Youth Program Quality Assessment and Intervention: Participatory Professional Development for Afterschool

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Session Objectives

• Participants will...
  – Understand the basic elements of a Quality Improvement System (QIS) and the benefits it can have on staff and youth engagement.
  – Learn about the point-of-service quality standards and basic structure of the Youth Program Quality Assessment (Youth PQA).
  – Consider how they can initiate, expand, or deepen a quality improvement system in their program(s).
Big Question

Can we improve instructional effectiveness by focusing on quality management?
Agenda

• Introduction
• Opening – QIS Concepts Brainstorm
• Central Ideas
  – Elements of a Quality Improvement System
  – Key Features of Positive Youth Development Settings
  – Quality Construct
  – Youth PQA Structure
• Practice – Youth PQA Fitting and Scoring
• Mini-Self Assessment in Your Program
• Questions
• Your Next Steps
David P. Weikart Center for Youth Program Quality

a division of the Forum for Youth Investment that empowers education and human service leaders to:

adapt, implement, and scale best-in-class, research-validated quality improvement systems to advance child and youth development.
Forum for Youth Investment

a nonprofit, nonpartisan action tank dedicated to helping communities and the nation make sure all young people are ready by 21 – ready for college, work and life.

www.forumfyi.org/
Cincinnati Youth Program Quality Intervention

- Led by United Way of Greater Cincinnati in partnership with Cincinnati Public Schools, the Afterschool Advisory Network and the Greater Cincinnati Foundation

- Pilot started Summer/Fall 2012 (same time as first pilot of common social and emotional measures)

- 20 sites: 3 high schools; 17 elementary schools

- Data points collected:
  - Self-Assessment (fall and spring)
  - External-Assessment (fall and spring)

Providers find YPQI valuable; program staff looking forward to more training
Next Steps for Cincinnati

Determine ongoing intermediary for Youth Program Quality work

- United Way of Greater Cincinnati is building capacity within the afterschool network for collaborative leadership, data-driven decision making, and continuous improvement

- Goal is to turn the intermediary role over to a shared leadership group in 2014-2015; building trust and ensuring adequate infrastructure will be critical

Connect the data points

- Partners are in the process of developing a template to drive continuous improvement using real-time data at an aggregate level for programs across the school district; United Way is providing thought-leadership, convening power and financial support
Conceptual Brainstorm

1. We’ll look at a series of 5 concepts.

2. For each one, brainstorm with your group for 1 minute
   A. What comes to mind when you see this concept?
   B. How would you define it?

3. Rotate when instructed.

4. Repeat!
Quality Improvement System Elements – Service Production Map

Know what you are focused on, measure it, and talk about it!
Service Production Map

Inputs

- Quality Management Practices
- Quality Instructional Practices

Outputs

- Staff Engagement
- Youth Engagement
- Skill-building

Transfer Outcomes
Service Production Map

Quality Management Practices

Inputs

Outputs

Staff Engagement
Quality Instructional Practices
Youth Engagement
Skill-building

Transfer Outcomes

#Rb21NM

all youth ready for college work and life
Service Production Map

United Way of Greater Cincinnati
- Shared Learning
- Staff Development
- Data-Driven Decision Making
- Collaboration

Transfer Outcomes

Quality Management Practices

Inputs

Staff Engagement
Service Production Map

United Way of Greater Cincinnati
- Professional Development
- Networking
- Surveys
- Participate in Program Self-Assessment

Inputs:
- Quality Management Practices
- Quality Instructional Practices
- Staff Engagement

Outputs:
- Transfer Outcomes
- Self-Assessment
- Participate in Program
- Surveys
- Networking
- Professional Development
Service Production Map

Quality Instructional Practices

Inputs

- Quality Management Practices
- Skill-building

Outputs

- Staff Engagement
- Youth Engagement

Transfer Outcomes

all youth ready for college work and life
Service Production Map

United Way of Greater Cincinnati
- Youth Work Methods
- Use of Youth PQA data
- Program Improvement Planning

Quality Instructional Practices

Staff Engagement
Youth Engagement

Inputs

Quality Management Practices
Service Production Map

Inputs

Quality Management Practices

Quality Instructional Practices

Skill-building

Staff Engagement

Outputs

Youth Engagement

Transfer Outcomes

Youth Engagement

Quality Management Practices

Quality Instructional Practices

Skill-building

Staff Engagement

Outputs

Transfer Outcomes
United Way of Greater Cincinnati

- Pre/post surveys
- Attendance
- Student Selected Enrichment Clubs

Youth Engagement

Skill-building

Outputs

Transfer Outcomes

Pre/post surveys
Attendance
Student Selected Enrichment Clubs
Service Production Map

Inputs
- Quality Management Practices
- Quality Instructional Practices

Outputs
- Staff Engagement
- Youth Engagement

Transfer Outcomes
United Way of Greater Cincinnati

- Social Emotional Skills
  - DESSA Mini
- Academic Skills
- 21st Century Skills
- Learning Partner Dashboard

Skill-building

Transfer Outcomes

Youth Engagement
Big Question

Can we improve instructional effectiveness by focusing on quality management?
QUALITY MATTERS

The Youth Program Quality Intervention®
The Basics: At the Program Level

**ASSESS**
Collect data about your program.

**PLAN**
Create an improvement plan based on data.

**IMPROVE**
Carry out your plan. Train and coach staff.

Data should be reliable and feel relevant.

Acknowledge needs of adult learners – process is participatory.

Begins with setting the standard.
Multiple levels of Setting, Cross-Level Roles

<table>
<thead>
<tr>
<th>Settings</th>
<th>Actors</th>
<th>Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Setting</td>
<td>Network Leaders</td>
<td>...enact standards and supports</td>
</tr>
<tr>
<td></td>
<td>Managers</td>
<td>...enacts continuous improvement practices</td>
</tr>
<tr>
<td>Organization Setting</td>
<td>Managers</td>
<td>...engages in continuous improvement practices</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>...enacts instructional practices</td>
</tr>
<tr>
<td>Point of Service Setting</td>
<td>Youth</td>
<td>Youth engage in instruction and build skills</td>
</tr>
</tbody>
</table>
QIS Policies: Scaled Adoption of YPQI

Policy Setting
- 85 Networks/ Systems

Organization Setting
- >3250 Sites
- >21,125 Staff
  Estimate based on mean of 6.5 staff per site in YPQI Study Sample

Point of Service Setting
- >276,250 Child & Youth
  Estimate based on mean daily attendance of 85 youth per day in YPQI Study Sample
YPQI Study Results* – Yes, it works!

• It improves program quality.
• It works across challenging staffing conditions.
• It works across different types of afterschool systems and policies.
• It has been shown to be a sustainable, cost-effective, lower stakes model for continuous quality improvement.

I gained relevant knowledge and/or developed valuable skills.

The quality of instruction improved at my site.

Youth were more engaged

Youth developed skills.

Overall, YPQI was a good use of my time and effort

Overall, YPQI was supported by my supervisor

N=128 site managers, 178 staff from Atlanta, Baltimore, Chattanooga, Maryland, Nashville, Richmond, Vermont, Washington
Service Production Map

Inputs

- Quality Management Practices
- Quality Instructional Practices
- Skill-building

Outputs

- Staff Engagement
- Youth Engagement

Transfer Outcomes
QUALITY CONSTRUCT

The Youth Program Quality Assessment®
What is the Youth PQA?

1. A **validated** instrument designed to assess the quality of youth programs and identify staff training needs.

2. A set of items that measures youth access to **key developmental experiences**.

3. A tool which produces scores that can be used for comparison and assessment of **progress over time**.

4. Both a **standard for instruction** in OST program offerings and a **measure of performance** against that standard.
Evidence Base: Review of Setting Qualities Associated with Positive Youth Development

The National Research Council & Institute for Medicine list the following key features of positive youth development settings:

• Physical and psychological safety
• Appropriate structure
• Supportive relationships
• Opportunities to belong
• Positive social norms
• Support for efficacy and mattering
• Opportunities for skill-building
• Integration of family, school and community efforts
### PQA Sample Item

**III. INTERACTION: BELONGING | COLLABORATION | LEADERSHIP | ADULT PARTNERS**

**BELONGING** | Youth have opportunities to develop a sense of belonging.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Youth have no opportunities to get to know each other (beyond self-selected pairs or small cliques).</td>
<td></td>
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<tr>
<td>3. Youth have informal opportunities to get to know each other (e.g., youth engage in informal conversations before, during, or after session).</td>
<td></td>
</tr>
<tr>
<td>5. Youth have structured opportunities to get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers, and a variety of groupings for activities).</td>
<td>The staff started the session by facilitating 2 icebreakers (all of my neighbors and 2 truths and a lie).</td>
</tr>
</tbody>
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**“Domain”**

**“scale”**

**“level/ indicator/ descriptor”**

**“item”**

**“anecdotal evidence”**
Mini Stickies Activity

• **Place each label** from *PQA Stickies* in the correct row for each item on the *Sample Items*. Look over the anecdotal evidence for each item and see how the anecdotes “fit” with the items.

• **Score each item.** For each row, read through the levels of the item and select the level - 1, 3, or 5 - that most closely agrees with your evidence. Pay close attention to words like some, most, and always. Start at level 5 to see the full description of necessary evidence and check agreement with the anecdotal evidence by looking to the lower levels.

• **Review the Stickies Key** and compare your scores. Discuss with your neighbors.
Service Production Model

Inputs:
- Quality Management Practices
- Quality Instructional Practices
- Staff Engagement
- Youth Engagement

Outputs:
- Skill-building

Transfer Outcomes
Big Question

What makes an after school program successful?

A leader that builds and sustains a professional learning community that is well informed about its own performance.
Conducting a “Mini” Self Assessment

1. Select 1-4 scales (pages) to focus on.
2. Select assessors and plan data collection.
3. Collect data (observe and take notes)
4. Team Based Scoring Meeting

• Take a moment to write some notes on your next steps to make this happen.
• What scales do you think you might like to use?
• Let us know how it went and if you’re interested in doing more!
Reflection

• Thinking about Quality Improvement Systems – what is one thing from this session that was new for you?

• What is one question you still have?
Thank you!

• Resources:
  – www.cypq.org

• Contact Info:
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