The Ohio - Quality Assessment Rubric Guide

Updated 2013

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Table of Contents

Introduction

The Ohio Quality Assessment Rubric (O-QAR) is a series of instruments designed to assess the perceptions of quality in afterschool settings (including 21st Century Community Learning Centers, or 21st CCLC) among various stakeholders. O-QAR is comprised of four tools which have been developed by leaders in the CAYCI department of the College of Social Work at OSU over the past six years, including a stakeholder quality perception tool, a parents/guardian tool, an elementary aged student tool, and a secondary aged tool. The various forms of O-QAR have been used in 21st CCLCs across Ohio, as well as in other afterschool programs, to assess stakeholder perceptions about various program characteristics such as the quality of youth development practices, academic learning, safety/health/nutrition, parent involvement, sustainability, and staffing.

The purpose of this guide is to provide an overview of the four O-QAR tools, as well as give program administration and step-by-step instructions on how to use the O-QAR for program evaluation. There are four components of this guide. First, an overview of the various O-QAR components is provided. Second, each tool is presented. Third, details are provided related to collecting, analyzing, and interpreting data collected using the O-QAR. Fourth, suggestions for how to use findings from O-QAR to guide program improvements are overviewed. Conclusions are then drawn.

The development of each O-QAR tool was done in according to established principles related to scale construction. As such, items for each Tool were initially developed through an extensive examination of the research on positive youth development in various social settings (including afterschool programs, child care settings, prevention, etc). Experts from the field also were consulted during item construction, and provided ongoing validity checks throughout the development process. Each Tool, prior to being finalized, was piloted with a select group of 21st CCLC sites in Ohio. Findings from the pilots informed further scale revisions, thus enhancing the overall reliability and validity of the various Tools. Last, further validity of the O-QAR has been established. Scores on the O-QAR have been compared to academic program data collected for a national evaluation, as well as to state compliance measures. Findings provide additional support for the validity of the O-QAR's various tools.

The development of O-QAR and its companion workbook was made possible through support form a number of important stakeholders. The various Tools were developed through grants from the Ohio Department of Education (ODE). Key leaders from the ODE were critical to this work, as were members of the 21st CCLC Advisory Team in Ohio. In addition, there were many other staff, students, and consultants integral to the development process. We would like to acknowledge all of these stakeholders for their contributions.

Please use the following citation when referencing the O-QAR tools:

> Anderson-Butcher, D., Wade-Mdivanian, R., Iachini, A. L., Moodie-Dyer, A., Fauver, W., & Gibson, A.(2013). *Using the Ohio Quality Assessment Rubric (O-*

QAR) Workbook to Evaluate Quality Afterschool Programs. Columbus, OH: Community and Youth Collaborative Institute, College of Social Work, The Ohio State University.

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Part One: OQAR Components

Part One: OQAR Components

There are four O-QAR tools, including instruments for stakeholders, parents/guardians, younger elementary youth (Kindergarten – 6th grade) and older youth (7th – 12th grade). Each of the tools is described briefly in this section.

O-QAR Stakeholder Perceptions Tool

The O-QAR Stakeholder Perceptions Tool is an instrument that assesses the degree of quality perceived by various stakeholders involved in 21st CCLC and afterschool programs. Stakeholders recommended to participate in the assessment include: grant managers, site directors, site coordinators, youth development staff, teachers, tutors, volunteers, school personnel, agency personnel, and other community-based individuals actively involved in the site's day-to-day operations and leadership.

The Stakeholder Perceptions Tool assesses 13 aspects of 21st CCLCs divided into two sections. The first section was designed for every stakeholder to complete, and includes a variety of questions about 21st CCLC quality. Scales included in this section include: youth development; academic learning; parent/family engagement; safety, health, & nutrition; facilities, space, & equipment; leadership; staffing; diversity; climate. It also assesses stakeholder perceptions of outcomes in three areas that 21st CCLCs are designed to impact. These areas include outcomes related to youth development, academic learning, and parent/family engagement.

The second section includes scales related to program management and oversight. Scales in the second section include: connections with others; accountability; marketing and public relations; and sustainability. These aspects should be completed only by upper level-management (i.e., site directors, grants managers, etc).

Constructs measured in the O-QAR Stakeholder Perceptions Tool are overviewed here.

Constructs for All Stakeholders

Constructs measured via O-QAR Stakeholders Part A are overviewed here.

Youth Development (α =.929) - The Youth Development Scale measures the 21st CCLC's ability to implement empirically-based programs and services that target at-risk youth while simultaneously building upon youth participants' strengths and assets. This scale encompasses two subscales: *General Principles* and *Targeted Strategies* (α =.911). General principles of quality indices are assessed in areas related to the development of healthy relationships and the offering of opportunities aimed to enhance social interactions and belonging. In addition, targeted strategies aimed at specific groups for individualized interventions are examined, as well as several other indicators that measure targeting strategies.

Academic Learning (α =.876) – This scale measures the coordination of school day standards/benchmarks with 21st CCLC activities, as well as examines communication

between school day personnel and 21st CCLC staff. This academic learning linkage becomes apparent in instructional content, materials, resources, and processes necessary to attain educational objectives that are aligned with school improvement plans. In addition, quality strategies also target youth falling behind academically and ensure that every youth participant experiences opportunities to learn.

Parent/Family Engagement (α =.866) – This scale measures the ability of the 21st CCLC to enhance parental participation in program activities through strong relationships and positive communication between parents/family and staff. Positive engagement also involves individualized parental/familial educational experiences and the provision of referrals to community-based resources. The 21st CCLC also explores ways to increase parent/family involvement through gathering and respecting input from parents/families of youth participants.

Safety, Health, and Nutrition (α =.876) - The Safety, Health, and Nutrition Scale measures the planning and implementation of policies and practices that support the overall safety, health, and nutrition needs of youth participants. Individualized prevention, wellness, and physical activities are housed in a psychologically and physically safe environment that fosters youth participants' ability to learn.

Facilities, Space, & Equipment (α =.868) - This scale measures the degree to which the 21st CCLC provides appropriate materials and space for programming, as well as developmentally appropriate equipment and materials.

Leadership (α =.911) - The Leadership Scale measures the ability of management to define, plan, and implement program components to ensure that 21st CCLC goals, objectives, and outcomes are achieved. Excellent leaders align priorities with the overall strategic plan, as well as monitor the quality, impact, and significance of the 21st CCLC activities. High-quality leaders also encourage stakeholders to embrace the vision of the center, while ensuring efficiency and accountability.

Staffing - The Staffing Scale contains three subscales, *Professional Development* (α =.839), *Supervision* (α =.907), and *Skill Sets* (α =.876). The scale explores the function of managing all program employees, including the development of staff skills through strategic trainings and other forms of professional development activities. Supervision processes are assessed through indicators examining staff monitoring. Additionally, a working environment that guarantees appropriate training allows staff members to feel competent in their skill sets and expertise.

Diversity (α =.931) - This scale measures the inclusion and integration of various racial, ethnic, gender, cultural, disability, sexual orientation, and social groups in center activities. An outstanding 21st CCLC's content and curriculum is inclusive of all cultural and language backgrounds, and is accessible to youth participants with physical and learning disabilities. In addition, staff and youth participants respect diversity and reflect the culture of the surrounding community. A 21st CCLC with a high degree of respect for diversity will ensure a sense of belonging among staff, youth participants, and parents/guardians, while also potentially decreasing ethnocentricity.

Climate (α =.927) - The Climate Scale measures the social atmosphere of the 21st CCLC setting. A 21st CCLC with a positive climate represents an environment of reciprocal respect and acceptance from staff member to staff member, staff member to youth participant, and youth participant to youth participant. Climate is positively correlated with one's sense of physical and psychological security. A pleasant climate likely will result in positive interactions among youth and staff, active youth participation, and high evaluation.

Perceptions of Youth Development Outcomes (α =.972) – 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.

Perceptions of Academic Learning Outcomes (α =.948) – This scale examines impacts related to academic learning such as increases in academic skills in reading and math, and enhanced performance on proficiency tests. It also includes school level factors involving engagement in school and overall school climate.

Perceptions of Parent/Family Engagement Outcomes (α =.962) - 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.

Additional Constructs for Upper Level Administration

The following scales are included in the additional section of O-QAR Stakeholder Perceptions designed for upper level administration.

Connections with Others – This scale contains two subscales: *Partnerships* (α =.892) and *Relationships* (α =.867). The relationship subscale measures the quality of formal arrangements among the 21st CCLC and individuals, associations, the private sector, and/or public institutions that contribute to student achievement and overall healthy development. In addition, the partnership subscale examines mechanisms related to the design of school-community partnerships. Shared responsibility for outcomes is examined. The existence of formal written agreements, effective communication mechanisms, and regular meetings are explored. Additionally, effective partnerships represent a mechanism to maintain and nurture relationships with stakeholders, which contributes to enhanced sustainability.

Accountability (α =.903) - The Accountability scale relates to the collection and analysis of data related to the delivery of services to target groups and the impact of these services on those targets. A comprehensive needs assessment is utilized to ascertain multiple indicators, such as contributors to staff turnover and individual student needs and interests. The evaluation process also measures performance outcomes, guides center improvements, and ensures the completion of required grant deliverables.

Marketing & Public Relations (α =.857) - This scale measures the 21st CCLC's efforts ensuring visibility within the school and community. A 21st CCLC with an effective

marketing and public relations plan keeps stakeholders well informed through the facilitation of regular communication and the dissemination of promotional materials and evaluation reports. Marketing and public relation strategies also represent an opportunity for 21st CCLCs to share program successes which may in turn enhance stakeholder perceptions about the site (i.e., in particular community members and potential funders).

Sustainability (α =.892) - The Sustainability scale measures the ability of the 21st CCLC to maximize resources and diversify funding streams. An effective plan contains strategies that support long-term success and ensures sustainability for at least three years. Sustainability is critical for guaranteeing the continued existence of the 21st CCLC.

O-QAR Parent/Guardian Perceptions Tool

O-QAR Parent/Guardian Perceptions Tool is an assessment tool that is intended for use by local 21st CCLC leaders to monitor overall quality within 21st CCLC from the parent guardian perspective. O-QAR Tool II is intended to integrate data from a variety of parents/guardians of youth involved in your 21st CCLC. Getting parents to complete O-QAR can be challenging. We recommend distributing flyers with the survey web address to parents or sending an email with the link attached to encourage parents and guardians to participate. Some sites have also elected to distribute paper copies of the survey if computers are not readily available to their participants' parents/guardians.

Constructs for Parents/Guardians

O-QAR Parent Guardian Tool assesses 6 aspects of 21st CCLCs quality as perceived by parents/guardians. Scales included in this section include: youth development; academic learning; parent/family engagement; safety, health, & nutrition; and diversity. Each is described briefly here.

Youth Development (α =.885) - The Youth Development Scale measures parental perceptions of the 21st CCLC's ability to implement empirically-based programs and services that target at-risk youth while simultaneously building upon youth participants' strengths and assets. These indices are assessed in areas related to the development of healthy relationships and the offering of opportunities aimed to enhance social interactions and belonging.

Academic Learning(α =.886) – This scale measures parental perceptions of the coordination of school day standards/benchmarks with 21st CCLC activities, as well as examines communication between school day personnel and 21st CCLC staff. This academic learning linkage becomes apparent in instructional content, materials, resources, and processes necessary to attain educational objectives that are aligned with school improvement plans. In addition, quality strategies also target youth falling behind academically and ensure that every youth participant experiences opportunities to learn.

Parent/Family Engagement (α =.867) – This scale measures parental perceptions of the ability of 21st CCLC to enhance parental participation in program activities through strong relationships and positive communication between parents/family and staff. Positive engagement also involves individualized parental/familial educational

experiences and the provision of referrals to community-based resources. The 21st CCLC also explores ways to increase parent/family involvement through gathering and respecting input from parents/families of youth participants.

Communication (α =.913) – The Communication scale measures the social atmosphere of the 21st CCLC setting from the parents' perception. A 21st CCLC with positive communication represents dialogue and interactions of respect and acceptance from staff member to parents, and parents to staff member. Higher scores of items likely will result in positive interactions among youth and staff, active youth participation, and high evaluation.

Safety, Health, and Nutrition (α =.851) - The Safety, Health, and Nutrition scale measures parental perceptions of the planning and implementation of policies and practices that support the overall safety, health, and nutrition needs of youth participants. Individualized prevention, wellness, and physical activities are housed in a psychologically and physically safe environment that fosters youth participants' ability to learn.

Diversity(α =.861) - This scale measures parental perceptions of the inclusion and integration of various racial, ethnic, gender, cultural, disability, sexual orientation, and social groups in center activities. An outstanding 21st CCLC's content and curriculum is inclusive of all cultural and language backgrounds, and is accessible to youth participants with physical and learning disabilities. In addition, staff and youth participants respect diversity and reflect the culture of the surrounding community. A 21st CCLC with a high degree of respect for diversity will ensure a sense of belonging among staff, youth participants, and parents/guardians, while also potentially decreasing ethnocentricity.

O-QAR Younger Youth Perceptions Tool

The O-QAR Younger Youth Perceptions Tool is used to assess perceptions of youth in grades K-6th who participate in the 21st CCLCs program. Seven aspects of 21st CCLCs are measured, including: youth development; academic learning; parent/family engagement; leadership/decision-making; communication; safety, health, & nutrition; and diversity. These scales were designed for every youth participant to complete.

Constructs for Younger Youth

Youth Development (α =.67) - The Youth Development Scale measures youth's perceptions of the 21st CCLC's ability to implement empirically-based programs and services that target at-risk youth while simultaneously building upon youth participants' strengths and assets. These indices are assessed in areas related to the development of healthy relationships and the offering of opportunities aimed to enhance social interactions and belonging.

Academic Learning (α =.891) – This scale measures youth's perceptions of the coordination of school day standards/benchmarks with 21st CCLC activities, as well as examines communication between school day personnel and 21st CCLC staff. This

academic learning linkage becomes apparent in instructional content, materials, resources, and processes necessary to attain educational objectives that are aligned with school improvement plans. In addition, quality strategies also target youth falling behind academically and ensure that every youth participant experiences opportunities to learn.

Parent/Family Engagement (α =.734) – This scale measures youth's perceptions of the ability of 21st CCLC to enhance parental participation in program activities through strong relationships and positive communication between parents/family and staff. Positive engagement also involves individualized parental/familial educational experiences and the provision of referrals to community-based resources. The 21st CCLC also explores ways to increase parent/family involvement through gathering and respecting input from parents/families of youth participants.

Leadership(α =.721) – The Leadership Scale measures the youth's perceptions of their ability to make their own choices and have autonomy in the afterschool program. Higher scores of items indicate the students have choice and the opportunity to make decisions while participating in the afterschool program.

Communication (α =.806) - The Communication Scale measures the social atmosphere of the 21st CCLC setting from the youth's perception. A 21st CCLC with positive communication represents dialogue and interactions of respect and acceptance from staff member to youth participant, and youth participant to staff member. Higher scores of items likely will result in positive interactions among youth and staff, active youth participation, and high evaluation.

Safety, Health, and Nutrition (α =.807) - The Safety, Health, and Nutrition Scale measures the planning and implementation of policies and practices that support the overall safety, health, and nutrition needs of youth participants from the youth's perspective. Individualized prevention, wellness, and physical activities are housed in a psychologically and physically safe environment that fosters youth participants' ability to learn.

Diversity (α =.749) - This scale measures the inclusion and integration of various racial, ethnic, gender, cultural, disability, sexual orientation, and social groups in center activities from the youth's perception. An outstanding 21st CCLC's content and curriculum is inclusive of all cultural and language backgrounds, and is accessible to youth participants with physical and learning disabilities. In addition, staff and youth participants respect diversity and reflect the culture of the surrounding community. A 21st CCLC with a high degree of respect for diversity will ensure a sense of belonging among staff, youth participants, and parents/guardians, while also potentially decreasing ethnocentricity.

O-QAR Older Youth Perceptions Tool

The O-QAR Older Youth Perceptions Tool is used to assess perceptions of youth in grades 7-12th who participate in the 21st CCLCs program. Seven aspects of 21st CCLCs are measured, including: youth development; academic learning; parent/family engagement; leadership/decision-making; communication; safety, health, & nutrition; and

diversity. These scales were designed for every youth participant to complete, and include a variety of questions relating to 21st CCLC programs.

Constructs for the Older Youth

Youth Development (α =.818) - The Youth Development Scale measures youth's perceptions of the the 21st CCLC's ability to implement empirically-based programs and services that target at-risk youth while simultaneously building upon youth participants' strengths and assets. These indices are assessed in areas related to the development of healthy relationships and the offering of opportunities aimed to enhance social interactions and belonging.

Academic Learning (α =.871) – This scale measures youth's perceptions of the coordination of school day standards/benchmarks with 21st CCLC activities, as well as examines communication between school day personnel and 21st CCLC staff. This academic learning linkage becomes apparent in instructional content, materials, resources, and processes necessary to attain educational objectives that are aligned with school improvement plans. In addition, quality strategies also target youth falling behind academically and ensure that every youth participant experiences opportunities to learn.

Parent/Family Engagement (α =.726) – This scale measures youth's perceptions of the ability of 21st CCLC to enhance parental participation in program activities through strong relationships and positive communication between parents/family and staff. Positive engagement also involves individualized parental/familial educational experiences and the provision of referrals to community-based resources. The 21st CCLC also explores ways to increase parent/family involvement through gathering and respecting input from parents/families of youth participants.

Leadership (α =.750) – The Leadership Scale measures the youth's perceptions of their ability to make their own choices and have autonomy in the afterschool program. Higher scores of items indicate the students have choice and the opportunity to make decisions while participating in the afterschool program.

Communication (α =.858) - The Communication Scale measures the social atmosphere of the 21st CCLC setting from the youth's perception. A 21st CCLC with positive communication represents dialogue and interactions of respect and acceptance from staff member to youth participant, and youth participant to staff member. Higher scores of items likely will result in positive interactions among youth and staff, active youth participation, and high evaluation.

Safety, Health, and Nutrition (α =.875) - The Safety, Health, and Nutrition Scale measures the planning and implementation of policies and practices that support the overall safety, health, and nutrition needs of youth participants from the youth's perspective. Individualized prevention, wellness, and physical activities are housed in a psychologically and physically safe environment that fosters youth participants' ability to learn.

Diversity (α =.858) - This scale measures the inclusion and integration of various racial, ethnic, gender, cultural, disability, sexual orientation, and social groups in center activities from the youth's perception. An outstanding 21st CCLC's content and curriculum is inclusive of all cultural and language backgrounds, and is accessible to youth participants with physical and learning disabilities. In addition, staff and youth participants respect diversity and reflect the culture of the surrounding community. A 21st CCLC with a high degree of respect for diversity will ensure a sense of belonging among staff, youth participants, and parents/guardians, while also potentially decreasing ethnocentricity.

Part Two: OQAR Tools

O-QAR Stakeholder Perceptions Tool

O-QAR Stakeholder Tool

Part I: Quality Programming & Oversight

*Directions: Think about your experience at your 21st CCLC as you answer the questions below. Please darken the circle that best describes how much you agree/disagree with each statement. Please answer the following questions by filling in the circle for **one** choice for each question.*

Please fill in each circle completely using the following example:

Like this: ● Not like this: Ⓙ Ⓧ ⊘

For each of the following statements please darken the **ONE** circle that best represents your answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Youth Development					
1. Youth participants develop relationships with caring adults at the 21st CCLC.	O	O	O	O	O
2. Youth participants have opportunities to engage in positive social interactions at the 21st CCLC.	O	O	O	O	O
3. Youth participants have opportunities to develop a sense of belonging at the 21st CCLC.	O	O	O	O	O
4. The 21st CCLC provides youth participants with opportunities they might not otherwise have.	O	O	O	O	O
5. The 21st CCLC offers opportunities for youth participants to learn pro-social norms.	O	O	O	O	O
6. The 21st CCLC offers opportunities for youth participants to develop healthy relationships with peers.	O	O	O	O	O
7. Strategies are in place to effectively <u>recruit</u> the targeted youth the 21st CCLC is designed to reach.	O	O	O	O	O
8. Strategies are in place to effectively <u>retain</u> youth participants' involvement in the 21st CCLC long-term.	O	O	O	O	O
9. 21st CCLC youth development activities are individualized to meet the specific needs of youth participants.	O	O	O	O	O
10. 21st CCLC youth development activities build on the assets and strengths of youth participants.	O	O	O	O	O
11. The 21st CCLC provides referrals to outside agencies to youth and families experiencing signs of risk.	O	O	O	O	O
12. The 21st CCLC addresses the social and emotional needs of youth participants.	O	O	O	O	O

For each of the following statements please darken the **ONE** circle that best represents your answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. The 21st CCLC incorporates research-based strategies into its youth development activities.	O	O	O	O	O

Academic Learning

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. 21st CCLC staff communicate with educators and other school staff to monitor the progress of youth participants.	O	O	O	O	O
2. 21st CCLC staff coordinate their academic learning activities with the other student intervention programs offered in the school community.	O	O	O	O	O
3. The principal and 21st CCLC site coordinator meet regularly to foster communication between the 21st CCLC and the school.	O	O	O	O	O
4. The school's Continuous Improvement Plan includes 21st CCLC priorities within it.	O	O	O	O	O
5. The 21st CCLC supports the implementation of Individualized Education Plans among youth participants with disabilities.	O	O	O	O	O
6. The 21st CCLC incorporates research-based strategies into its academic learning activities.	O	O	O	O	O

Parent/Family Engagement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The 21st CCLC offers high quality educational experiences for parents/guardians of youth participants.	O	O	O	O	O
2. The 21st CCLC offers opportunities for parents/guardians to receive support and assistance from other parents/guardians.	O	O	O	O	O
3. The 21st CCLC incorporates research-based strategies into its parent/family engagement activities.	O	O	O	O	O
4. Input from parents/guardians is gathered prior to decisions being made about the 21st CCLC.	O	O	O	O	O
5. Parents/guardians would go to 21st CCLC staff for help if needed.	O	O	O	O	O
6. Parents/guardians are informed about their child's progress at the 21st CCLC.	O	O	O	O	O
7. A system is in place within the 21st CCLC to address parents/guardian concerns and needs.	O	O	O	O	O
8. 21st CCLC parent/family activities are individualized to meet the specific needs of parents/families.	O	O	O	O	O

Safety, Health, & Nutrition

For each of the following statements please darken the **ONE** circle that best represents your answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Prevention and wellness activities are incorporated into 21st CCLC daily activities.	O	O	O	O	O
Examples: menu planning, dental health, physical fitness planning, life skills, tobacco, drug, and alcohol prevention, financial management, etc.					
2. Youth participants engage in physical activities for at least 30 minutes during every three-hour block of time at the 21st CCLC.	O	O	O	O	O
Examples: Fitness, sports, recreational activities, games, etc.					
3. The 21st CCLC provides youth participants with enough food after school.	O	O	O	O	O
4. The 21st CCLC addresses the physical needs of youth participants.	O	O	O	O	O
5. The 21st CCLC serves healthy foods that follow established nutritional guidelines.	O	O	O	O	O
6. 21st CCLC staff refer youth and their families to additional supports if safety, health, and/or nutrition needs are identified.	O	O	O	O	O
7. 21st CCLC staff ensure youth participants are psychologically and physically safe at the 21st CCLC.	O	O	O	O	O
8. 21st CCLC staff frequently wash their hands, especially after using restrooms and/or before preparing food.	O	O	O	O	O

Facilities, Space, & Equipment

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. There is ample space available to support all 21st CCLC activities.	O	O	O	O	O
2. There is enough equipment and materials available given the number of youth participants involved in the 21st CCLC.	O	O	O	O	O
3. Materials and equipment used within the 21st CCLC are developmentally appropriate given the age of the youth participants.	O	O	O	O	O
4. A variety of play equipment is available for use among youth participants.	O	O	O	O	O
5. School board policies and practices reflect commitments regarding the use of facilities by community members and partners.	O	O	O	O	O

Leadership

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

For each of the following statements please darken the **ONE** circle that best represents your answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. The 21st CCLC aligns its priorities with the strategic plan and the overall grant goals and objectives.	O	O	O	O	O
3. The 21st CCLC vision is embraced by multiple stakeholders. Examples: Youth, parents/guardians, staff, school representatives, community partners, etc.	O	O	O	O	O
4. The 21st CCLC is guided by a strategic plan that outlines key strategies and next steps.	O	O	O	O	O
5. The roles and responsibilities of key staff and stakeholders are clearly defined.	O	O	O	O	O

Staffing

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. 21st CCLC staff regularly attend professional development opportunities.	O	O	O	O	O
2. 21st CCLC staff are provided with opportunities for career advancement within the 21st CCLC.	O	O	O	O	O
3. 21st CCLC staff receive follow-up mentoring and coaching in support of their professional development and learning.	O	O	O	O	O
4. The 21st CCLC effectively recruits and retains quality staff members.	O	O	O	O	O
5. Staff performance is regularly assessed and monitored.	O	O	O	O	O
6. 21st CCLC administration provides appropriate supervision, support, and feedback to staff.	O	O	O	O	O
7. A system is in place to resolve conflicts among 21st CCLC staff.	O	O	O	O	O
8. The roles and responsibilities of 21st CCLC staff are clearly defined and articulated.	O	O	O	O	O
9. 21st CCLC staff are trained in providing suitable activities that correspond to the developmental needs of youth participants.	O	O	O	O	O
10. 21st CCLC staff effectively implement behavioral interventions.	O	O	O	O	O
11. 21st CCLC staff use their knowledge of stages of child development to guide 21st CCLC activities.	O	O	O	O	O

Diversity

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. 21st CCLC staff include an array of people with diverse talents, expertise, life experiences, and socioeconomic backgrounds.	O	O	O	O	O
2. Staff members reflect the diversity and culture(s) of the surrounding community.	O	O	O	O	O
3. 21st CCLC youth participants reflect the diversity and culture(s) of the surrounding community.	O	O	O	O	O

For each of the following statements please darken the **ONE** circle that best represents your answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4. The staff recognize, value, and respect the various backgrounds, experiences, and cultures of youth participants and their families.	O	O	O	O	O
5. 21st CCLC activities expose youth participants to groups with backgrounds and experiences different from their own.	O	O	O	O	O
6. Content and curriculum are inclusive of all cultural and language backgrounds.	O	O	O	O	O
7. Content and curriculum are accessible to youth participants with physical and learning disabilities.	O	O	O	O	O
8. 21st CCLC activities are designed to embrace cultural diversity and individual differences.	O	O	O	O	O
Climate					
1. 21st CCLC staff respond to the range of youth participants' feelings and temperaments.	O	O	O	O	O
2. Staff consistently reward and provide consequences to encourage positive participant behaviors.	O	O	O	O	O
3. Youth participants are respected and valued.	O	O	O	O	O
4. Youth participants feel psychologically safe at the 21st CCLC.	O	O	O	O	O
5. Staff communicate in caring and respectful manners.	O	O	O	O	O

Part II: Perceptions of 21st CCLC Outcomes

*Directions: Think about your experience at your 21st CCLC as you answer the questions below. Please darken the circle that best describes how much you agree/disagree with each statement. Please answer the following questions by filling in the circle for **one** choice for each question.*

Please fill in each circle completely using the following example:

Like this: ● Not like this: Ⓙ Ⓧ Ⓞ̸

*For each of the following statements please darken the **ONE** circle that best represents your answer.*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21st CCLC *youth development* activities…					
1. increase social and life skills among youth participants.	O	O	O	O	O
2. increase self-esteem among youth participants.	O	O	O	O	O
3. increase self-confidence among youth participants.	O	O	O	O	O
4. enhance leadership skills among youth participants.	O	O	O	O	O
5. enhance self-control among youth participants.	O	O	O	O	O
6. reduce exposure to risk among youth participants.	O	O	O	O	O
21st CCLC *academic learning* activities…					
1. increase reading skills among youth participants.	O	O	O	O	O
2. increase math skills among youth participants.	O	O	O	O	O
3. decrease school absenteeism among youth participants.	O	O	O	O	O
4. enhance performance on proficiency tests among youth participants.	O	O	O	O	O
5. increase school climate among youth participants.	O	O	O	O	O
6. increase engagement in school among youth participants.	O	O	O	O	O

For each of the following statements, please darken one circle that best describes how much you agree/disagree with each statement.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21st CCLC *parent/family engagement* strategies…					
1. develop effective parenting skills among participants.	O	O	O	O	O
2. enhance relationships among parents/guardians and their children.	O	O	O	O	O
3. increase parent/guardian abilities to support their children's learning.	O	O	O	O	O
4. develop positive relationships among parents/guardians and other adults in the community.	O	O	O	O	O
5. develop new skills and capacities among parents/guardian participants.	O	O	O	O	O
6. enhance feelings of support among parent/guardian participants.	O	O	O	O	O

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Part I: Quality Programming & Oversight
(sections <u>only</u> completed by program managers or site coordinators)

*Directions: Think about your experience at your 21st CCLC as you answer the questions below. Please darken the circle that best describes how much you agree/disagree with each statement. Please answer the following questions by filling in the circle for **one** choice for each question.*

Please fill in each circle completely using the following example:

Like this: ●   Not like this: Ⓙ   Ⓧ   ⊘

For each of the following statements, please darken **one** circle that best describes how much you agree/disagree with each statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Connections with Others: Partnerships					
1. Roles and responsibilities of partners involved in the 21st CCLC are documented through formal, written mechanisms.	O	O	O	O	O
2. Effective communication exists between the 21st CCLC staff and various community partners.	O	O	O	O	O
3. A system is in place to resolve conflicts among the various entities involved the 21st CCLC.	O	O	O	O	O
4. Partners meet regularly to discuss 21st CCLC activities and next steps.	O	O	O	O	O
5. 21st CCLC strategies are in place to effectively maintain and nurture partnerships with stakeholders.	O	O	O	O	O
6. 21st CCLC strategies are in place to effectively <u>recruit</u> new partners and stakeholders.	O	O	O	O	O
Connections with Others: Relationships					
1. Strong relationships exist between the 21st CCLC and the local social service sector.	O	O	O	O	O
2. Strong relationships exist between the 21st CCLC and local businesses.	O	O	O	O	O
3. Strong relationships exist between the 21st CCLC and the schools.	O	O	O	O	O
4. Strong relationships exist between the 21st CCLC and faith-based organizations.	O	O	O	O	O
5. Strong relationships exist between the 21st CCLC and parents/families.	O	O	O	O	O

For each of the following statements, please darken **one** circle that best describes how much you agree/disagree with each statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. Strong relationships exist between the 21st CCLC and volunteers.	O	O	O	O	O

Accountability

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. A comprehensive needs assessment process guides the overall 21st CCLC design.	O	O	O	O	O
2. If a needs assessment exists, it uses multiple strategies to collect data (i.e., survey, interview, focus group, etc).	O	O	O	O	O
3. Multiple types of data are collected to inform 21st CCLC activities and monitor progress. Examples: grades, homework completion rates, disruptive behavior, Ohio Achievement Test, and/or Ohio Graduation Test scores, program/career interests	O	O	O	O	O
4. A user-friendly, centralized database exists that allows for the efficient and regular collection of data.	O	O	O	O	O
5. Individual student data are collected and used to monitor student progress.	O	O	O	O	O
6. Evaluation strategies are in place to ensure the 21st CCLC is completing grant deliverables as written in the original grant.	O	O	O	O	O
7. Evaluation strategies are in place to ensure the 21st CCLC activities are implemented with quality.	O	O	O	O	O

Marketing & Public Relations

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. A 21st CCLC community-wide public relations plan has been effectively implemented.	O	O	O	O	O
2. The 21st CCLC keeps community partners well informed of its achievements and impacts on students, families, and the community.	O	O	O	O	O
3. 21st CCLC evaluation reports are disseminated to multiple stakeholders.	O	O	O	O	O
4. 21st CCLC marketing and promotional materials are published in accordance with the language needs of the community.	O	O	O	O	O

For each of the following statements, please darken **one** circle that best describes how much you agree/disagree with each statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Sustainability					
1. Sustainability strategies/plans are in place to support the long-term success of the 21st CCLC	O	O	O	O	O
Examples: Sustainability strategy, business plan, and community development plans are in place.					
2. Funding for 21st CCLC operations is diversified.	O	O	O	O	O
Examples: Funding is secured from various entities including federal government, state government, local government, private foundations, community agencies.					
3. Adequate financial investments ensure that the 21st CCLC is sustainable for at least three years.	O	O	O	O	O
4. Partners bring resources above and beyond the 21st CCLC grant to support day-to-day activities.	O	O	O	O	O
5. The community provides in-kind supports and financial investments in support of the 21st CCLC.	O	O	O	O	O

O-QAR Parent/Caregiver Tool

O-QAR Afterschool Parent/Caregiver Tool

*Directions: Think about your experiences with your child's afterschool program. Please mark the box that best describes how much you agree/disagree with each statement. Fill in only **one** circle for each question.*

Please fill in each circle completely using the following example: Like this: ●   Not like this: ⊘ ⊗ ⊘

For each of the following statements please darken the **ONE** circle that best represents your answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Youth Development					
1. My child has positive relationships with afterschool program staff.	O	O	O	O	O
2. My child does things at the afterschool program that they might not otherwise get to do.	O	O	O	O	O
3. My child feels like they are a part of the afterschool program.	O	O	O	O	O
4. My child develops social skills at the afterschool program.	O	O	O	O	O
5. My child learns leadership skills through afterschool program activities.	O	O	O	O	O
6. My child learns life skills at the afterschool program.	O	O	O	O	O
Academic Learning					
1. My child's learning is enriched through the afterschool program.	O	O	O	O	O
2. My child feels more connected to the school because they participate in the afterschool program.	O	O	O	O	O
3. My child does better on their homework because of the afterschool program.	O	O	O	O	O
4. My child does better in reading because of the afterschool program.	O	O	O	O	O
5. My child does better in math because of the afterschool program.	O	O	O	O	O

For each of the following statements please darken the **ONE** circle that best represents your answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parent/Family Engagement					
1. I feel more connected to the school because my child participates in the afterschool program	O	O	O	O	O
2. I learn new skills through activities in the afterschool program.	O	O	O	O	O
3. I feel better prepared to support my child's learning because of afterschool program activities.	O	O	O	O	O
4. I develop new relationships with other parents at the afterschool program.	O	O	O	O	O
Communication with Parents					
1. The afterschool program staff communicates with me about what is going on at the afterschool program.	O	O	O	O	O
2. Afterschool program staff communicates with me in a caring and respectful way.	O	O	O	O	O
3. Afterschool program staff tell me when my child has done something well.	O	O	O	O	O
4. Afterschool program staff makes an effort to talk to me when I pick up my child.	O	O	O	O	O
Safety, Health, & Nutrition					
1. My child gets a healthy snack at the afterschool program.	O	O	O	O	O
2. My child participates in physical activities (e.g., sports, fitness, recreational activities, games, etc.) at the afterschool program.	O	O	O	O	O
3. My child is physically safe at the afterschool program.	O	O	O	O	O
4. My child is well supervised at the afterschool program.	O	O	O	O	O
Diversity					
1. Afterschool staff respects my background and culture.	O	O	O	O	O
2. Materials provided by the afterschool program meet the language needs of my family.	O	O	O	O	O
3. My thoughts and feelings are valued by afterschool program staff.	O	O	O	O	O

O-QAR Younger Youth Tool

O-QAR Afterschool Younger Youth Tool

DIRECTIONS: I'm going to say a sentence. I want you to fill in the circle under the word that best sounds like you feel. Color in the "YES!" (*reader emphasizes voice*) if you really believe the sentence to be true; "yes" if you sort of believe the statement; "no" if you sort of believe the sentence; and "NO! (*reader emphasizes voice*) if you do NOT really believe the sentence.

Please fill in each circle completely using the following example: Like this: ● Not like this: ✓ Ⓧ ⊘

For each of the following statements please darken the **ONE** circle that best represents your answer.	NO!	No	Yes	YES!
Youth Development				
1. At the afterschool program, the staff wants me to do my best.	O	O	O	O
2. The staff at the afterschool program care about me.	O	O	O	O
3. I trust the afterschool program staff.	O	O	O	O
4. I get to do activities at the afterschool program that are new to me.	O	O	O	O
Academic Learning				
1. I am good at reading because I go to the afterschool program.	O	O	O	O
2. I work on my reading skills at the afterschool program.	O	O	O	O
3. I work on my math at the afterschool program.	O	O	O	O
4. I am good at math because I go to the afterschool program.	O	O	O	O
5. The afterschool program staff wants me to get good grades.	O	O	O	O
6. I do well on my homework because I go to the afterschool program.	O	O	O	O
7. I get good grades because I go to the afterschool program.	O	O	O	O
8. I do better in school because I go to the afterschool program.	O	O	O	O
9. I follow the rules at school because I go to the afterschool program.	O	O	O	O
10. I feel more connected to my school because I go to the afterschool program.	O	O	O	O

	NO!	No	Yes	YES!
. 11. I am able to practice skills I'm learning in school at the afterschool program.	O	O	O	O

	NO!	No	Yes	YES!
Parent/Family Engagement				
1. My parents talk to me about what I do in the afterschool program.	O	O	O	O
2. My parents talk to the afterschool staff about me.	O	O	O	O
3. My parents visit the afterschool program.	O	O	O	O
4. My parents attend afterschool program activities.	O	O	O	O
Leadership/Decision-Making				
5. I get to choose what I want to do in the afterschool program.	O	O	O	O
6. I get to help pick what activities we do in the afterschool program.	O	O	O	O
1. I get to be a leader at the afterschool program.	O	O	O	O
Communication with Others				
5. The afterschool program staff tells me I did a good job.	O	O	O	O
6. The afterschool program staff listens to me.	O	O	O	O
7. I have someone to talk to about my problems at the afterschool program.	O	O	O	O
8. If I had a problem, I would tell someone at the afterschool program.	O	O	O	O
9. I would go to an afterschool program staff member for help if I needed it.	O	O	O	O
Safety, Health, & Nutrition				
1. I feel safe at the afterschool program.	O	O	O	O
2. I get to be active through play at the afterschool program.	O	O	O	O
3. I get a healthy snack at the afterschool program.	O	O	O	O
4. The afterschool program staff makes sure I am safe.	O	O	O	O

	NO!	No	Yes	YES!
5. I know the rules at the afterschool program.	O	O	O	O
6. I understand the rules at the afterschool program.	O	O	O	O

*For each of the following statements please darken the **ONE** circle that best represents your answer.*	NO!	No	Yes	YES!
Diversity				
1. It is okay that there are people who are different than me that come to the afterschool program.	O	O	O	O
2. I am friends with kids at the afterschool program who are different than me.	O	O	O	O
3. At the afterschool program, it's okay to be different.	O	O	O	O
4. The afterschool program staff treat all kids the same.	O	O	O	O
5. At the afterschool program, kids are nice to other kids even if they are different.	O	O	O	O

O-QAR Older Youth Tool

O-QAR Afterschool Older Youth Survey

Directions: *Think about your experiences with your child's afterschool program. Please mark the box that best describes how much you agree/disagree with each statement. Fill in only **one** circle for each question.*

Please fill in each circle completely using the following example: Like this: ●   Not like this: ⊘ ⊗ ⊘

*For each of the following statements please darken the **ONE** circle that best represents your answer.*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The afterschool program staff pushes me to do my best.	O	O	O	O	O
2. The afterschool program staff cares about me.	O	O	O	O	O
3. I trust the afterschool program staff.	O	O	O	O	O
4. I respect the afterschool program staff.	O	O	O	O	O
5. Because I come to the afterschool program, I get to participate in enrichment activities (art, music, performing arts, dance, etc.) that I would not get to participate in otherwise	O	O	O	O	O

Academic Learning

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am better at reading because of the afterschool program.	O	O	O	O	O
2. I am better at math because of the afterschool program.	O	O	O	O	O
3. The adults in the afterschool program want me to do well in school.	O	O	O	O	O
4. I do better on my homework because I go to the afterschool program.	O	O	O	O	O
5. My grades are better because I go to the afterschool program.	O	O	O	O	O
6. I behave better at school because I go to the afterschool program.	O	O	O	O	O
7. Activities in the afterschool program are connected to what I'm learning in my classroom.	O	O	O	O	O

For each of the following statements please darken the **ONE** circle that best represents your answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parent/Family Engagement					
5. My parents/guardians talk to me about what I learn in the afterschool program.	O	O	O	O	O
6. My parents/guardians talk to afterschool program staff about how I am doing in the program.	O	O	O	O	O
1. My parents/guardians attend activities (like dinners and performances) offered at the afterschool program.	O	O	O	O	O
Leadership/Decision-Making					
1. I have choices in what I want to do in the afterschool program.	O	O	O	O	O
2. I have lots of chances to help decide things (i.e. rules, activities, etc.) in the afterschool program.	O	O	O	O	O
3. I get to be a leader at the afterschool program.	O	O	O	O	O
Communication with Others					
1. The afterschool program staff tell me when I have done something well.	O	O	O	O	O
2. The afterschool program staff listens to me.	O	O	O	O	O
3. There are afterschool program staff that I could talk to about something important.	O	O	O	O	O
4. I would go to an afterschool program staff member for help if I needed it.	O	O	O	O	O
Safety, Health, & Nutrition					
1. I feel safe at the afterschool program.	O	O	O	O	O
2. I get a healthy snack at the afterschool program.	O	O	O	O	O
3. The afterschool program staff make sure I am safe.	O	O	O	O	O
4. The afterschool program staff make me feel safe.	O	O	O	O	O
5. I understand the rules at the afterschool program.	O	O	O	O	O

For each of the following statements please darken the **ONE** circle that best represents your answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Diversity					
1. I am comfortable with students at the afterschool program who are different from me.	O	O	O	O	O
2. I am friends with people who are different from me in the afterschool program.	O	O	O	O	O
3. In the afterschool program, it's ok to be different	O	O	O	O	O
4. In the afterschool program, all students are treated the same regardless of where they come from.	O	O	O	O	O
5. In the afterschool program, students treat others who are different from them with respect.	O	O	O	O	O

Part Three: Data Collection, Analysis, and Interpretation

Part Three: Data Collection, Analysis, and Interpretation

The O-QAR Tools are offered in the public domain. Therefore the Tools are free to use with permission of the author. To gain permission to use the O-QAR, please contact Dawn Anderson-Butcher at anderson-butcher.1@osu.edu; or 614-292-8596.

Leaders at CAYCI also can assist you with your data collection, analysis, and interpretation process for a small technical assistance fee. You may contact Dawn Anderson-Butcher at the above email and phone number for more information.

Once data are collected using the various O-QAR Tools, the next step for 21st CCLC is to organize the data. This is also known as data management. Data management requires combining all of the responses from each stakeholder in a systematic way so that the data may then be analyzed and interpreted. Data may be managed and analyzed either through computer software or by hand.

As resources to purchase expensive computer software may be limited, details are provided here in relation to managing and analyzing O-QAR data by hand. By following the steps presented there, you will be able to organize and analyze their data, reducing it down to a meaningful set of numbers.

As an example, imagine after collecting and analyzing the data in response to O-QAR, the following information was determined and transcribed.

O-QAR Stakeholder Perceptions Part A: Section 1					
Name of Scale	**Mean of the Scale**	**Range of the Scale**	**Item**	**Mean of the Item**	**Range of the Item**
Youth Development: General Principles	4.51	3-5	1	4.38	3-5
			2	4.5	4-5
			3	4.55	4-5
			4	4.5	4-5
			5	4.54	4-5
			6	4.57	4-5
Youth Development: Targeted Strategies	4.17	2-5	1	4.17	4-5
			2	3.83	2-5
			3	4.33	2-5
			4	3.85	2-5
			5	4.27	3-5
			6	4.46	4-5
			7	4.31	2-5
Academic Learning	4.09	2-5	1	4.14	2-5
			2	3.92	2-5
			3	4.4	4-5
			4	4.25	2-5
			5	3.91	2-5
			6	3.91	2-5

			1	3.75	2-5
Parent/Family Engagement	3.96	2-5	2	4	2-5
			3	4	2-5
			4	4.13	2-5
			5	3.78	2-5
			6	3.91	2-5
			7	4	2-5
			8	4.1	2-5
Safety, Health, & Nutrition	3.87	1-5	1	4.33	3-5
			2	2.91	1-5
			3	3.25	1-4
			4	4	3-5
			5	3.83	1-5
			6	3.9	2-5
			7	4.27	4-5
			8	4.43	4-5
Facilities, Space, & Equipment	4.09	2-5	1	4	3-5
			2	4.25	4-5
			3	4.29	4-5
			4	3.92	2-5
			5	4	3-5
Leadership	4.29	3-5	1	4.38	4-5
			2	4.42	4-5
			3	4.15	3-5
			4	4.42	3-5
			5	4.08	3-5
Staffing: Professional Development	4	3-5	1	4.2	4-5
			2	3.8	3-5
			3	4	3-5
Staffing: Supervision	4.05	2-5	1	3.77	2-5
			2	4	2-5
			3	4.09	3-5
			4	4.29	3-5
			5	4.11	2-5
Staffing: Skill Sets	3.96	2-5	1	4.17	4-5
			2	3.62	2-5
			3	4.08	2-5
Diversity	4.12	2-5	1	4.08	4-5
			2	4.23	2-5
			3	4.38	3-5
			4	4.23	4-5
			5	4	3-5
			6	3.9	2-5
			7	4.18	4-5
			8	3.92	2-5

			1	3.77	2-5
			2	4.09	3-5
Climate	4.09	2-5	3	4.25	3-5
			4	4.18	4-5
			5	4.18	3-5
O-QAR Part IA: Section II					
			1	4	4
			2	4	4
Connections with Others: Partnerships	3.75	2-5	3	3.5	3-4
			4	3	2-4
			5	4.5	4-5
			6	3.5	3-4
			1	3.5	2-5
			2	3	2-4
Connections with Others: Relationships	3.58	2-5	3	4.5	4-5
			4	3.5	3-4
			5	4	3-5
			6	3	3
			1	4	3-5
			2	4	3-5
			3	4	3-5
Accountability	4.14	2-5	4	3.5	2-5
			5	4.5	4-5
			6	4.5	4-5
			7	4.5	4-5
			1	3.5	3-4
Marketing & Public Relations	4	3-5	2	3.5	3-4
			3	4.5	4-5
			4	4.5	4-5
			1	4.5	4-5
			2	4	3-5
Sustainability	4.2	2-5	3	4.5	4-5
			4	3.5	2-5
			5	4.5	4-5

Determining Strengths and Areas of Improvement

Having organized and analyzed your data, the next step in the process involves the identification of areas of strength within the 21st CCLC, as well as areas in need of improvement. This is where the data synthesized in the Table becomes very helpful.

From the above table, program leaders are able to determine which areas of the 21st CCLC are the strongest and which areas are in need of improvement. To do this, program leaders need only to focus specifically on the "Mean of the Scale" column. By looking at

this column, they are able to see which areas have the highest and lowest means by rank-ordering each mean from highest to lowest.

Using the above example, the rank-ordering of the means would be:

1. Youth Development: General Principles (mean = 4.51)
2. Leadership (mean = 4.29)
3. Sustainability (mean = 4.20)
4. Youth Development: Targeted Strategies (mean = 4.17)
5. Accountability (mean = 4.14)
6. Diversity (mean = 4.12)
7. Academic Learning, Climate, & Facilities, Space, & Equipment (all have the same mean; mean = 4.09)
8. Marketing & Public Relations (mean = 4.00)
9. Parent/Family Engagement & Staffing: Skill Sets (all have the same mean; mean = 3.96)
10. Safety, Health, & Nutrition (mean = 3.87)
11. Connections with Others: Partnerships (mean = 3.75)
12. Connections with Others: Relationships (mean = 3.58)

From this information, it is evident that this example 21st CCLC is particularly strong in the areas of youth development (general principles), leadership, and sustainability. In addition, stakeholders within the example 21st CCLC program perceive that management within the program is strong, as well are the funding streams that support the program.

These data also highlight several key areas that should be the focus for future continuous improvement efforts. From the above rank-ordered list, it is evident that the areas of the 21st CCLC that could use strengthening include parent/family engagement; staffing (skill sets); safety, health, & nutrition; and connections with others.

Determining Specific Components within a Programming Area to Strengthen
Having identified several general areas that could use strengthening, the data from the table above also help you determine which specific aspects may be contributing to lower perceptions among stakeholders in these areas. This information may be determined by looking at the "Mean of the Item" column.

For example, safety, health, & nutrition was an identified general area where stakeholders felt there might be a need for improvement. By looking at the means of the items within this particular area, one can see that the mean of Item 2 (engage in physical activities for at least 30 minutes) is 2.91. This is the lowest mean for any item within the safety, health, and nutrition scale. Because of this, it is contributing to lowering the mean for the whole scale.

As such, if program leaders want to increase perceptions of stakeholders in regards to the quality of the safety, health & nutrition area, one specific area to focus on would be engaging youth participants in physical activity for at least 30 minutes during every three hour window of time, as this item has the lowest mean.

Another example may be helpful in illustrating how this works. Connections with others: Relationships was the weakest area identified by stakeholders. Within this area, Item 2 (Strong relationships exist between the 21st CCLC and local business; mean=3.0) and 6 (Strong relationship exist between the 21st CCLC and volunteers; mean=3.0) had the lowest means. This indicates that two areas of the program that could specifically be strengthened would be in the areas of developing relationships with the businesses sector and with volunteers.

Other Considerations During Decision-Making
Although not discussed explicitly above, it is also helpful to look at the variability within the data. Variability is how much your stakeholder's responses differ from each other. Program leaders can use the "Range of the Scale" column to look at the variability within each scale and item.

Ideally, one would want the perceptions of all of your stakeholders to have low variability and be within the 4-5 range. This would indicate that the stakeholders who took the assessment felt comparable in their perceptions of the 21st CCLC quality programming and oversight areas. However, this often is not the case, especially given the unique perceptions that individuals have.

Continuing with the example from above highlights how there is often wide variability in perceptions. It is clear that the range of most of the scales were from 2-5. This means that there is wide variability in this data set.

This variability may be due to a variety of reasons. Stakeholders participating in the assessment may truly have well-informed, but varying perspectives related to these areas of high variance. It also could be because certain individuals only interact with certain aspects of the program and therefore may be unfamiliar with certain quality aspects. Stakeholders also may hold different opinions about how an area should be structured and therefore may rate the quality of that aspect lower because of their differing perspective. Regardless, it will be important to tease apart why there might be high variability in perceptions. There may, in actuality, be substantive reasons as to why some stakeholders are in disagreement. In turn, improvements in these areas may be needed.

In addition, it also may be valuable to examine the variability within each item to determine more specifically how stakeholders perceive specific program components (i.e., examine the "Range of the Item" column). The same process of interpretation applies here. The point is that variability may indeed point to areas that additionally need to be strengthened.

An Example for Use in Determining Priorities with Site Leadership's Outcomes
The remainder of this section will guide program leaders through the process of determining priorities by using an example of data collected from an example 21st CCLC site.

As an example, imagine after collecting and analyzing the data in response to O-QAR Part I for Site Leadership, the following information was determined and transcribed into the Part II Overall Data Organizational Tool.

Name of Scale	Percent in Agreement for the Scale	Item	Percent in Agreement for Each Item
Perceptions of 21st CCLC Outcomes: Youth Development	76	1	65
		2	78
		3	75
		4	70
		5	69
		6	77
Perceptions of 21st CCLC Outcomes: Academic Learning	85	1	80
		2	85
		3	83
		4	80
		5	89
		6	81
Perceptions of 21st CCLC Outcomes: Parent/Family Engagement	72	1	75
		2	71
		3	77
		4	72
		5	67
		6	69

From the above table, you can explore the degree to which individuals completing the O-QAR Part I believe the 21st CCLC contributes to outcomes. To do this, program leaders should focus specifically on the "Percent in Agreement for the Scale" column. By looking at this column, one can clearly see which outcome areas have the highest and lowest percentages of agreement by rank-ordering each percentage from highest to lowest. Using the above example, the rank-ordering of the percentages would be:

1. Perceptions of Academic Learning Outcomes (85%)
2. Perceptions of Youth Development Outcomes (76%)
3. Perceptions of Parent/Family Engagement Outcomes (72%)

From this information, the table shows that 85% stakeholders surveyed believed the 21st CCLC positively impacted academic learning outcomes. The data also indicate that perceptions of outcomes related to youth development and parent/family engagement are somewhat favorable. More specifically, 76% reported they thought the 21st CCLC impacted youth development outcomes; whereas 72% reported they though the 21st CCLC impacted parent/family engagement outcomes. Perceptions among stakeholders are least favorable in relation to parent/family engagement outcomes. This may point to the need to strengthen 21st CCLC activities in this area.

The data from the table above also help you determine which specific indicators may be contributing to lower perceptions within these areas. This information can be determined by looking at the "Percentage in Agreement for Each Item" column.

For example, the parent/family engagement outcome area was identified as a general area potentially in need of strengthening. By looking at the percentage agreement for each item included in this subscale, one is able to see that the lowest percentage of agreement was for Item 5 (i.e., develop new skills and capacities among parents/guardian participants). Only 67% of stakeholders who completed the survey agreed with this statement.

This item is then contributing to lowering the percentage of agreement for the whole parent/family engagement outcomes subscale. Therefore, this area (i.e., developing new skills and capacities among parents/guardians) might be specific area where program leaders would want to improve upon if they want to enhance perceptions of stakeholders about parent/family engagement outcomes.

Similarly, perceptions were least favorable across the scale for the youth development outcomes, and particularly for Item 1 (i.e., increase social and life skills among youth participants). Again, these data may point to the need to strengthen 21st CCLC activities in this area.

In addition, these data on perceptions of outcomes also may be useful when generating buy-in and support for your 21st CCLC. For instance, current and prospective funders might be interested in knowing that 85% of stakeholders surveyed report that participation in the 21st CCLC contributes to academic learning outcomes such as increased reading and math skills. Or that 89% of those surveyed perceive that the 21st CCLC contributes to increased school climate (i.e., Academic Learning Item 5). These positive perceptions oftentimes are helpful for 21st CCLCs to better "tell their story" to others. In the end, it is useful to map areas of strengths, and successes to celebrate (i.e., scales and items where stakeholder perceptions are favorable). Likewise, it is valuable to map areas of weaknesses (or opportunities for improvements). Both can be helpful in guiding next steps within a 21st CCLC program.

Caution with Interpreting Data
The O-QAR Tools assess stakeholder perceptions of programs. Program leaders and others involved in day to day operations, however, know their 21st CCLC'S operations best. However, the best decisions often come when individuals use both experience *and* data to drive future planning efforts. By integrating both, Program Leaders may make better determinations about the meaning behind the data and strategize more effectively in relation to the findings.

Also, it is important to caution that two people may look at the same data and come to completely different conclusions. Everyone has unique experiences and perspectives. As such, this Workbook section aims to help you make better determinations about your 21st CCLC that are guided mostly by data. Be careful not to negate the importance of experience, as well.

Part Four: Planning for Improvements

Part Four: Planning for Improvements

Pulling It All Together
This section is dedicated to helping Program Leaders use the findings to guide program improvements. It takes data organized in Part 3 and uses them to develop an overall action plan that addresses your identified improvement priorities. Sample worksheets are provided in the appendix.

Data summarized in Part 3 are used here to illustrate how to plan for improvement. We will continue with the example given throughout the Workbook. Additionally, there are two example worksheets provided in the appendix at the end of this Guide that may be useful.

Summarizing Priorities from Tools I-IV
One key first step in planning for improvement involves summarizing areas of improvement and strengths. Priorities that emerged from the example data in Part 3 are thus summarized in the following Table.

Summary of Tool I Priorities - Stakeholders
Programming and Oversight
Parent/Family Engagement
Staffing: Skill Sets
Safety, Health, & Nutrition - Engaging youth in physical activity for at least 30 minutes during 3 hour window of time.
Connections with Others: Partnerships
Connections with Others: Relationships - Cultivating relationships with businesses - Cultivating relationships with volunteers

Summary of Tool I Priorities – Site Leadership
Perceptions of Outcomes
Perceptions of 21st CCLC Outcomes: Parent/Family Engagement - Developing new skills and capacities among parents

Identifying a Few Priority Areas for Improvement
As presented in these summary tables, oftentimes priorities in one component of the O-QAR also may be identified within another component. For example, parent/family engagement appeared as an area for improvement both within the programming and oversight section, as well as in the perceptions of outcomes section.

Therefore, emergent themes that span across O-QAR sections may emerge. These themes are a direct result of the interconnectedness between all quality indicators. The

key here, however, is to synthesize the data from both areas to come up with 2-3 key areas for improvement within a 21st CCLC program. For instance, one area of improvement in the example data involves enhancing parent/family engagement strategies. This is because data here shows lower means in this area on several areas.

Once a few priority areas for improvement have been established, it will be beneficial to pull together a "Site Improvement Team" who will spearhead all improvements within the 21st CCLC. This team might include 21st CCLC staff, school personnel and staff, tutors, volunteers, parents/guardians, youth participants, and other community partners. By inviting key stakeholders into your improvement planning, you create shared ownership and accountability for their program.

It also may be helpful to have these other individuals involved in improvement efforts so that future tasks may be parceled out among team members. It may eventually be helpful to divide your team into subcommittees which focus on particular improvement areas. For instance, the example 21st CCLC site might want to create a parent/family engagement subcommittee and a sustainability subcommittee which focuses on cultivating relationships as it addresses its specific needs.

Developing a Strategic Plan for Improvement
Once a team has been created to address primary areas of importance, it will be time to determine improvement strategies and objectives in relation to the identified O-QAR priority areas. A Strategic Plan for Improvement Tool has been created to help assist Program Leaders in this process. An example tool is provided in the Appendix that serves as an example Plan 21st CCLC sites can use.

In essence, the primary purpose of the Strategic Plan for Improvement Tool is to provide a mechanism for the 21st CCLC Site Improvement Teams to plan and document progress related to their primary activities within their improvement priorities. As a team, members should collectively describe goals (priority areas identified from O-QAR), objectives, steps taken, responsible parties, projected timelines, anticipated and actual accomplishments, and evaluation indicators. Ultimately, the Strategic Plan for Improvement tool will serve as an active document that monitor progress in addressing 21st CCLC improvement areas.

Concluding Remarks

In summary, use of the O-QAR tools will help program leaders in 21st CCLC and Afterschool Programs assess program quality. Data also will allow Program Leaders to examine the degree to which stakeholders, parents/guardians, and youth participants are satisfied with program quality, as well as assess to whether they perceive various outcomes accrue as a result of participation.

The various tools provided in this Guide are designed to assist Program Leaders with your data collection, management, and analysis processes. Additionally, the Strategic Plan for Improvement also will help program leaders plan for next steps related to

improving 21st CCLC and after school programs in their school-communities. We are hopeful that the O-QAR tools and related information provided in this guide are helpful in facilitating these efforts.

Appendix A:
Example Note-Taking Worksheets

O-QAR: Note-Taking Worksheet for Stakeholder O-QAR

	Strengths & Successes to Celebrate!!!	~~Weaknesses~~ – *Opportunities for Improvement!*
Youth Development: *General Principles & Targeted Strategies*		
Academic Learning		
Parent/Family Engagement		
Safety, Health, & Nutrition		
Facilities, Space, & Equipment		
Leadership		
Staffing: *Professional Development, Supervision, & Skill Sets*		
Diversity		
Climate		
Connections with Others: *Partnerships & Relationships*		
Accountability		

Marketing & Public Relations		
Sustainability		
Perceptions of **Youth Development** Outcomes		
Perceptions of **Academic Learning** Outcomes		
Perceptions of **Parent/Family Engagement** Outcomes		

O-QAR: Note-Taking Worksheet for Parent/Guardian O-QAR Tool

	Strengths & Successes to Celebrate!!!	**~~Weaknesses~~ – *Opportunities for Improvement!***
Youth Development		
Academic Learning		
Parent/Family Engagement		
Communication		
Safety, Health, & Nutrition		
Diversity		

O-QAR: Note-Taking Worksheet for Younger Youth O-QAR Tool

	Strengths & Successes to Celebrate!!!	**~~Weaknesses~~** – *Opportunities for Improvement!*
Youth Development		
Academic Learning		
Parent/Family Engagement		
Leadership		
Communication		
Safety, Health, & Nutrition		
Diversity		

O-QAR: Note-Taking Worksheet for Older Youth O-QAR Tool

	Strengths & Successes to Celebrate!!!	~~Weaknesses~~ – *Opportunities for Improvement!*
Youth Development		
Academic Learning		
Parent/Family Engagement		
Leadership		
Communication		
Safety, Health, & Nutrition		
Diversity		

Appendix B:
Strategic Plan for Improvement Worksheet

STRATEGIC PLAN FOR IMPROVEMENT   Year: _____

Community Learning Center of _____

PRIORITY AREA FOR IMPROVEMENT:					TARGET DATE OF COMPLETION:
Objectives/Strategies	**Who?**	**By when?**	**Benchmark**	**Date of Achievement**	**How did it go?**
•					
•					
•					
•					
•					
•					
•					

SMART Objectives:
   Specific ~ Meaningful/Measurable ~ Achievable ~ Realistic, Relevant, Resourced ~ Time Specific