for Each 21st CCLC Quality Programming Area by Experience

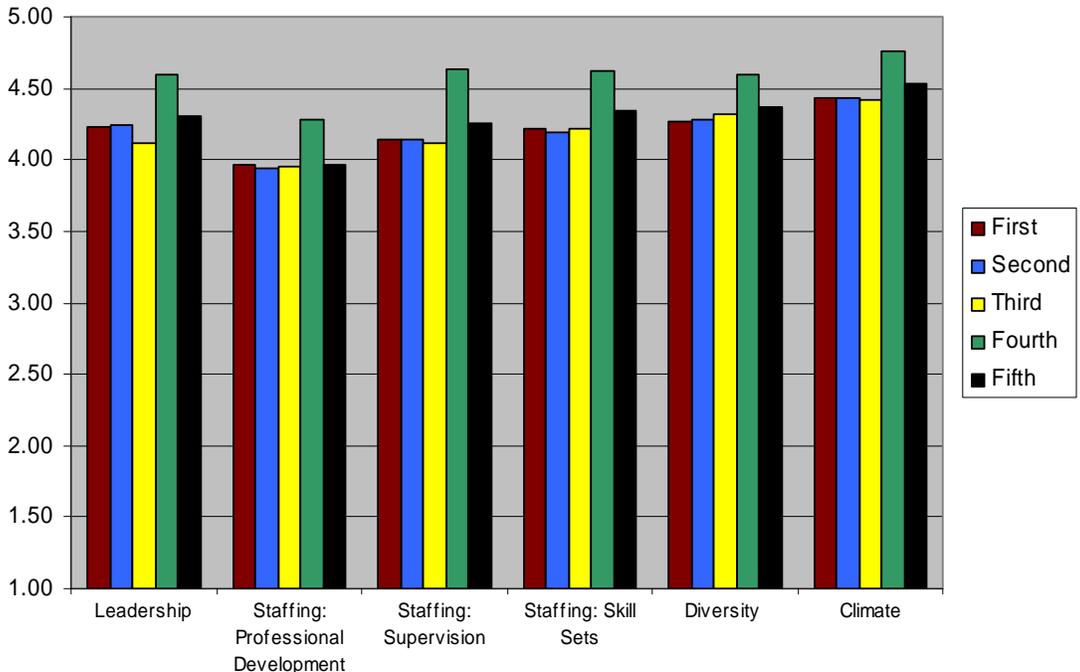
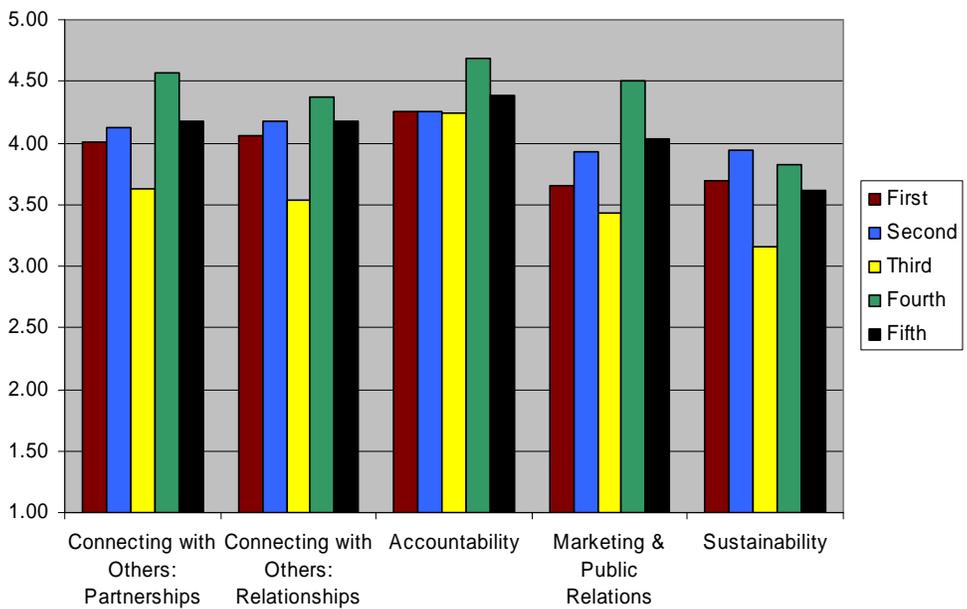


Figure 9 represents the responses of 311 respondents. 23.9% of respondents were first year grantees, 43.1% were second year grantees, 4.1% were third year grantees, 5.3% were fourth year grantees, and 23.6% were fifth year grantees. As previously stated, only 21st CCLC site leadership and management were requested to complete this section of O-QAR. Overall, fourth year grantees rated most of these quality programming areas the highest while third year grantees rated most of these areas the lowest.

Figure 9. Scale Means for Each 21st CCLC Quality Programming Area by Experience

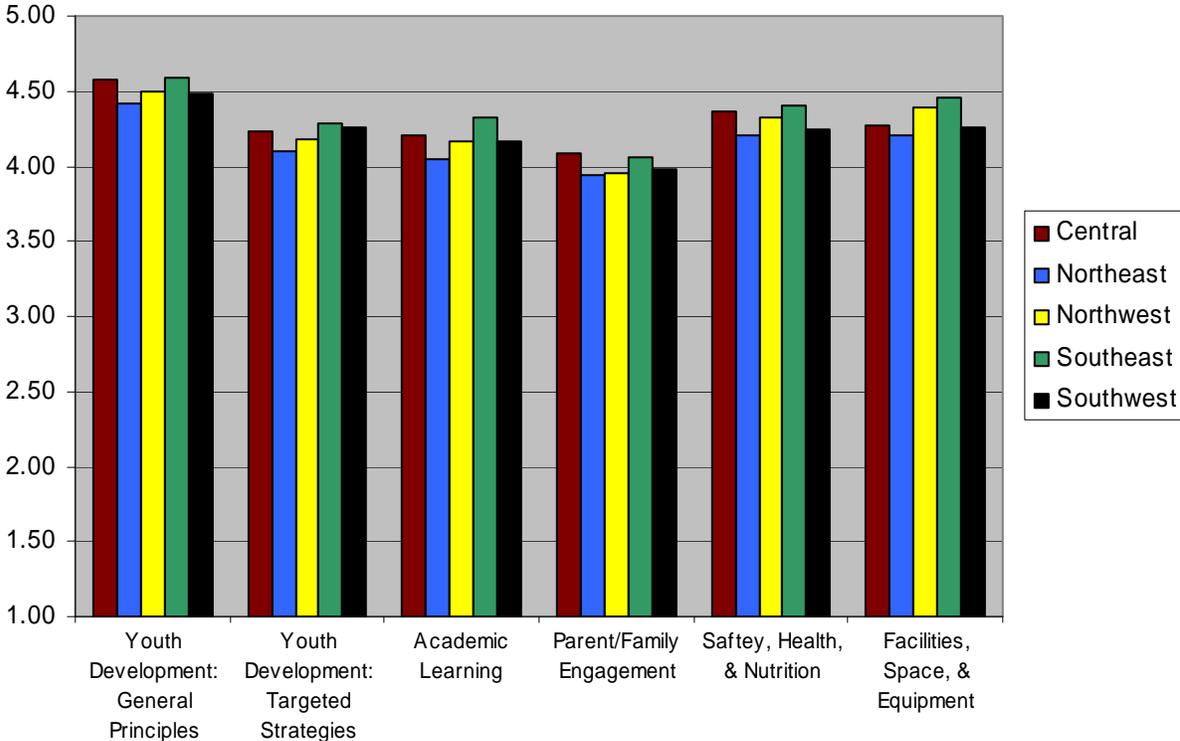


PART II – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

Quality Programming by Region - Figure 10 represents the scale means by region for the following programming areas: youth development; academic learning; parent/family engagement; safety, health, & nutrition; and facilities, space, & equipment. All respondents were requested to complete this section of O-QAR. 18.6% of respondents were from the central region, 31.1% were from the northeast, 18.1% were from the northwest, 25.3% were from the southeast, and 6.9% of respondents were from the southwest. Respondents in the southeast region of Ohio rated these programming areas the highest with means ranging from 4.06 to 4.59. In contrast, respondents in the northeast regions of Ohio rated these areas the lowest.

Figure 11 represents the scale means by region for the following programming areas: leadership, staffing, diversity, and climate. All respondents were requested to complete this section of O-QAR. Overall, the respondents from the southeast region of Ohio scored these programming areas the highest with means ranging from 4.06 to 4.56. Compared to respondents in other regions of the state, respondents in the southwest rated staffing (professional development) the lowest.

Figure 10. Scale Means for Each 21st CCLC Quality Programming Area by Region



PART II – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

Figure 11. Scale Means for Each 21st CCLC Quality Programming Area by Region

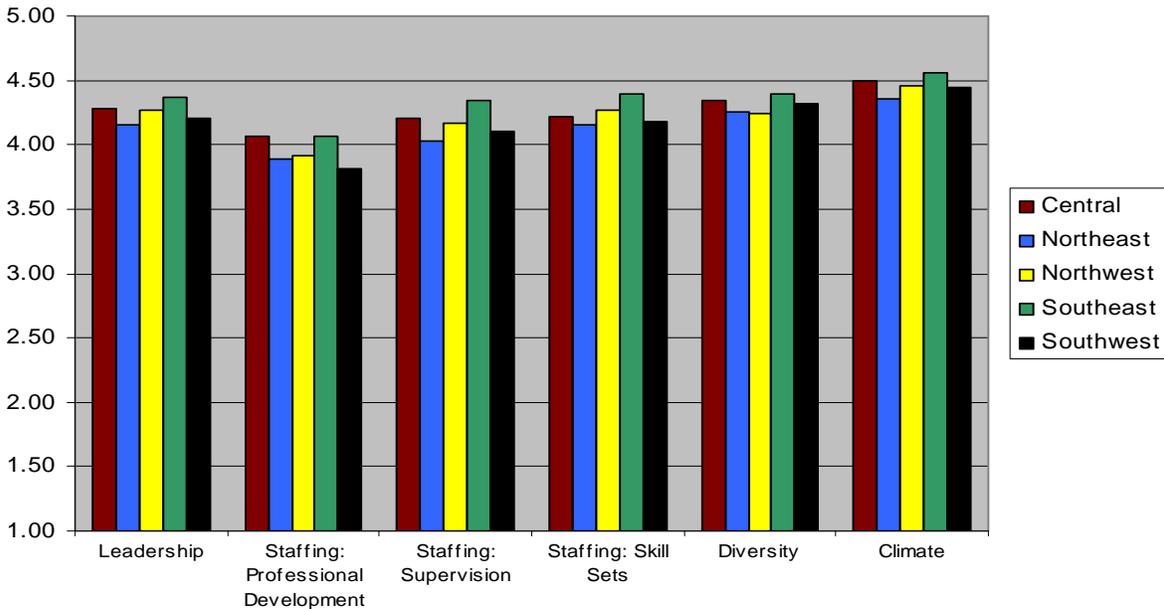
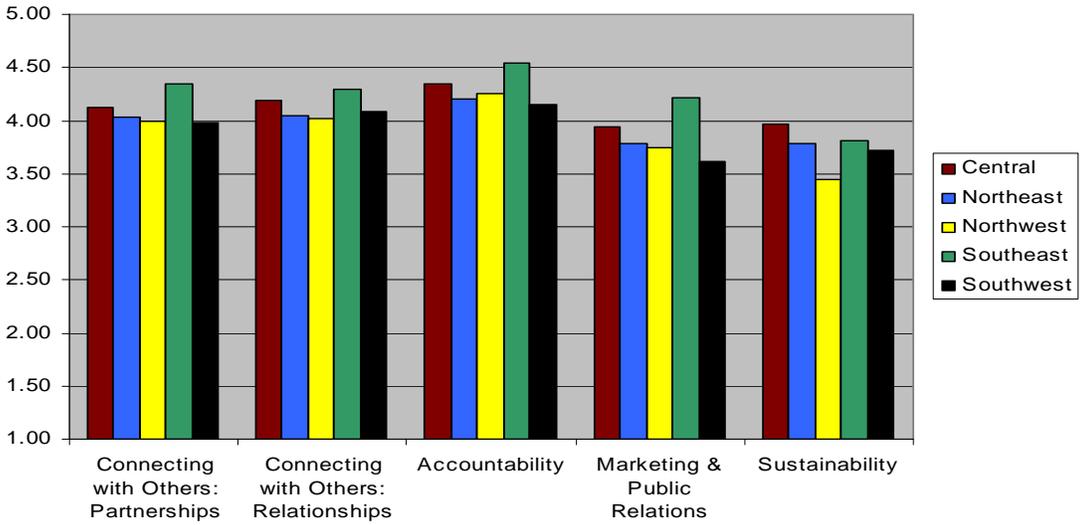


Figure 12 represents the scale means by region for the following programming areas: connections with others, accountability, marketing & public relations, and sustainability. As previously stated, only 21st CCLC site leadership and management were requested to complete this section of O-QAR. 17.0% of respondents were from the central region, 35.2% were from the northeast, 17.3% were from the northwest, 23.3% were from the southeast, and 7.2% of respondents were from the southwest. As illustrated in Figure 12, respondents in the southeast region scored these dimensions highest with means ranging from 3.81 to 4.54. Compared to other regions in the state, respondents in the northwest region rated four of these dimensions the lowest: connections with others (partnerships), connections with others (relationships), marketing & public relations, and sustainability.

Figure 12. Scale Means for Each 21st CCLC Quality Programming Area by Region



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. 1,701 stakeholders completed O-QAR Part III. The following section provides the 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 XII. Part III – Perceptions of Youth Development Outcomes	
Outcome Item	% Agree
Increase social and life skills among youth participants	94.4
Increase self-esteem among youth participants	93.8
Increase self-confidence among youth participants	94.1
Enhance leadership skills among youth participants	86.2
Enhance self-control among youth participants	89.5
Reduce exposure to risk among youth participants	92.3

Perceptions of Academic Learning Outcomes - This scale examines impacts related to academic learning such as increases in academic skills in reading and math, enhanced performance on proficiency tests, and decreases in school absenteeism.

Table XIII. Part III – Perceptions of Academic Learning Outcomes	
Outcome Item	% Agree
Increase reading skills among youth participants	94.1
Increase math skills among youth participants	93.8
Decrease school absenteeism among youth participants	81.2
Enhance performance on proficiency tests among youth participants	89.2
Increase school climate among youth participants	91.5
Increase engagement in school among youth participants	92.6

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 XIV. Part III – Perceptions of Parent/Family Engagement Outcomes	
Outcome Item	% Agree
Develop effective parenting skills among participants	65.0
Enhance relationships among parents/guardians and their children	83.2
Increase parent/guardian abilities to support their children’s learning	85.2
Develop positive relationships among parents/guardians and other adults in the community	83.2
Develop new skills and capacities among parent/guardian participants	75.2
Enhance feelings of support among parent/guardian participants	86.8

Overall Perceptions of Outcomes - Table XV depicts which of these scales was rated most favorable by respondents as well as identifies the least favorable scale.

Table XV. Part III – Perceptions of Outcomes	
Rating	Perception of Outcomes Scale
Most Favorable Perceptions	Youth Development
Least Favorable Perceptions	Parent/Family Engagement

COMPARATIVE RESULTS OF 2007-2008 and 2008-2009 O-QAR DATA

Compliance

Since 2007-2008, 21st CCLCs stakeholders have reported being more compliant across all compliance indicators. As an example, in 2007-2008, 21st CCLCs reported compliance with 77.2% of the accountability items. This year, however, 21st CCLCs indicated compliance with 87.8% of the accountability items. Also, as sites have become more compliant, the data in Table XVI below show the simultaneous decrease in sites reporting “in progress.” Similar to 2007-2008, though, accountability is still the area where 21st CCLCs report being least compliant and documentation is where they report being the most compliant.

Table XVI. Part I - Compliance Indicators

Compliance Subgroup	Percent In Compliance 2007-2008	Percent In Compliance 2008-2009	Percent In Progress 2007-2008	Percent In Progress 2008-2009
Programming	90.9%	95.0%	8.2%	4.5%
Human Resources	88.3%	93.0%	10.3%	6.4%
Management	88.5%	92.8%	10.0%	6.4%
Documentation	94.9%	99.2%	5.1%	0.8%
Accountability	77.2%	87.8%	21.0%	11.2%
Fiscal	85.3%	93.1%	13.8%	6.6%
Licensing	84.2%	90.4%	14.5%	7.8%
Total	87.8%	93.5%	11.1%	6.0%

COMPARATIVE RESULTS OF 2007-2008 and 2008-2009 O-QAR DATA

Quality Programming

As Figure 13 illustrates, respondents' perceptions regarding various areas of programmatic quality did not change substantially from last year to this year. However, it is important to note that two of the areas rated least favorably last year, including staffing (professional development) and parent/family engagement did increase the most over the past year.

Figure 13. Scale Means for Each 21st CCLC Quality Programming Area Completed by All Stakeholders

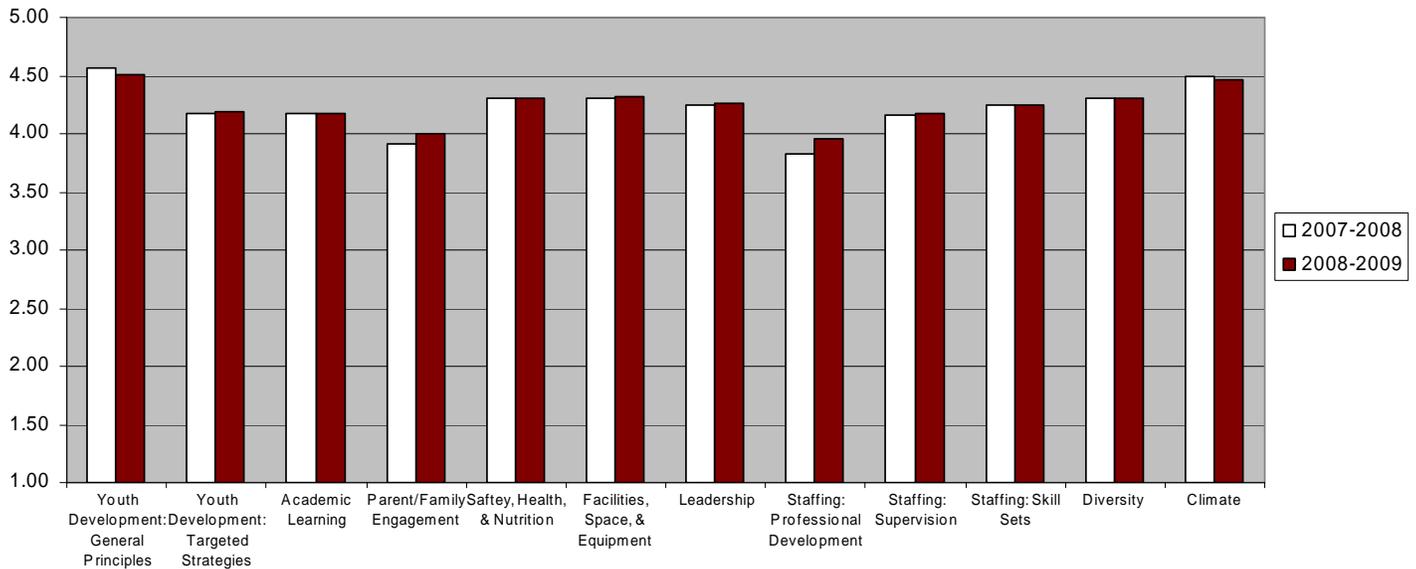
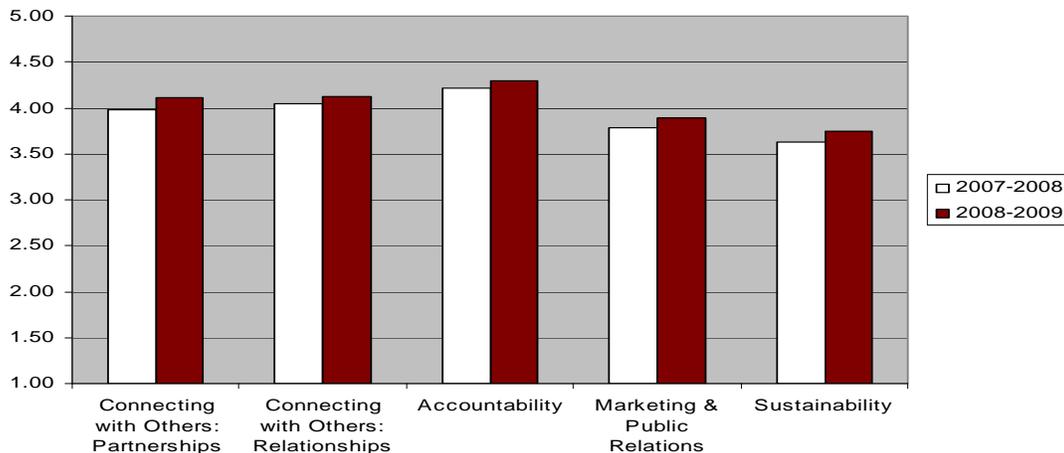


Figure 14 represents the scale means for the programmatic areas completed by 21st CCLC site leadership and management. In comparison to 2007-2008, respondents' perceptions were slightly higher this year. Like last year, though, perceptions of sustainability and marketing/public relations were still the lowest.

Figure 14. Scale Means for Each 21st CCLC Quality Programming Area Completed by Site Leadership & Management



COMPARATIVE RESULTS OF 2007-2008 and 2008-2009 O-QAR DATA

Perceptions of Outcomes

Table XVII, XVIII, and XIV demonstrate that the percentage of stakeholders who perceived their programs were impacting youth development, academic learning, and parent/family engagement outcomes either increased, or remained the same, in comparison to 2007-2008. However, like last year, parent/family engagement outcomes were still the least favorable perceptions and youth development outcomes were the most favorable perceptions held by 21st CCLC stakeholders (see Table XX).

Table XVII. Part III – Perceptions of Youth Development Outcomes		
Outcome Item	2007-2008 % Agree	2008-2009 % Agree
Increase social and life skills among youth participants	93.6	94.4
Increase self-esteem among youth participants	93.1	93.8
Increase self-confidence among youth participants	93.2	94.1
Enhance leadership skills among youth participants	84.2	86.2
Enhance self-control among youth participants	89.5	89.5
Reduce exposure to risk among youth participants	91.6	92.3

Table XVIII. Part III – Perceptions of Academic Learning Outcomes		
Outcome Item	2007-2008 % Agree	2008-2009 % Agree
Increase reading skills among youth participants	93.6	94.1
Increase math skills among youth participants	92.9	93.8
Decrease school absenteeism among youth participants	74.2	81.2
Enhance performance on proficiency tests among youth participants	87.1	89.2
Increase school climate among youth participants	89.8	91.5
Increase engagement in school among youth participants	91.6	92.6

COMPARATIVE RESULTS OF 2007-2008 and 2008-2009 O-QAR DATA

Table XIV. Part III – Perceptions of Parent/Family Engagement Outcomes		
Outcome Item	2007-2008 % Agree	2008-2009 % Agree
Develop effective parenting skills among participants	54.9	65.0
Enhance relationships among parents/guardians and their children	76.4	83.2
Increase parent/guardian abilities to support their children’s learning	80.3	85.2
Develop positive relationships among parents/guardians and other adults in the community	76.0	83.2
Develop new skills and capacities among parent/guardian participants	66.9	75.2
Enhance feelings of support among parent/guardian participants	82.7	86.8

Table XX. Part III – Perceptions of Outcomes		
Rating	2007-2008 Perception of Outcomes Scale	2008-2009 Perception of Outcomes Scale
Most Favorable Perceptions	Youth Development	Youth Development
Least Favorable Perceptions	Parent/Family Engagement	Parent/Family Engagement

CONCLUDING REMARKS

Several findings from Part I, II, and III emerge from these data. Additionally, findings also emerge when comparing the data collected in 2007-2008 with the data collected this year (2008-2009). These concluding remarks synthesize findings from each component.

Part I Compliance

On average, 21st CCLC respondents reported overall compliance with 46 out of 51 O-QAR items. Items in progress for any given compliance area ranged from 0.8 percent to 11.2 percent. Respondents indicated highest compliance in documentation and lowest compliance in accountability. The central region of Ohio reported the lowest level of compliance; whereas the southeast region of Ohio reported the highest level of compliance. Additionally, the district/school administrators indicated the lowest level of compliance, while the site coordinator/program managers indicated the highest level of compliance. Finally, fourth year grantees indicated the highest level of compliance, and first year grantees indicated the lowest level of compliance. Further targeted professional development strategies for first-year grantees in relation to accountability seems especially pertinent.

Part II Quality Programming

Overall, 21st CCLC respondents reported the highest quality programming in the areas of youth development (general principles) and climate and the lowest quality programming in the areas of staffing: professional development and parent/family engagement. Site coordinators/program managers rated general quality programming highest, while parents and teachers rated general quality programming lowest. Fourth year grantees rated all quality programming dimensions higher than other grantees, while third year grantees rated most dimensions the lowest. Respondents residing in the southeast region of Ohio were most positive in their perceptions of quality programming, whereas respondents in the northeast rated these areas the lowest.

For the site leadership/management section, site coordinators/program managers held somewhat higher perceptions of connecting with others (partnerships) and marketing & public relations in comparison to district/school administrators. Additionally, third year grantees rated all quality programming dimensions lower than other grantees. Finally, respondents in the northwest regions of Ohio rated these items the lowest. Regional capacity-building efforts might consider these geographical differences.

Part III Perceptions of Outcomes

Most respondents perceived positive outcomes in the areas of youth development, academic learning, and parent/family engagement. Respondents ranked perceptions of youth development outcomes most positively and perceptions of parent/family engagement outcomes least positively.

The highest ranked youth development outcome items included the perception that the 21st CCLC increases social and life skills among youth participants, as well as the perception that the 21st CCLC increases self-confidence among youth participants. The lowest ranked youth development outcome item is the perception that the 21st CCLC enhances leadership skills among youth participants. The highest ranked academic learning outcomes items include the perception that the 21st CCLC increases reading and math skills among youth participants.

CONCLUDING REMARKS

The lowest ranked academic learning outcome items include the perception that the 21st CCLC decreases school absenteeism among youth participants, as well as the perception that the 21st CCLC enhances performance on achievement tests among youth participants.

Finally, parent/family engagement outcomes were least favorable in terms of perceptions of outcomes. The lowest ranked parent/family engagement outcome items include the perception that the 21st CCLC develops effective parenting skills among participants and the perception that the 21st CCLC develops new skills and capacities among parent/guardian participants. Together, these data suggest professional development needs related to facilitating better parent-family engagement strategies in particular.

Comparative Results of 2007-2008 and 2008-2009 O-QAR Data

Since last year, 21st CCLC stakeholders have reported being more compliant overall. In 2007-2008, respondents indicated they were compliant with 87.8% of all compliance items. This year, respondents reported being 93.5% compliant. Similarly, though, respondents reported accountability as the area where they were least compliant and documentation as the area where they were most compliant for both years.

Respondents' perceptions regarding various areas of programmatic quality did not vary greatly between 2007-2008 and 2008-2009. Specifically, in both years, staffing (professional development) and parent/family engagement were rated least favorably amongst 21st CCLC stakeholders. Also, amongst those programmatic areas only reported on by site leadership and management, perceptions of sustainability and marketing/public relations were still the lowest. Despite these areas being rated less favorably for both years, it is important to note that stakeholders' perceptions did increase slightly between 2007-2008 and 2008-2009.

With regard to perceptions of outcomes, 21st CCLC stakeholders reported similar perceptions in 2007-2008 and 2008-2009. Youth development outcomes were the most favorable perceptions held by stakeholders and parent/family engagement outcomes were still the least favorable. However, respondents' perceptions regarding all specific outcome items (e.g. develop effective parenting skills amongst parents, increase self-confidence amongst youth participants) improved or remained the same from last year to this year. Together, these data suggest that professional development opportunities provided during 2008-2009 have led to improvements in 21st CCLC stakeholders' perceptions. However, future professional development trainings might continue to focus on similar programmatic areas, particularly as respondents still rated these areas as least favorable.

Key Findings

In general, the findings from these data suggest the following professional development and training next steps. With regard to 21st CCLC compliance, findings suggest the need for continued professional development opportunities that address accountability. Additionally, professional development is needed that assists 21st CCLC grantees in hiring teachers and tutors that meet the federal definition of highly qualified, as well as helps grantees integrate volunteers into programming.

CONCLUDING REMARKS

Compliance professional development will again be most pertinent for 21st CCLC sites located in the central, northeast, and southwest regions of Ohio, and should be targeted to site coordinators and program managers, as they are primary compliance designees. Finally, the data show that first year grantees require more direction than other cohorts in the area of compliance. Again, targeting first year grantees and their specific professional development needs in the future will be important.

The findings from these data also suggest the need for continued professional development in the quality programming areas targeted as part of the 2007-2008 21st CCLC training agenda. Specifically, these areas include parent/family engagement, staffing (professional development), marketing & public relations, and sustainability. However, please note that while the programmatic areas have remained the same since last year, the specific needs of 21st CCLCs within some of these areas have changed.

First, findings suggest that professional development opportunities are needed that provide strategies for how 21st CCLCs might design their programs so that parents and guardians can receive assistance from other parents and guardians. Additionally, 21st CCLCs also might benefit from learning opportunities that focus on how to incorporate parents and guardians into the decision-making process.

Second, respondents indicated that professional development training opportunities are needed that address staffing, specifically professional development. In particular, 21st CCLCs may benefit from trainings that illustrate strategies to provide career advancement opportunities for staff. 21st CCLCs also might benefit from trainings designed to assist sites in developing mentoring and coaching strategies to support staff.

Third, findings suggest that 21st CCLC respondents might benefit from professional development opportunities that address how sites might develop and effectively implement a marketing and public relations strategy. Also, 21st CCLCs might benefit from trainings that offer strategies for how to effectively disseminate evaluation reports and findings.

Finally, sustainability was an additional area where 21st CCLC stakeholders could use continued professional development. Specifically, 21st CCLCs need support on how to diversify their funding to support 21st CCLC operations. Additionally, professional development opportunities might address strategies on how to ensure the 21st CCLC is sustainable for at least three years.

The data show that efforts would be most impactful if they target program managers, site coordinators, and other program staff and offer these stakeholders strategies regarding how to further engage teachers and parents into 21st CCLCs. Other sub-group comparisons show the need for targeting less experienced grantees, especially as fourth and fifth year grantees rated most programmatic quality areas more favorably. Regional considerations also will be important, particularly since respondents residing in the northeast region of Ohio rated these quality programming areas the lowest and those residing in southeast rated these areas the highest.

Similar to last year, perceptual data among respondents with regard to resultant outcomes suggest the need for continued professional development that supports 21st CCLC grantees in further designing their programs to engage parents and families. Specifically, the data indicate needs related to developing effective parenting skills and capacities. Additionally, grantees would also benefit from professional development focused on decreasing school absenteeism among youth participants and developing leadership skills among youth participants.

CONCLUDING REMARKS

Overall, the data highlight the important progress that 21st CCLC sites have made over the course of the past year. Continued professional development focused on these high priority compliance and programmatic areas will be important. Additionally, continued learning opportunities that strengthen 21st CCLC program designs to reach positive youth development, academic learning, and parent/family engagement outcomes also will be important.

Limitations

While the data collected this year provided a wealth of useful information, several limitations must be addressed. First, this was the first year that specific grantee cohorts were required to complete O-QAR as part of their sub-recipient grant monitoring process. As such, not every 21st CCLC site in Ohio completed O-QAR and thus the results of this study cannot be generalized to all sites across the state. Additionally, for most sites, only a small number of stakeholders completed O-QAR. This may bias the data for each site. Additionally, there is some concern regarding the language used in O-QAR and whether it meets the needs of such diverse stakeholders, such as parents. The results of this study should be interpreted with this in mind. These limitations may be addressed through increased marketing efforts that emphasize the benefits of large sample size, as well as future refinements to the tool itself.

Finally, it is important to note that O-QAR measures respondents' self-perceptions. This means that respondents completed items from their own point-of-view. Thus, respondents' self-perceptions may stand in opposition to actual outcomes. Future research of 21st CCLC sites may benefit from measures that assess actual outcomes along with stakeholders' perceptions.

Conclusions

In summary, these findings provide guidance to ODE in relation to 21st CCLC next steps and directions. Further professional development opportunities for grantees, as well as technical assistance and coaching supports, would be most impactful if they built from these findings by addressing key identified need areas. Like this year, data in the coming years will hopefully show progress toward program enhancements in these areas as ODE efforts are aligned specifically with these priorities.

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