

21st Century Community Learning Centers Ohio-Quality Assessment Rubric Statewide Report 2010 - 2011



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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 2010-2011 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 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 quality programming, perceptions of outcomes, perceptions of parents, and qualitative feedback. 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 four sections then provide more comprehensive results related to each of the primary O-QAR sections (Quality Programming, Perceptions of Outcomes, Perceptions of Parents, and Qualitative Results). Please note that the response scale for items within the Quality Programming, Perceptions of Outcomes, and Perceptions of Parents sections are based on a 5-point scale, with 1 = Strongly Disagree and 5 = Strongly Agree. The sixth section provides comparative results between O-QAR data collected in 2007-2008, 2008-2009, 2009-2010, 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 in this evaluation report will allow Ohio leaders 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 in the O-QAR Workbook, which may be downloaded from the following website:

<https://ckm.osu.edu/sitetool/sites/caycipublic/documents/NEWOQAR.pdf>

Respondent Demographics

233 21st CCLC sites responded to O-QAR, which accounts for 57% of all sites in the state. Each 21st CCLC was given the responsibility of collecting responses from staff, school leaders, parents, and community partners. A total of 4,201 stakeholders completed O-QAR, including 199 district/school/community administrators, 372 site coordinators/program managers, 732 program staff (includes program staff, program assistants, sport/recreational leaders, and academic intervention support staff), 962 teachers, 1,502 parents, and 434 others (e.g., community partners and volunteers). An average of 17.9 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. 21.6% of respondents were first year grantees, 33.7% were second year grantees, 15.4% were third year grantees, 26.5% were fourth year grantees, and 2.8% 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. 13.9% of respondents were from the central region, 24.9% were from the northeast, 17.7% were from the northwest, 23.6% were from the southeast, and 19.8% of respondents were from the southwest.

Part I Quality Programming

Overall, 21st CCLC respondents reported the highest quality programming in the areas of youth development (general principles) and climate. Staffing (professional development) and parent/family engagement were rated by stakeholders as the lowest programmatic quality areas. District/school/community administrators and site coordinators/program managers rated general quality programming highest, while teachers and other stakeholders rated these quality programming areas the lowest. Fifth year grantees rated most quality programming dimensions higher than other grantees, while second year grantees rated many of these dimensions the lowest. Respondents residing in the central region of Ohio were most positive in their perceptions of quality programming.

For the site leadership/management section, district/school/community administrators held similar perceptions to site coordinators/program managers across the five quality dimensions assessed. Additionally, fourth year grantees rated most quality programming dimensions higher than other grantees. Finally, respondents in the northeast and central regions of Ohio rated most of these areas the highest. Targeted professional development opportunities might be designed to meet these contextual and localized needs.

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Part II 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 favorably and parent/family engagement outcomes least favorably.

The highest ranked youth development outcome items included the perception that the 21st CCLC increases self-confidence, as well as enhanced social and life skills, among youth participants. The lowest ranked youth development outcome item is the perception that youth participants' leadership skills are enhanced through 21st CCLCs.

In relationship to academic learning, the highest ranked items include the perception that the 21st CCLC increases engagement in school and math skills among youth participants. The lowest ranked academic learning outcome item is the perception that the 21st CCLC decreases school absenteeism among youth participants.

Finally, perceptions of parent/family engagement outcomes were rated least favorably. The lowest ranked parent/family engagement outcome item is the perception that the 21st CCLC develops effective parenting skills among participants. Together, these data suggest professional development might focus on supporting 21st CCLCs in adopting and implementing better parent-family engagement strategies.

Part III Perceptions of Parents

Overall, parents perceived safety, health, & nutrition and diversity as the highest programmatic quality areas. Parent/family engagement was perceived by parents as the least favorable programmatic quality area. Parents of children who attended fifth year grantee sites rated all quality dimensions the highest, while parents who had children in fourth year grantee sites rated many of these dimensions the lowest. Parents living in the central and southwest regions of Ohio were most positive in their perceptions of programmatic quality. Similar to the statewide perceptions of parent/family engagement outcomes, these data also suggest that 21st CCLCs could use support related to parent and family engagement strategies.

Part IV Qualitative Results

21st CCLC respondents also shared information related to the value and impact of their programming. Specifically, stakeholders described the psychosocial benefits for program participants. Respondents also described the impact of 21st CCLCs on school climate and engaging parents/families and community members. The unique opportunities afforded to participants because of the program also were discussed.

Respondents also shared potential areas for improvement. Themes included the need for continued staff professional development and training, as well as teacher support and preparation for engagement within 21st CCLCs. In addition, offering individualized and accelerated learning opportunities also emerged as an area in need of strengthening. Overall, these data provide unique insight into the experiences of stakeholders within 21st CCLCs statewide.

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Comparative Results of O-QAR Data: 2007-2008, 2008-2009, 2009-2010, and 2010-2011

Comparing across the years, respondents' perceptions regarding various areas of programmatic quality did not vary greatly. Specifically, staffing (professional development) and parent/family engagement were rated least favorably by 21st CCLC respondents during each of the four years. Among 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, it is important to note that stakeholders' perceptions did improve over time. 21st CCLC stakeholders also reported similar perceptions across all four years in relationship to outcomes. Perceptions of youth development outcomes were most favorable among respondents, while parent/family engagement outcomes were rated least favorably. *Overall, these data suggest that professional development opportunities provided over the past several years (e.g. 21st CCLC Sustainability Series) have led to improvements in 21st CCLC stakeholders' perceptions.* Future professional development trainings might still continue to focus on these programmatic areas, however, especially as respondents still viewed these areas as needing improvement.

Key Findings

Overall, the findings from these data suggest the following professional development and training next steps:

- Similar to previous years, parent/family engagement continues to be an improvement priority for 21st CCLCs. This priority emerged from the data collected by 21st CCLC respondents (both in the overall programmatic quality section and the perceptions of outcomes section), as well as in data collected from parents of children attending 21st CCLCs. Specifically, efforts should focus on supporting 21st CCLCs to connect parents/families with other parents/families. Given that 21st CCLCs are designed to impact parent/family engagement, particular consideration should be placed on how to further support 21st CCLCs in this programmatic area.
- Staffing (professional development) also emerged from the data as an area where 21st CCLCs could use support. Given that professional development opportunities for staff often result in enhanced knowledge and practice, it will be important for ODE to consider how to further support 21st CCLCs within this program area.
- Another emergent area for 21st CCLC professional development is marketing & public relations. Specifically, 21st CCLCs might benefit from trainings that offer strategies on how to effectively develop a community-wide public relations plan.
- Sustainability also should continue to be prioritized. From the data over the past two years, there is evidence that the professional development provided by ODE/OSU is making an impact on the field. Continued efforts towards this end will be important.

Data also continue to demonstrate that these professional development efforts might be most impactful if they target program managers, site coordinators, and program staff and offer these stakeholders strategies regarding how to further engage teachers and community partners/volunteers into 21st CCLCs. This is especially true given that teachers and other stakeholders held the least favorable perceptions overall.

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Other sub-group comparisons show the need for targeting newer grantees (second year), especially as fourth and fifth year grantees rated most programmatic areas more favorably. Similar to last year, regional considerations may not be as important. Respondents across the five regions in Ohio held fairly similar overall perceptions in relationship to the programmatic quality areas.

In conclusion, these data highlight the important progress that 21st CCLC sites have made over the course of the past few years. Concentrated professional development focused on these programmatic areas will continue to be important in order to further impact the quality of 21st CCLCs across the state. 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 provide a wealth of useful information, several limitations must be noted. Similar to previous years, and consistent with the 21st CCLC sub-recipient monitoring plan, not all sites across the state completed O-QAR. Thus, the results of this study cannot be generalized to all 21st CCLCs in Ohio. Individual sites also are given the responsibility of selecting stakeholders to complete O-QAR. There is the potential that this may increase the favorability of the responses. Additionally, stakeholders continue to express interest in collecting data from their program participants. The creation of the Afterschool Youth Tool this year is an important next step, ensuring that 21st CCLCs collect data from the middle and high school students they serve. It will be important to consider the development of an elementary student tool in the future as well. 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 and quality within sites. 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 identified areas for growth and improvement. Similar to previous years, data in the coming years will hopefully show progress toward program enhancements in key areas as ODE efforts are aligned specifically with these priorities.

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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 2010-2011 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 four sections aligned with the composition of O-QAR. The sections are as follows:

| | |
|-----------------|-------------------------|
| Part I | Quality Programming |
| Part II | Perceptions of Outcomes |
| Part III | Perceptions of Parents |
| Part IV | Qualitative Results |

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, Perceptions of Outcomes, and Perceptions of Parents are based on a five-point scale, with 1=strongly disagree and 5=strongly agree. The next section provides comparative results between O-QAR data collected in 2007-2008, 2008-2009, 2009-2010, and the data collected during 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:

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RESPONDENT DEMOGRAPHICS

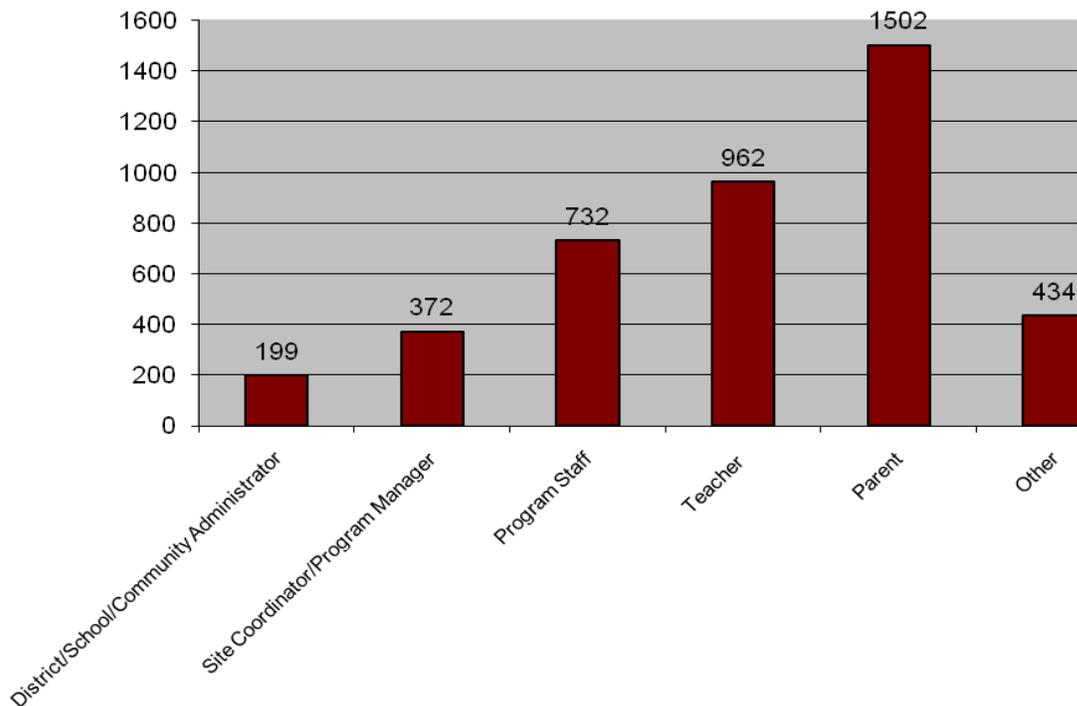
233 21ST CCLC sites across Ohio responded to O-QAR, which accounts for 57% of all sites in the state. Each 21st CCLC was given the responsibility of collecting responses to O-QAR from staff, key stakeholders, parents, and community partners. Figure 1 represents the distribution of stakeholders who completed O-QAR by role.

A total of 4,201 stakeholders completed O-QAR, including 199 district/school/community administrators, 372 site coordinators/program managers, 732 program staff (includes program staff, program assistants, sport/recreational leaders, and academic intervention support staff), 962 teachers, 1,502 parents, and 434 others (e.g., community partners and volunteers). An average of 17.9 respondents completed O-QAR per site. Please note that many participants did not complete the entire O-QAR tool. Therefore, less than 4,201 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. 21.6% of respondents were first year grantees, 33.7% were second year grantees, 15.4% were third year grantees, 26.5% were fourth year grantees, and 2.8% were fifth year grantees.

In addition, respondents were divided into one of five region categories: northeast, northwest, central, southeast, or southwest. 13.9% of respondents were from the central region, 24.9% were from the northeast, 17.7% were from the northwest, 23.6% were from the southeast, and 19.8% of respondents were from the southwest.

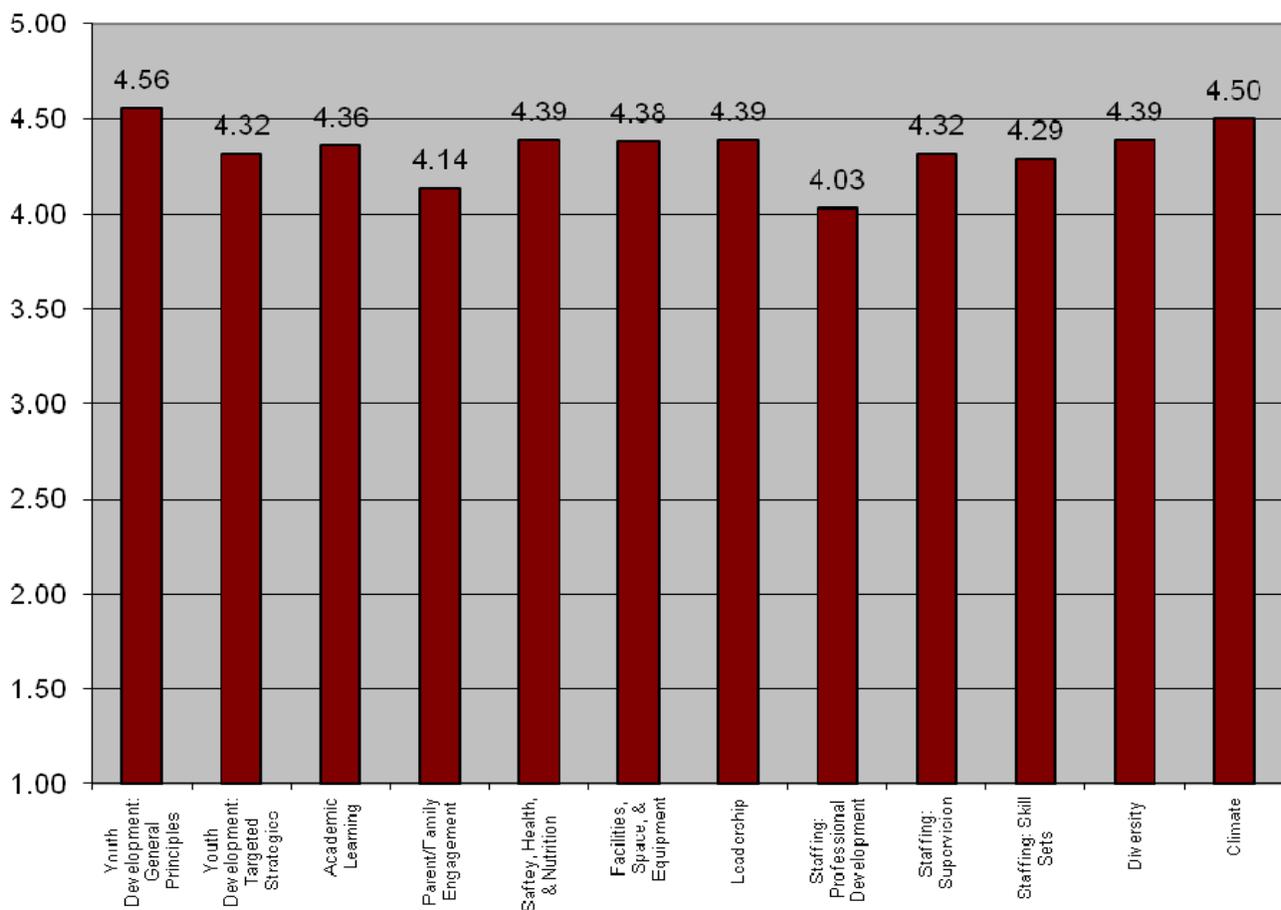
Figure 1. Respondents by Role



PART I – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

O-QAR Part I assesses 13 aspects of 21st CCLCs programming. It is important to note here that O-QAR Part I is comprised of two sections. The first section was designed for all stakeholders to complete (with the exception of parents). Scales included in this section include: youth development; academic learning; parent/family engagement; safety, health & nutrition; facilities, space, & equipment; leadership; staffing; diversity; and climate. 2,699 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 4.03 to 4.56 among all respondents.

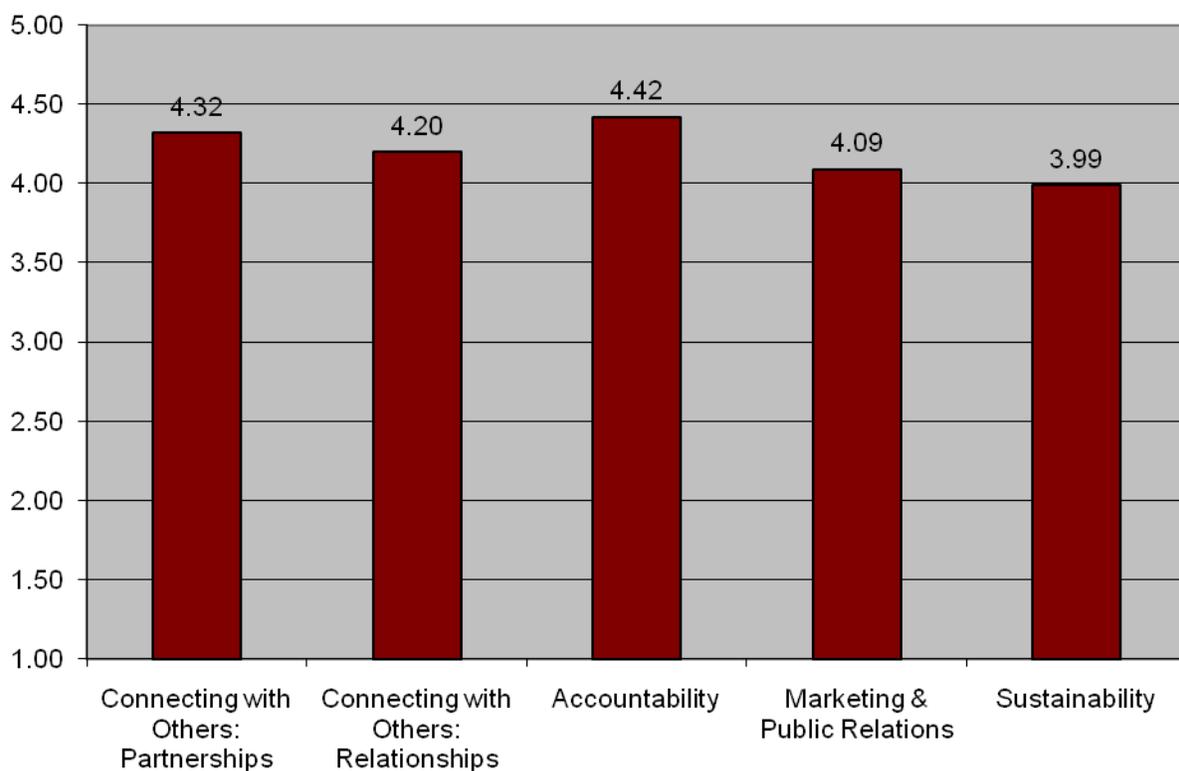
Figure 2. Scale Means for Each 21st CCLC Quality Programming Area Completed by All Stakeholders



PART I – 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. 571 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 3.99 to 4.42 among site leadership and management.

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



PART I – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

Quality Programming by Role - A total of 2,699 stakeholders completed this section of O-QAR, including 199 district/school/community administrators, 372 site coordinators/program managers, 732 program staff (includes program staff, program assistants, sport/recreational leaders, and academic intervention support staff), 962 teachers, and 434 others (e.g., community partners and volunteers). As depicted by Figure 4, district/school/community administrators rated most areas the highest with scale means ranging from 4.26 to 4.69. Site coordinators/program managers also rated most areas high with scale means ranging from 4.11 to 4.73. Compared to other respondents, teachers rated most of these areas the lowest with scale means ranging from 4.04 to 4.50. As depicted by Figure 5, district/school/community administrators and site coordinators/program managers rated most areas the highest. In contrast, teachers and other stakeholders rated most of these areas the lowest.

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

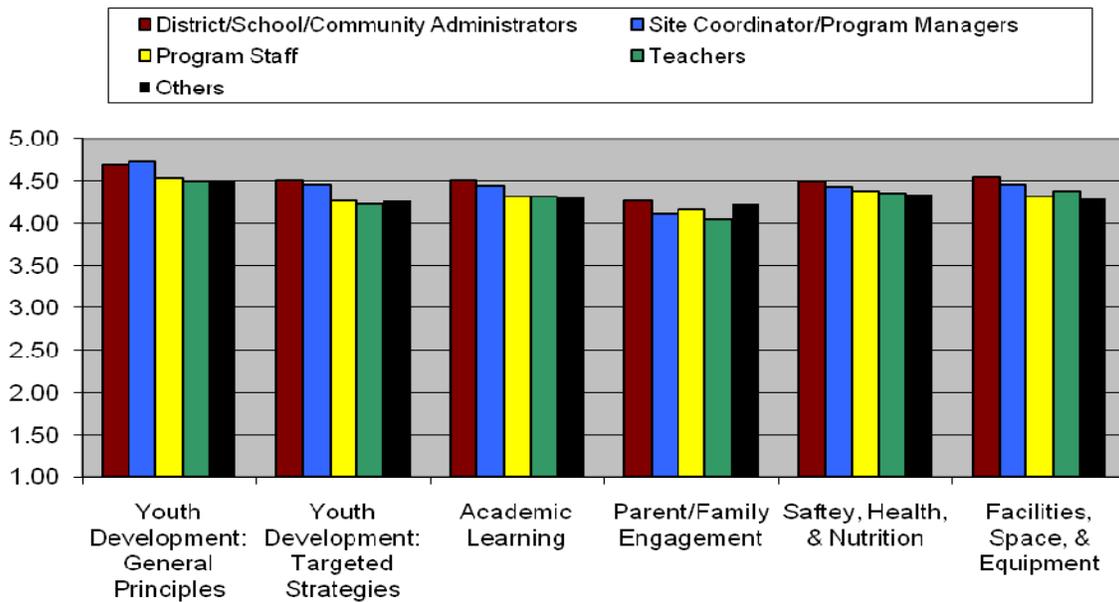
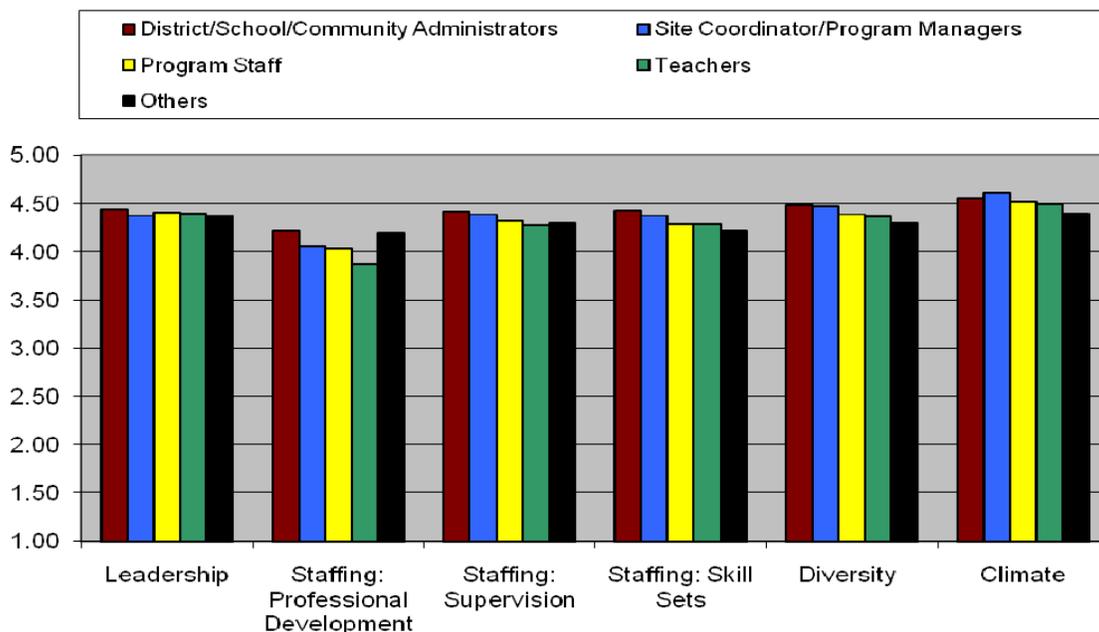


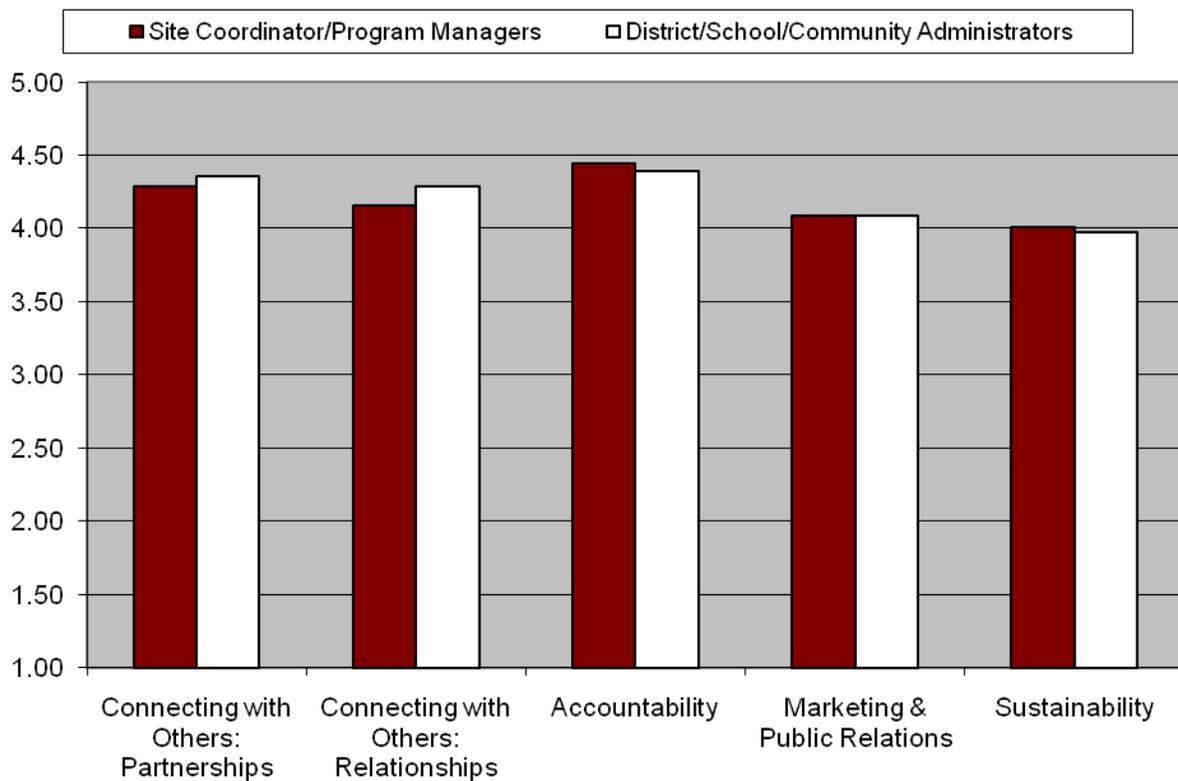
Figure 5. Scale Means for Each 21st CCLC Quality Programming Area by Role



PART I – 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. As illustrated in Figure 6, district/school/community administrators and site coordinators/program managers rated many of these dimensions similarly, with means scores ranging from 3.97 to 4.39, and 4.01 to 4.44, respectively.

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



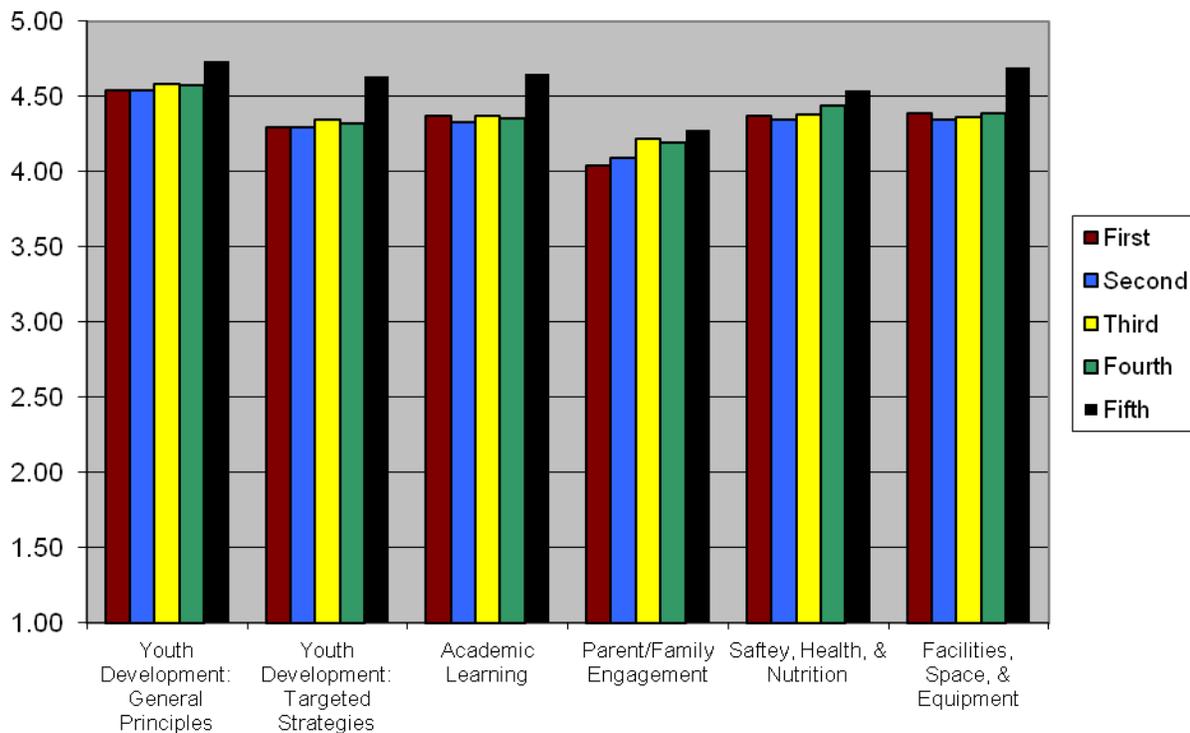
PART I – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

Quality Programming by Experience - Figures 7 & 8 represent the responses of stakeholders that completed this section of O-QAR by grantee experience. 25.7% of respondents were first year grantees, 29.6% were second year grantees, 15.0% were third year grantees, 27.9% were fourth year grantees, and 1.9% 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. Overall, fifth year grantees rated these quality programming components the highest with mean scores ranging from 4.28 to 4.73. In contrast, second year grantees rated most of these areas the lowest.

Figure 8 represents the scale means by experience for the following programming areas: leadership, staffing, diversity, and climate. Again, fifth year grantees rated most of these quality programming areas the highest and second year grantees rated many of these areas the lowest.

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



PART I – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

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

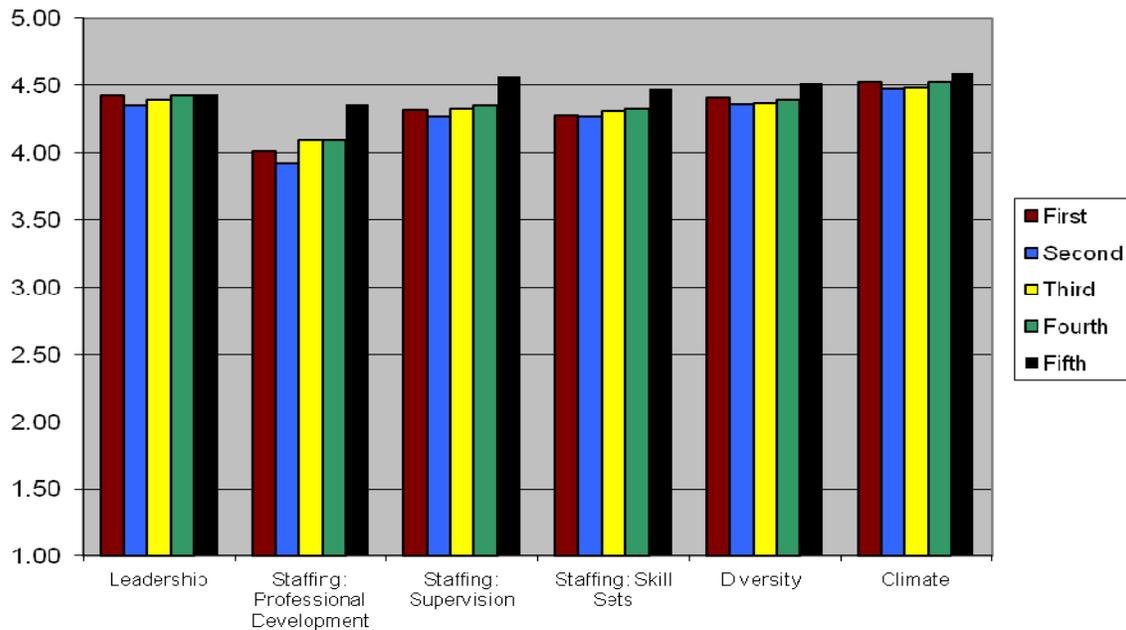
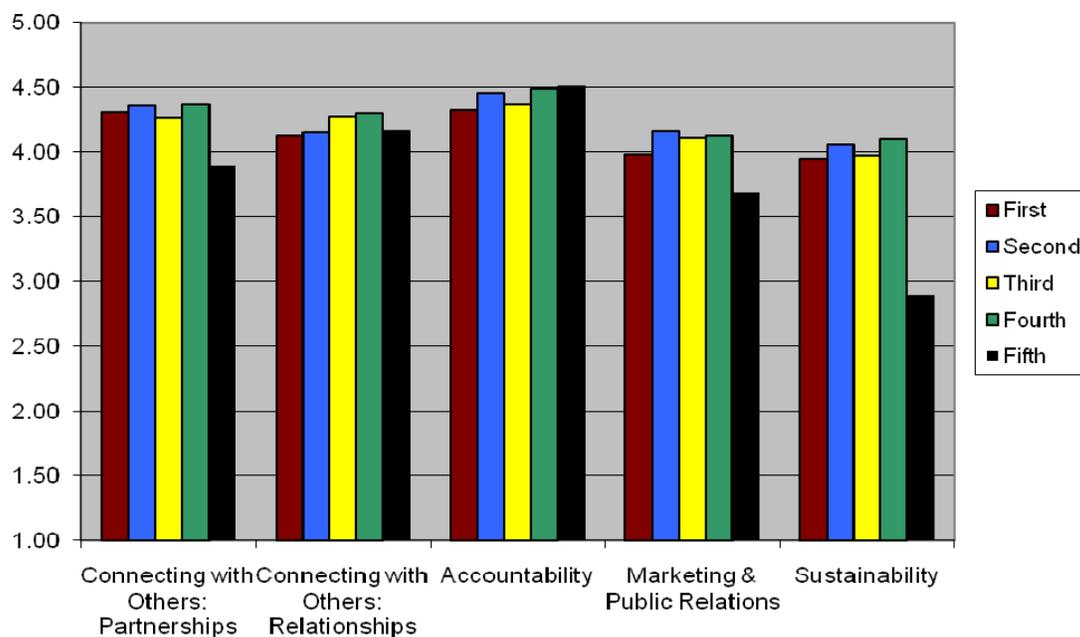


Figure 9 represents the responses of 571 respondents. As previously stated, only 21st CCLC site leadership and management were requested to complete this section of O-QAR. Overall, fourth year grantees rated most of these quality programming areas the highest while fifth year grantees rated most of these areas the lowest.

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

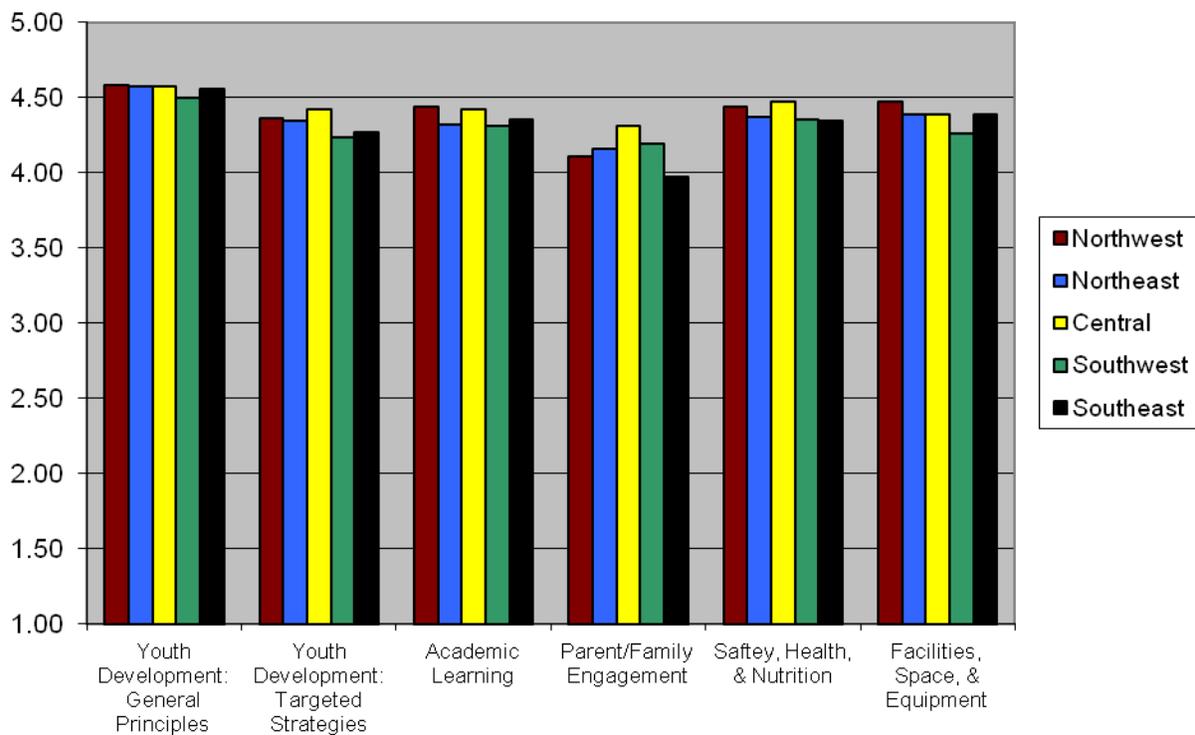


PART I – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

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 (except parents) were requested to complete this section of O-QAR. 16.0% of these respondents were from the central region, 20.9% were from the northeast, 18.1% were from the northwest, 25.9% were from the southeast, and 19.1% of respondents were from the southwest. Respondents in the central region of Ohio rated most of these programming areas the highest with means ranging from 4.31 to 4.57.

Figure 11 represents the scale means by region for the following programming areas: leadership, staffing, diversity, and climate. All respondents (except parents) were requested to complete this section of O-QAR. Again, the respondents from the central region of Ohio rated most of these programming areas the highest with means ranging from 4.31 to 4.55. Compared to respondents in other regions of the state, respondents in the southeast rated staffing (professional development) the lowest.

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



PART I – QUALITY PROGRAMMING COMPREHENSIVE RESULTS

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

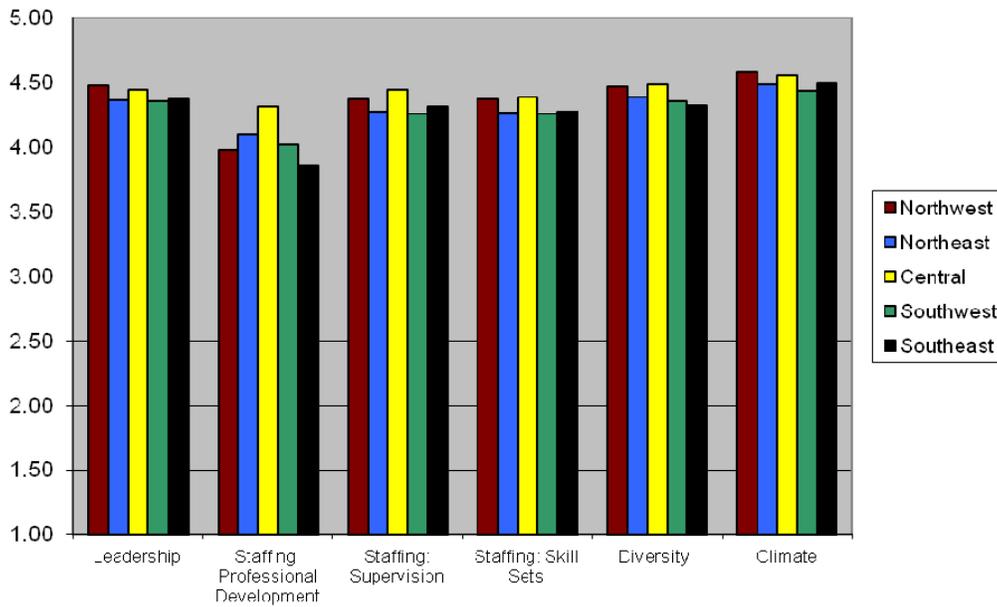
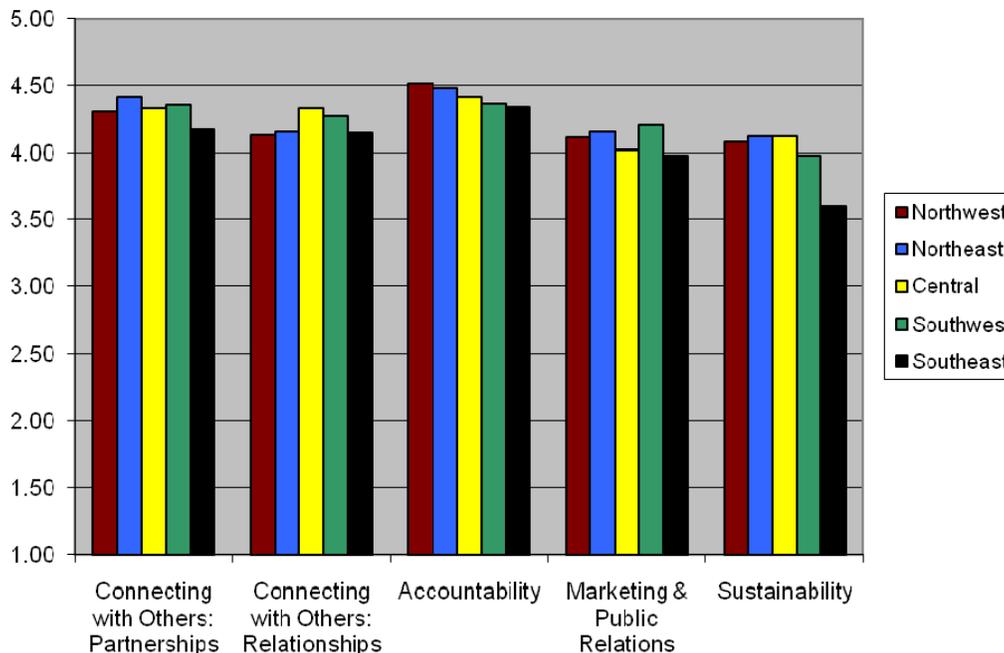


Figure 12 represents the scale means by region for the following programming areas: connections with others, accountability, marketing & public relations, and sustainability. As previously stated, only 21st CCLC site leadership and management were requested to complete this section of O-QAR. As illustrated in Figure 12, respondents in the northeast and central region scored many of these dimensions the highest. Compared to other regions in the state, respondents in the southeast region rated these dimensions the lowest.

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



PART II – PERCEPTIONS OF OUTCOMES

COMPREHENSIVE RESULTS

O-QAR Part II 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. 2,487 stakeholders completed O-QAR Part II. Please note that parents were not asked to complete this section. The following tables provide 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 I. Part II – Perceptions of Youth Development Outcomes | |
|--|---------|
| Outcome Item | % Agree |
| Increase social and life skills among youth participants | 94.6 |
| Increase self-esteem among youth participants | 94.1 |
| Increase self-confidence among youth participants | 94.5 |
| Enhance leadership skills among youth participants | 89.1 |
| Enhance self-control among youth participants | 90.6 |
| Reduce exposure to risk among youth participants | 92.8 |

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 II. Part II – Perceptions of Academic Learning Outcomes | |
|---|---------|
| Outcome Item | % Agree |
| Increase reading skills among youth participants | 91.8 |
| Increase math skills among youth participants | 92.2 |
| Decrease school absenteeism among youth participants | 79.3 |
| Enhance performance on proficiency tests among youth participants | 88.5 |
| Increase school climate among youth participants | 91.6 |
| Increase engagement in school among youth participants | 92.3 |

PART II – 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 III. Part II – Perceptions of Parent/Family Engagement Outcomes | |
|--|---------|
| Outcome Item | % Agree |
| Develop effective parenting skills among participants | 67.8 |
| Enhance relationships among parents/guardians and their children | 81.6 |
| Increase parent/guardian abilities to support their children’s learning | 82.8 |
| Develop positive relationships among parents/guardians and other adults in the community | 84.5 |
| Develop new skills and capacities among parent/guardian participants | 76.8 |
| Enhance feelings of support among parent/guardian participants | 87.2 |

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

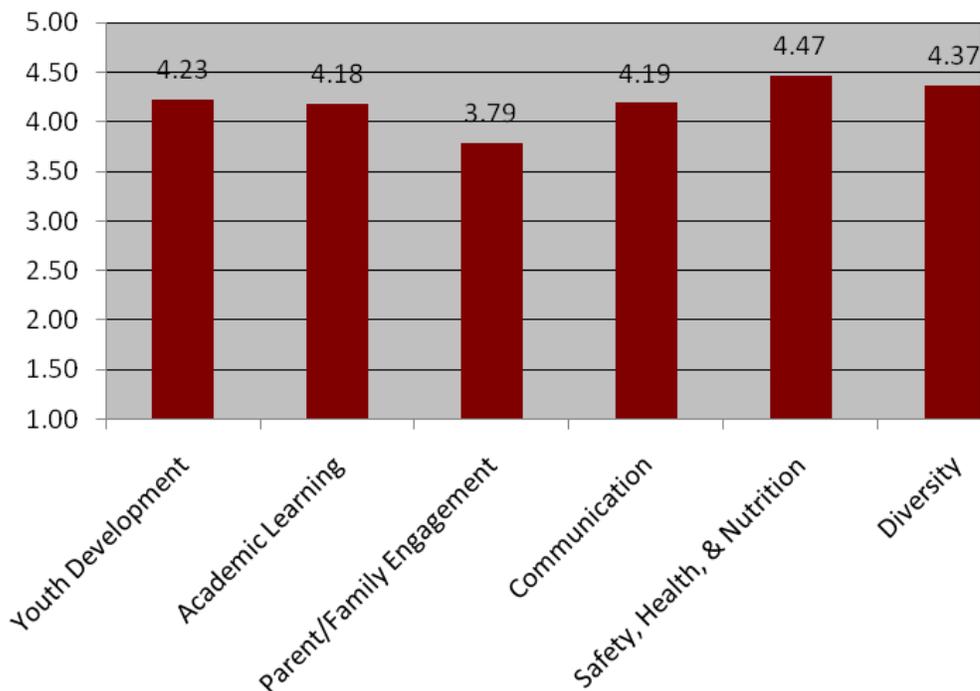
| Table IV. Part II – Perceptions of Outcomes | |
|--|------------------------------|
| Rating | Perception of Outcomes Scale |
| Most Favorable Perceptions | Youth Development |
| Least Favorable Perceptions | Parent/Family Engagement |

PART III – PERCEPTIONS OF PARENTS

COMPREHENSIVE RESULTS

O-QAR Part III assesses parent/guardian’s perceptions regarding the quality of the 21st CCLC their child(ren) attend(s). Scales in this section include youth development, academic learning, parent/family engagement, communication, safety, health, & nutrition, and diversity. 1,502 parents responded to this section across the state. Figure 13 represents the scale means for each 21st CCLC quality programming area that was assessed by parents. As illustrated in Figure 13, parents reported the highest quality in the area of safety, health, and nutrition. Parents reported the lowest quality in the areas of parent/family engagement and academic learning. Overall, mean scores ranged from 3.79 to 4.47.

Figure 13. Scale Means for Each 21st CCLC Quality Programming Area Assessed by Parents

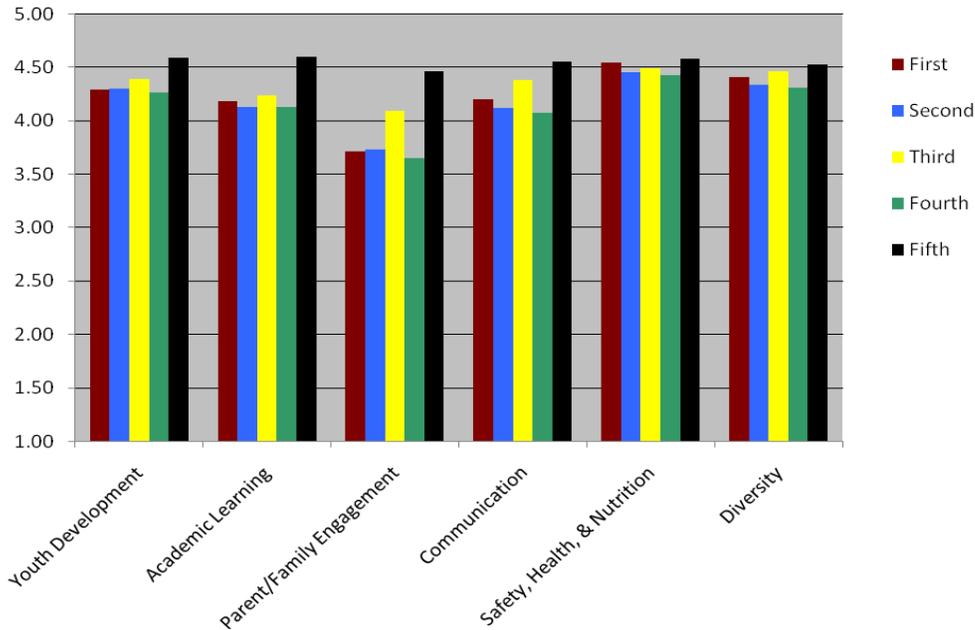


Quality Programming by Experience - Figures 14 represents the responses of parents by grantee experience. 14.2% of parents had children who attended first year grantee sites, 41.0% had children in second year grantee sites, 16.0% had children in third year grantee sites, 24.2% had children in fourth year grantee sites, and 4.5% had children in fifth year grantee sites. Overall, parents who had children attending fifth year grantee sites rated these quality programming components the highest with mean scores ranging from 4.46 to 4.60. In contrast, parents who had children in fourth year grantee sites rated most of these areas the lowest.

PART III – PERCEPTIONS OF PARENTS

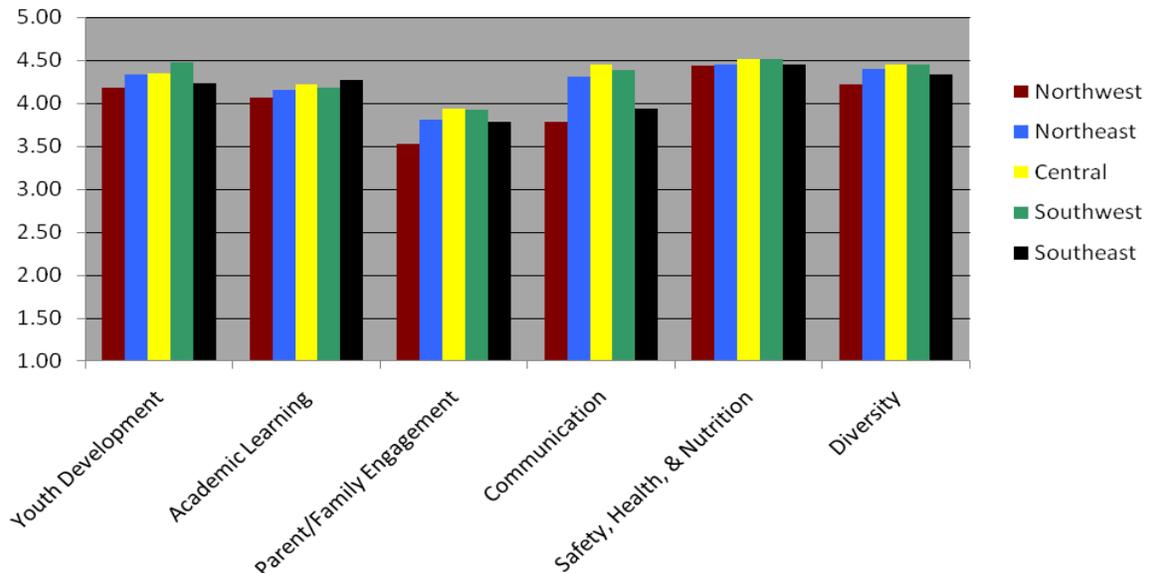
COMPREHENSIVE RESULTS

Figure 14. Scale Means for Each 21st CCLC Quality Programming Area (Assessed by Parents) by Grantee Experience



Quality Programming by Region - Figure 15 represents the scale means by region for the programming areas assessed by parents. 10.3% of parents were from the central region, 32.2% were from the northeast, 16.9% were from the northwest, 19.6% were from the southeast, and 21.1% of respondents were from the southwest. Respondents in the central and southwest regions of Ohio rated most of these programming areas the highest.

Figure 15. Scale Means for Each 21st CCLC Quality Programming Area (Assessed by Parents) by Region



PART IV – QUALITATIVE COMPREHENSIVE RESULTS

O-QAR Part IV allowed stakeholders the opportunity to provide any additional thoughts or comments in relationship to the quality of their 21st CCLC site. Below are select quotes that demonstrate the positive impacts of these sites, as well as areas for improvement. Please note that quotes have not been edited for grammar or spelling.

Positive Impacts

- It is so refreshing to see parents attend after school who would never attend anything during the school day. We are receiving community as well as parental applause for our 21st Century program.
- I think the 21st century program is an asset to schools. It gives the students the opportunity to grow and learn from each other. It also gives them character building experience and other opportunities they may not get otherwise
- We are in the beginning stages but we are already seeing the benefit to our students and the school climate as a whole. Many partnerships are growing and emerging as a result of the 21st Century Grant.
- I feel as if this site is very beneficial for the students and for their families. This program helps students realize how important their education is along with their relationship with the community.
- The capacity building support received by 21st CCLC recipients is impressive. Other government agencies/departments could learn from this model.
- This program gives our students a wonderful learning opportunity that they would not have otherwise. It also gives them a safe place that they want to be after school.
- The Program provides a phenomenal opportunity for our students to be involved in constructive activities that are educationally sound outside of the school day. It also provides a safe place for them to be during hours in which they may not have parent supervision due to working conditions.
- I feel that the 21st Century CLC is a very valuable program for the youth in our school system. They come from a very poor area and the 21st Century CLC provides these youth with positive learning experiences. They gain life and learning skills that will be helpful throughout their lifetime.
- Its makes my day job a lot less complicated because the After-school Program allows me to build a healthy relationship with the kids and get to know them on a more personal level. I am very grateful. It help when the kids know you care. If they know that they obey your voice whether its during the day or after school. Its cuts down bad behaviors because they want to show respect to the people who cares. I recommend all schools to have this program.

PART III – QUALITATIVE COMPREHENSIVE RESULTS

Areas of Improvement

- I think having more continuity with staff, especially highly effective staff, should be a future priority. Continuity and reliability are hallmarks of stability in a child's world. I think we have improved this at our site this year, but the transition from one year to the next leaves much to be desired.
- I would really like to see more time spend with specific tutoring on what each child needs to improve on. For example if a child is getting low scores on a specific subject there should be specific time spent with those children to help them excel more in that area.
- Having been here two years, I feel that there is never enough food for the population of children we serve. Because of the budget we are only able to get tiny juice boxes. Also, I feel that given our lack of space at our school we are pressed for rooms to do Leapfrog learning in. We are constantly budgeting and I would love to be able to feed these kids, help them get bookbags or coats. Also because of budget we are understaffed and cannot give the kids as much personal attention as I would like
- I believe that we have a wonderful team and great group of kids. I would, however, love it if staff would have more on-site training before the beginning of each school year so to better prepare new staff as well as allow returning staff to get familiar with new goals, existing goals and over expectations.
- Teacher preparation and leadership in 21st CCLC programming can be time consuming and stressful. It would be nice to develop the program further through outside resources to alleviate some of the stress factor for teachers.
- I believe there could be further focus on accelerated reading and math during the after school program. As a parent I would like to be more connected to after school program activities.
- It is disappointing that our site has suffered from cuts associated with reduction in grant from the elementary schools. Our coordinator is no longer a full-time staff member at only our building thus reducing the contact with the staff and students. Reduction in staff and monies has resulted in a cut in the amount and variety of activities available to our students. There is no longer continuous contact between the coordinator and school therefore the program is not as effective as it once was. Also, transportation for our middle school students to their home communities has resulted in a huge reduction in participation... I am very disappointed that our program and students are suffering because the other sites in our district did not receive the same funding. Middle school kids get the shaft on too many things and this program WAS a positive activity for many of our struggling students.

COMPARATIVE RESULTS OF O-QAR DATA 2007-2008, 2008-2009, 2009-2010, and 2010-2011

Quality Programming

As Figure 16 illustrates, respondents' perceptions regarding various areas of programmatic quality did not change considerably across all four years. Specifically, parent/family engagement and staffing (professional development) were still the programmatic areas rated least favorably. These perceptions, however, improved in relationship to stakeholder perceptions last year (2009-2010).

Figure 16. Scale Means for Each 21st CCLC Quality Programming Area Completed by All Stakeholders

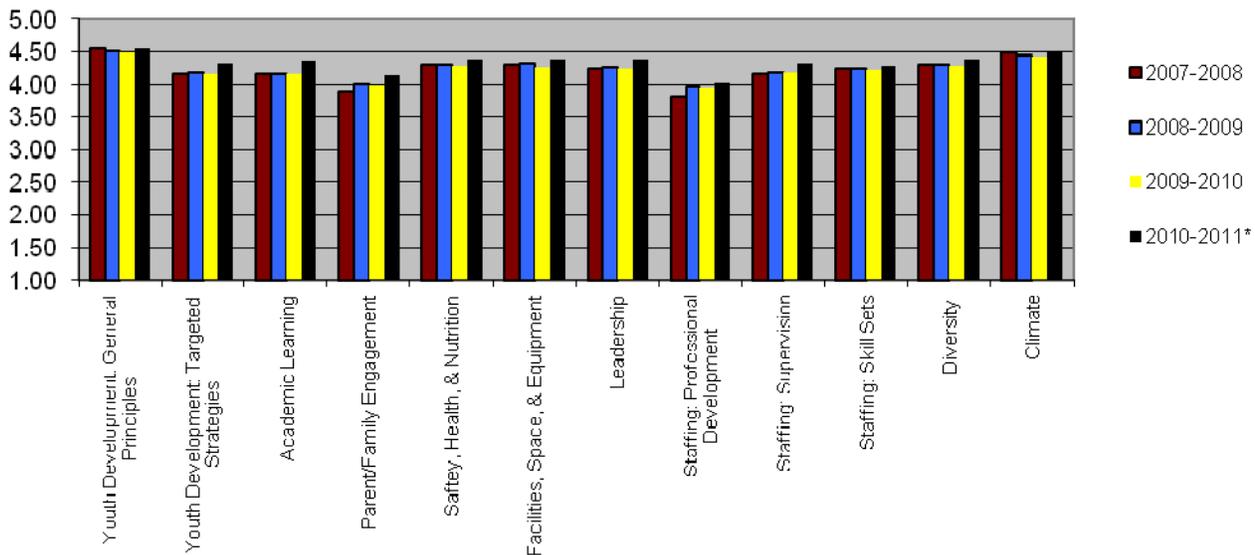
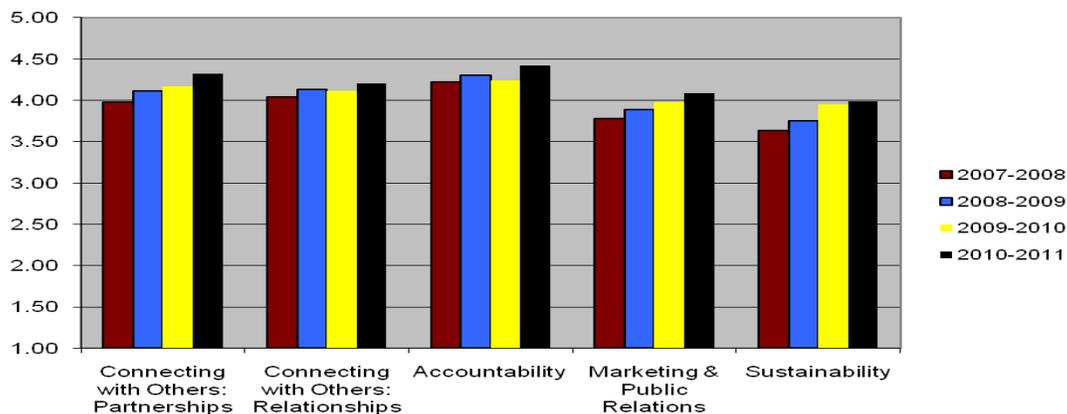


Figure 17 represents the scale means for the programmatic areas completed by 21st CCLC site leadership and management. Compared to the past three years, respondents' perceptions were slightly higher this year in relationship to marketing & public relations and sustainability.

Figure 17. Scale Means for Each 21st CCLC Quality Programming Area Completed by Site Leadership & Management



*Please note that parents did not complete this section of O-QAR this year.

COMPARATIVE RESULTS OF O-QAR DATA

2007-2008, 2008-2009, 2009-2010, and 2010-2011

Perceptions of Outcomes

Table V, VI, and VII demonstrate that the percentage of stakeholders who perceived their programs were impacting youth development, academic learning, and parent/family engagement outcomes either remained the same, or slightly increased, in comparison to 2009-2010. Like the previous two years, however, 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 VIII).

Table V. Part II – Perceptions of Youth Development Outcomes

| Outcome Item | 2007-2008 % Agree | 2008-2009 % Agree | 2009-2010 % Agree | 2010-2011* % Agree |
|--|----------------------|----------------------|----------------------|-----------------------|
| Increase social and life skills among youth participants | 93.6 | 94.4 | 93.1 | 94.6 |
| Increase self-esteem among youth participants | 93.1 | 93.8 | 92.7 | 94.1 |
| Increase self-confidence among youth participants | 93.2 | 94.1 | 93.5 | 94.5 |
| Enhance leadership skills among youth participants | 84.2 | 86.2 | 87.3 | 89.1 |
| Enhance self-control among youth participants | 89.5 | 89.5 | 89.5 | 90.6 |
| Reduce exposure to risk among youth participants | 91.6 | 92.3 | 91.9 | 92.8 |

Table VI. Part II – Perceptions of Academic Learning Outcomes

| Outcome Item | 2007-2008 % Agree | 2008-2009 % Agree | 2009-2010 % Agree | 2010-2011* % Agree |
|---|----------------------|----------------------|----------------------|-----------------------|
| Increase reading skills among youth participants | 93.6 | 94.1 | 91.1 | 91.8 |
| Increase math skills among youth participants | 92.9 | 93.8 | 91.4 | 92.2 |
| Decrease school absenteeism among youth participants | 74.2 | 81.2 | 77.5 | 79.3 |
| Enhance performance on proficiency tests among youth participants | 87.1 | 89.2 | 87.2 | 88.5 |
| Increase school climate among youth participants | 89.8 | 91.5 | 88.4 | 91.6 |
| Increase engagement in school among youth participants | 91.6 | 92.6 | 90.2 | 92.3 |

**Please note that parents did not complete this section of O-QAR this year.*

COMPARATIVE RESULTS OF O-QAR DATA 2007-2008, 2008-2009, and 2009-2010

| Table VII. Part II – Perceptions of Parent/Family Engagement Outcomes | | | | |
|--|------------------------------|------------------------------|------------------------------|-------------------------------|
| Outcome Item | 2007-2008 % Agree | 2008-2009 % Agree | 2009-2010 % Agree | 2010-2011* % Agree |
| Develop effective parenting skills among participants | 54.9 | 65.0 | 64.9 | 67.8 |
| Enhance relationships among parents/guardians and their children | 76.4 | 83.2 | 80.2 | 81.6 |
| Increase parent/guardian abilities to support their children’s learning | 80.3 | 85.2 | 82.8 | 82.8 |
| Develop positive relationships among parents/guardians and other adults in the community | 76.0 | 83.2 | 81.9 | 84.5 |
| Develop new skills and capacities among parent/guardian participants | 66.9 | 75.2 | 73.1 | 76.8 |
| Enhance feelings of support among parent/guardian participants | 82.7 | 86.8 | 84.2 | 87.2 |

| Table VIII. Part II – Perceptions of Outcomes | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Rating | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011* |
| Most Favorable Perceptions | Youth Development | Youth Development | Youth Development | Youth Development |
| Least Favorable Perceptions | Parent/Family Engagement | Parent/Family Engagement | Parent/Family Engagement | Parent/Family Engagement |

**Please note that parents did not complete this section of O-QAR this year.*

CONCLUDING REMARKS

Several findings from Part I – IV emerge from these data. Additionally, findings point to key impacts across the four years (2007-2011). These concluding remarks synthesize these findings.

Part I Quality Programming

Overall, 21st CCLC respondents reported the highest quality programming in the areas of youth development (general principles) and climate. Staffing (professional development) and parent/family engagement were rated by stakeholders as the lowest programmatic quality areas. District/school/community administrators and site coordinators/program managers rated general quality programming highest, while teachers and other stakeholders rated these quality programming areas the lowest. Fifth year grantees rated most quality programming dimensions higher than other grantees, while second year grantees rated many of these dimensions the lowest. Respondents residing in the central region of Ohio were most positive in their perceptions of quality programming.

For the site leadership/management section, district/school/community administrators held similar perceptions to site coordinators/program managers across the five quality dimensions assessed. Additionally, fourth year grantees rated most quality programming dimensions higher than other grantees. Finally, respondents in the northeast and central regions of Ohio rated most of these areas the highest. Targeted professional development opportunities might be designed to meet these contextual and localized needs.

Part II 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 favorably and parent/family engagement outcomes least favorably.

The highest ranked youth development outcome items included the perception that the 21st CCLC increases self-confidence, as well as enhanced social and life skills, among youth participants. The lowest ranked youth development outcome item is the perception that youth participants' leadership skills are enhanced through 21st CCLCs.

In relationship to academic learning, the highest ranked items include the perception that the 21st CCLC increases engagement in school and math skills among youth participants. The lowest ranked academic learning outcome item is the perception that the 21st CCLC decreases school absenteeism among youth participants.

Finally, perceptions of parent/family engagement outcomes were rated least favorably. The lowest ranked parent/family engagement outcome item is the perception that the 21st CCLC develops effective parenting skills among participants. Together, these data suggest professional development might focus on supporting 21st CCLCs in adopting and implementing better parent-family engagement strategies.

CONCLUDING REMARKS

Part III Perceptions of Parents

Overall, parents perceived safety, health, & nutrition and diversity as the highest programmatic quality areas. Parent/family engagement was perceived by parents as the least favorable programmatic quality area. Parents of children who attended fifth year grantee sites rated all quality dimensions the highest, while parents who had children in fourth year grantee sites rated many of these dimensions the lowest. Parents living in the central and southwest regions of Ohio were most positive in their perceptions of programmatic quality. Similar to the statewide perceptions of parent/family engagement outcomes, these data also suggest that 21st CCLCs could use support related to parent and family engagement strategies.

Part IV Qualitative Results

21st CCLC respondents also shared information related to the value and impact of their programming. Specifically, stakeholders described the psychosocial benefits for program participants. Respondents also described the impact of 21st CCLCs on school climate and engaging parents/families and community members. The unique opportunities afforded to participants because of the program also were described.

Respondents also shared potential areas for improvement. Themes included the need for continued staff professional development and training, as well as teacher support and preparation for engagement within 21st CCLCs. In addition, offering individualized and accelerated learning opportunities also emerged as an area in need of strengthening. Overall, these data provide unique insight into the experiences of stakeholders within 21st CCLCs statewide.

Comparative Results of O-QAR Data: 2007-2008, 2008-2009, 2009-2010, and 2010-2011

Comparing across the years, respondents' perceptions regarding various areas of programmatic quality did not vary greatly. Specifically, staffing (professional development) and parent/family engagement were rated least favorably by 21st CCLC respondents during each of the four years. Among 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, it is important to note that stakeholders' perceptions did improve over time. 21st CCLC stakeholders also reported similar perceptions across all four years in relationship to outcomes. Perceptions of youth development outcomes were most favorable among respondents, while parent/family engagement outcomes were rated least favorably. *Overall, these data suggest that professional development opportunities provided over the past several years (e.g. 21st CCLC Sustainability Series) have led to improvements in 21st CCLC stakeholders' perceptions.* Future professional development trainings might still continue to focus on these programmatic areas, however, especially as respondents still viewed these areas as needing improvement.

CONCLUDING REMARKS

Key Findings

Overall, the findings from these data suggest the following professional development and training next steps:

- Similar to previous years, parent/family engagement continues to be an improvement priority for 21st CCLCs. This priority emerged from the data collected by 21st CCLC respondents (both in the overall programmatic quality section and the perceptions of outcomes section), as well as in data collected from parents of children attending 21st CCLCs. Specifically, efforts should focus on supporting 21st CCLCs to connect parents/families with other parents/families. Given that 21st CCLCs are designed to impact parent/family engagement, particular consideration should be placed on how to further support 21st CCLCs in this programmatic area.
- Staffing (professional development) also emerged from the data as an area where 21st CCLCs could use support. Given that professional development opportunities for staff often result in enhanced knowledge and practice, it will be important for ODE to consider how to further support 21st CCLCs within this program area.
- Another emergent area for 21st CCLC professional development is marketing & public relations. Specifically, 21st CCLCs might benefit from trainings that offer strategies on how to effectively develop a community-wide public relations plan.
- Sustainability also should continue to be prioritized. From the data over the past two years, there is evidence that the professional development provided by ODE/OSU is making an impact on the field. Continued efforts towards this end will be important.

Data also continue to demonstrate that these professional development efforts might be most impactful if they target program managers, site coordinators, and program staff and offer these stakeholders strategies regarding how to further engage teachers and community partners/volunteers into 21st CCLCs. This is especially true given that teachers and other stakeholders held the least favorable perceptions overall.

Other sub-group comparisons show the need for targeting newer grantees (second year), especially as fourth and fifth year grantees rated most programmatic areas more favorably. Similar to last year, regional considerations may not be as important. Respondents across the five regions in Ohio held fairly similar overall perceptions in relationship to the programmatic quality areas.

In conclusion, these data highlight the important progress that 21st CCLC sites have made over the course of the past few years. Concentrated professional development focused on these programmatic areas will continue to be important in order to further impact the quality of 21st CCLCs across the state. 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.

CONCLUDING REMARKS

Limitations

While the data collected this year provide a wealth of useful information, several limitations must be noted. Similar to previous years, and consistent with the 21st CCLC sub-recipient monitoring plan, not all sites across the state completed O-QAR. Thus, the results of this study cannot be generalized to all 21st CCLCs in Ohio. Individual sites also are given the responsibility of selecting stakeholders to complete O-QAR. There is the potential that this may increase the favorability of the responses. Additionally, stakeholders continue to express interest in collecting data from their program participants. The creation of the Afterschool Youth Tool this year is an important next step, ensuring that 21st CCLCs can collect data from the middle and high school students they serve. It will be important to consider the development of an elementary student tool in the future as well. 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 and quality within sites. 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 identified areas for growth and improvement. Similar to previous years, data in the coming years will hopefully show progress toward program enhancements in key areas as ODE efforts are aligned specifically with these priorities.

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