



Youth Program Quality Intervention Report

2016-17 Findings from Building Louisville's Out-of-School Time

Coordinated System (BLOCS)

Louisville, Kentucky

August 23, 2017

Katharine Helegda

Leanne Roy

Lucy Smith

The David P. Weikart Center for Youth Program Quality empowers education and human service leaders to adapt, implement and bring to scale best-in-class, research-validated quality improvement systems to advance child and youth development. Afterschool and other out-of-school time systems throughout the United States rely on the Weikart Center's intervention, performance metrics and aligned professional development to drive their continuous improvement efforts. These include an evidence-based intervention model (Youth Program Quality Intervention, or YPQI) and core set of instructional quality metrics (Youth Program Quality Assessment, or Youth PQA). www.cypq.org

The Weikart Center is a division of the Forum for Youth Investment.

© The David P. Weikart Center for Youth Program Quality. All rights reserved.

Table of Contents

- Summary4
- Background5
 - Local Context5
- Implementation Timeline6
- Performance Dashboard7
- Theory of Action and Performance Measures9
- Participants10
- Results12
 - Policy Level.....12
 - Organization Level12
 - Point-of-Service Level.....15
 - Risk Index.....23
 - Staff Skill Priorities24
- Findings25
- Appendix A. Program Quality Intervention Data Collection26
- Appendix B. Staff and Manager Demographics.....28
- Appendix C. Profile Analyses of PQA & SAYO Data29
- Appendix D. Staff and Manager Open-Ended Survey Responses34
- References47

Summary

During the 2016-17 program year, the Building Louisville's Out-of-School Time Coordinated System (BLOCS) partnered with the David P. Weikart Center for Youth Program Quality (Weikart Center) to implement a quality improvement system in 77 youth development program sites. The quality improvement model used by BLOCS was based on the Youth Program Quality Intervention (YPQI), an assessment-driven continuous improvement process designed to: (a) build managers' continuous quality improvement skills; (b) increase the quality of instructional practices delivered in youth development programs; and, ultimately, (c) increase students' engagement with program content and opportunities for skill-building.

This report provides findings for the 2016-17 YPQI in 77 BLOCS sites. The findings address feasibility for coordinating and engaging with YPQI supports by staff and managers, YPQI implementation by staff and managers, satisfaction with the YPQI, and quality of instruction delivered by participating programs.

Questions addressed in this evaluation include:

- Was the YPQI implemented at high fidelity at 77 youth development program sites?
- Did the program providers say that the YPQI was effective?
- Where did staff want to develop their own skills?

Key findings include:

- The quality improvement system (QIS) supports were fully utilized in most cases, and implementation fidelity was high across the 77 sites;
- Participating staff valued the intervention and thought it was a good use of their time; and
- Within the BLOCS network, site staff want to develop skills on Cultural Competency, Reframing Conflict, Youth Voice, Coaching Staff on Instructional Quality, and Connections to Parents and Families.

A separate recommendation memo providing strategic recommendations for system sustainability and growth is available. This memo is based on findings from this report and consultation with system leads around future goals.

Background

Local Context

Beginning in Fall 2014, Metro United Way in Louisville, Kentucky partnered with the David P. Weikart Center for Youth Program Quality (Weikart Center) to initiate a baseline data collection project using the Youth Program Quality Assessment (Youth PQA) and the School-Age Program Quality Assessment (School-Age PQA) tools. This effort was intended to gauge the level of out-of-school time (OST) program quality for a sample of sites in the Louisville and Southern Indiana area and, ultimately, to determine the need for a program quality improvement initiative that would foster support and resources for OST staff to build their instructional skills and to effectively participate in a continuous quality improvement feedback loop. The baseline data collection was conducted during fall 2014 and was intended to include a sample of 40 of the approximately 115 sites.

In the 2015-16 program year, 61 sites participated in the quality improvement intervention, growing the BLOCS network by 34%. The data collection plan included self and external assessments using both the School-Age and Youth PQA, Staff and Manager responses to a Fidelity and Satisfaction Survey, and youth reported outcomes measured by the Survey of Academic and Youth Outcomes Youth Survey (SAYO-Y). Sixty sites submitted external assessments in both the fall and spring. Fifty-nine sites submitted self assessments in the fall. A planning-with data session was held, and BLOCS collected Program Improvement Goals from 60 sites. Site staff and managers reported satisfaction with, and fidelity to, the YPQI process through end-of-year surveys. Thirty-four sites submitted SAYO-Y data.

In the 2016-17 program year, 77 sites participated in the quality improvement intervention, further growing the BLOCS network by 26%. The data collection plan included self and external assessments using both the School-Age and Youth PQA, Staff and Manager responses to a Fidelity and Satisfaction Survey, and youth reported outcomes measured by the SAYO-Y. All 77 sites in the network submitted external assessments in both the fall and spring and a self assessment in the fall. A planning with data session was held, and BLOCS collected Program Improvement Goals from all 77 sites. Site staff and managers reported satisfaction with, and fidelity to, the YPQI process through end-of-year surveys. Forty-five sites submitted SAYO-Y data.

Implementation Timeline

Implementation of the YPQI includes six elements: kickoff, performance assessment (external and self), planning with data, instructional coaching for staff, skill-based training on instruction for staff, and technical assistance (TA) coaching for site managers. Participation in these implementation practices is associated with higher-quality instruction (Smith et al., 2012). BLOCS implemented each of these elements, as illustrated in Table 1.

Table 1. Alignment between YPQI & BLOCS QIS

Element	BLOCS	YPQI Study	Notes on Training and Action
YPQI Kick Off	✓	✓	August 2016, sites participated in a kickoff workshop to introduce the elements of the quality improvement system, review timelines, expectations, etc.
External assessment	✓	✓	September – November 2016, March 2017, External Assessments completed by reliable External Assessors.
Program self assessment	✓	✓	September – October 2016, Site staff attended the PQA Basics training and completed a team-based program self assessment. Online Basics course was also available.
Improvement Planning	✓	✓	October – December 2016, Sites participated in a Planning with Data workshop, continued planning on-site with teams, and developed program improvement plans.
Youth Work Methods trainings	✓	✓	September 2016 – May 2017, Youth Work Methods for staff and manager delivered by local trainers that have attended the Youth Work Methods Training of Trainers Workshop. Selected workshops were identified by improvement plans.
TA Coaching for site managers (focused on continuous improvement practices)	✓	✓	December 2016 – May 2017, Site managers attended the Quality Instructional Coaching workshop and were trained to provide instructional coaching for staff, which included providing observation and feedback (instructional coaching) using the relevant PQA items as a standard for skill-building practice.
Quality Coaching Training for managers to coach staff (focused on improving instruction)		✓	January – May 2017, Site managers were supported by technical assistance coaches to implement the quality improvement practices described above.

Performance Dashboard

Three indicators are included in the performance dashboard: Training for Continuous Improvement Practices, Continuous Improvement Practices, and Quality of Instructional Practices.

These indicators provide a snapshot detailing fidelity to the YPQI and the quality of instruction at BLOCS sites across the organization-level and point-of-service-level measures.

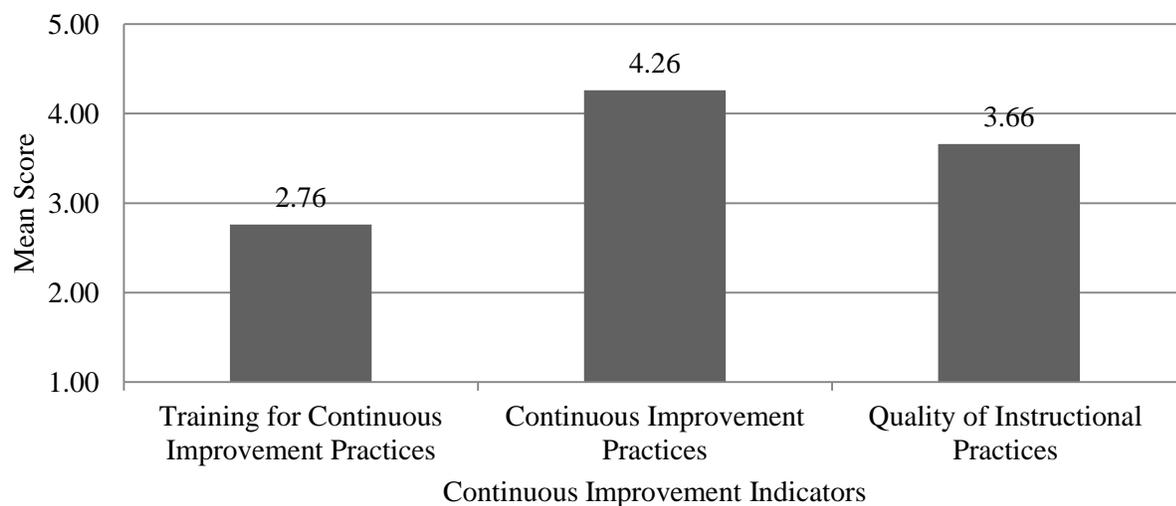
Figure 1 presents the average performance on these three indicators across all BLOCS sites. Only Youth and School-Age PQAs scored by reliable external assessors are included in the results.

Training for Continuous Improvement Practices includes PQA Basics, Planning with Data, Quality Instructional Coaching, and Youth Work Methods. This indicator reflects the degree to which staff members participated in professional development opportunities and activities that are meant to increase the quality of services they provide.

Continuous Improvement Practices include whether or not the program manager engaged with a program self-assessment team to produce a quality rating, created a program improvement plan, provided coaching to staff on instruction, and provided staff opportunities for skill-specific training linked to the improvement plan. This indicator reflects the degree to which the elements of the YPQI were implemented.

Quality of Instructional Practices, also referred to as the Instructional Total Score (ITS), reflects the extent to which high-quality instructional practices were delivered. It is composed of ratings of staff practice at the point of service in three domains: a structured environment facilitated through guidance and encouragement (i.e., Supportive Environment), opportunities for leadership and collaboration (i.e., Interaction), and the capacity to promote planning and reflection (i.e., Engagement).

Figure 1. Network Summary by Indicator



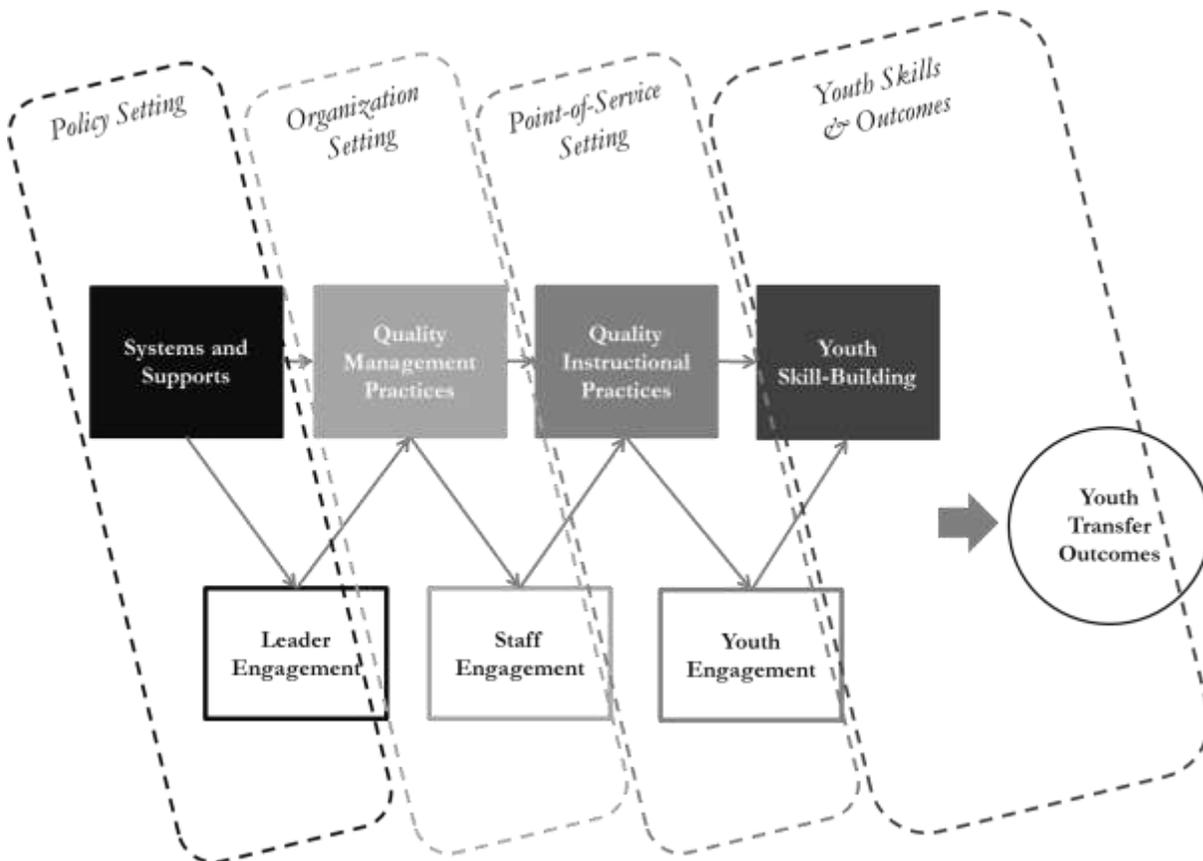
Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), Youth PQA 2016-17 (n = 77)

Theory of Action and Performance Measures

The YPQI Theory of Action (Figure 5) is an implementation sequence that spans policy, organization, and point-of-service levels of youth development settings. In this model, actors engage in activities at one level that lead them to enact behaviors at the level below. In perhaps the most important cross-level step, managers engage site-based teams of staff in continuous improvement practices, leading staff to enact higher-quality instructional practices with youth at the point-of-service. We refer to the YPQI as producing a cascade of effects because implementation begins with a policy-level decision and produces effects across multiple levels (e.g., staff training at the policy level, manager and staff planning at the organization level, staff practices at the point-of-service level, and skill growth at the youth level).

The Theory of Action draws on an evidence base suggesting that (a) setting qualities influence development, (b) motivation influences learning, (c) skill building requires intentional adult supports and time to practice those skills, and (d) skills learned in one setting can transfer to a different setting.

Figure 5. YPQI Theory of Action



The YPQI Theory of Action can be a useful framework for organizing various data sources into one logic model. Several tools (outlined in Table 2) were used in the YPQI study to collect performance information from program managers and staff. A description of the measures used in each setting level is outlined in Table 3.

Participants

The BLOCS network is composed of 77 unique sites. These sites submitted a total of 238 program quality assessments: 54 externally-scored Youth PQAs, 28 self-scored Youth PQAs, 106 externally-scored School-Age PQAs, and 50 self-scored School-Age PQAs. Twenty-nine sites completed the staff portion of the YPQI satisfaction and fidelity survey, and 56 sites completed the manager portion. All 77 sites submitted program improvement plans composed of 190 total quality improvement goals, and 45 sites submitted SAYO-Y data. Individual site performance information data is presented in Appendix A. Survey demographic information data is presented in Appendix B.

Table 2. Performance Information Data

	Sites	Self Youth PQA	External Youth PQA	Self School-Age PQA	External School-Age PQA	Program Improvement Plans	Manager Survey	Staff Survey	SAYO-Y
Total	77	28	54	50	106	190	74	32	809
Percent of sites		100	100	100	100	100	73	38	58

Table 3. Description of Performance Measures

Policy Level

No Policy-Level data were collected in this study.

Organization Level

Participation in YPQI Supports: Staff attended YPQI trainings: PQA Basics, Planning With Data, Quality Instructional Coaching, and Youth Work Methods.

Continuous Improvement Practices: Staff engaged with a program self assessment team to produce a quality rating, created a program improvement plan, received coaching by the manager on instruction, and attended skill-specific training linked to the improvement plan. This measure also includes the number of staff involved in assessment and planning as well as the number of hours spent completing the process.

YPQI Value: Participation in the YPQI was a good use of time and effort, was supported by a supervisor, and was a good fit with the job.

Vertical Communication: Manager provides feedback, is visible during the program, knows what is being accomplished, challenges staff, and makes sure program goals and priorities are clear.

Horizontal Communication: Staff co-plan program policies or activities with other staff, discuss problems, and observe or are observed by other staff.

Job Satisfaction: Staff consider their job to be close to their ideal, their job condition is excellent, they are satisfied with their job, and they would not change their career.

Organization-Level Effect: Staff gained relevant knowledge or behavioral skills.

Point-of-Service Level

Instructional Total Score: Composed of ratings of staff instructional practice in three domains: A structured environment facilitated through guidance and encouragement (i.e., Supportive Environment), opportunities for leadership and collaboration (i.e., Interaction), and the capacity to promote planning and reflection (i.e., Engagement).

School-Day Content: Staff are aware of school-day academic content; coordinate afterschool activities with students' homework; manage communication with parents, school-day staff, and information sharing; and participate in meetings and parent-teacher conferences.

Growth and Mastery Goals: Students were exposed to new experiences, participated in successive sessions with increasing task complexity, were acknowledged for achievements, and identified what they are uniquely good at.

Point of Service Effectiveness: Quality of instruction improved.

Youth Behavioral Skills and Outcomes

Youth Skill Effect: Youth were more engaged and developed skills.

Survey of Academic and Youth Outcomes: Youth believe they have supportive adults, the program has helped with social/personal skills, enjoy and feel engaged in the program, have choice and autonomy, feel challenged, have a sense of competence as a learner, have a sense of social competence, and have future plans and expectations.

Results

This section presents performance results at the applicable levels of the system and aligned with the Theory of Action in Figure 5. The average scores for BLOCS in 2016-17 are provided in each graph and table. Wherever possible, a de-identified reference sample is used as a comparison. The de-identified reference sample contains between 362 and 2067 sites. Unless specified, only scores completed by a reliable external assessor are included in the results section.

Policy Level

The policy level was not measured in this performance study.

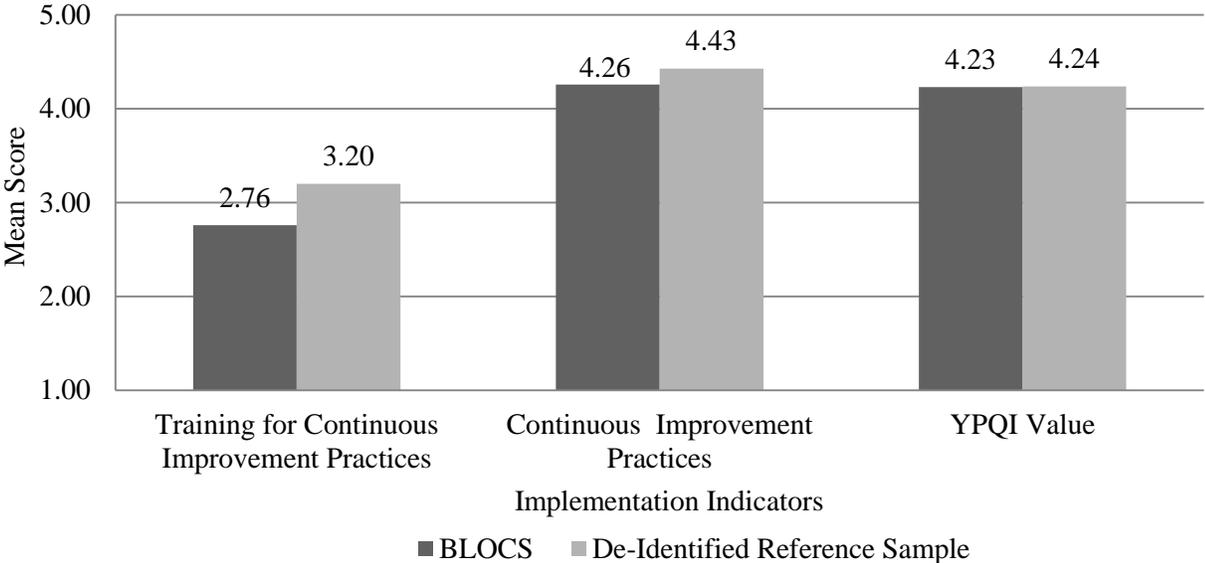
Organization Level

The organization-level performance indicators include results for participation in YPQI supports, continuous improvement practices, YPQI value, horizontal communication, vertical communication, job satisfaction, and organization-level effect (refer to Table 3). They capture the climate and culture of programs as well as staff and manager participation in efforts to continuously improve their delivery of high-quality instruction.

Organization Level Implementation

Organization-level implementation contains the indicators of continuous improvement practices, training for continuous improvement practices, and YPQI value. Figure 6 shows the average performance in BLOCS on these indicators compared to a large reference sample. Table 4 provides the average item-level scores for each of the indicators as well as the time it took to implement the YPQI. Site staff and manager open-ended survey responses can be found in Appendix D.

Figure 6. Organization-Level Performance Indicators - Implementation



Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey De-identified Reference Sample 2017 (n = 362)

Table 4. Organization-Level Performance Indicators - Implementation

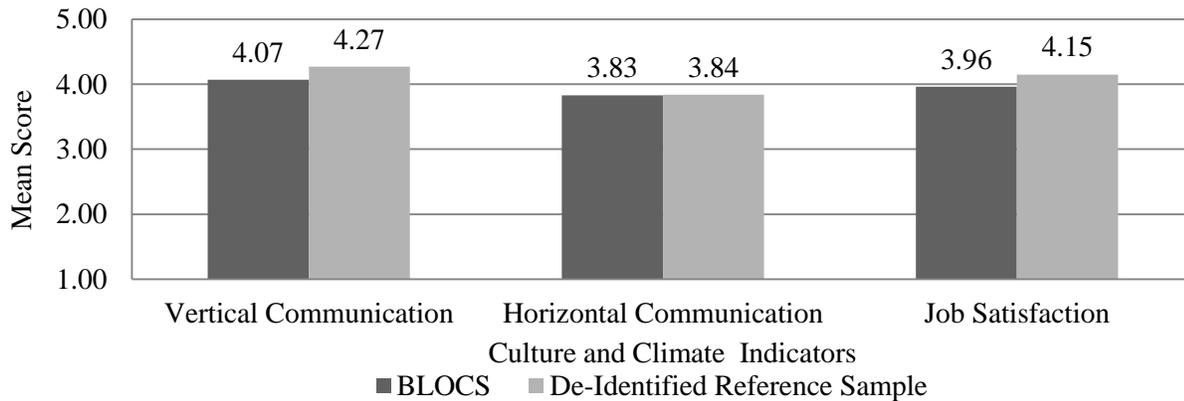
Training for Continuous Improvement Practices		De-Identified Reference Sample
<i>Prompt: Please select one response for each statement. 1 = "No", 3 = "I attended", 5 = "I attended with at least one other staff member at my site"</i>		BLOCS
In this or previous years, have you participated in PQA Basics or PQA Basics Plus training, live or online?	3.19	3.60
In this or previous years, have you participated in a Planning with Data workshop, live or online?	2.71	3.40
In this or previous years, have you participated in a Quality Instructional Coaching workshop?	2.42	2.60
In this year, have you participated in any Youth Work Methods trainings focused on improving the quality of instruction in your program AND/OR related to your Program Improvement Plan?	2.74	3.20
Continuous Improvement Practices		De-Identified Reference Sample
<i>Prompt: Please select one response for each statement. 1 = "No", 5 = "Yes"</i>		BLOCS
Did your site team conduct a program self assessment using the PQA anytime this program year?	4.88	4.82
Did you create a Program Improvement Plan for your site based on the PQA data?	4.47	4.61
Did you coach individual staff by observing their sessions and providing feedback using the PQA as a standard of performance?	4.21	4.59
Did you send staff to any trainings focused on improving the quality of instruction in your program AND/OR aligned to your Program Improvement Plan (e.g., Youth Work Methods workshops, Social and Emotional Learning workshops)?	3.49	3.92
Staff Involvement		De-Identified Reference Sample
<i>Prompt: Participation by a site time is an important part of the YPQI. In this section, we ask about the participation of other staff at your site in the four continuous improvement practices. [The following items are not part of a scale and are respondents' original numeric entry]</i>		BLOCS
How many staff work at your site? Answer "0" if you are the only staff member.	6.58	11.63
How many other staff at your site helped to complete the program self assessment using the PQA? Answer "0" if you completed the program self assessment alone.	2.22	4.32
Please estimate how many total staff hours it took to complete the program self assessment using the PQA (The sum total of hours for all members of the self assessment team, including you).	5.36	9.75
How many other staff at your site helped to create the Program Improvement Plan? Answer "0" if you created the improvement plan alone.	2.48	3.80
Please estimate how many total staff hours it took to create your Program Improvement Plan. (The sum total of hours for all members of the improvement planning team, including you).	6.06	6.62
How many total staff (including you) acted to implement your Program Improvement Plan?	4.48	8.74
YPQI Value		De-Identified Reference Sample
<i>Please rate this statement based on your experience this program year: 1 = "Not at all", 3 = "To some extent", 5 = "To a great extent"</i>		BLOCS
Overall, participation in the quality improvement system was a good use of my time and effort.	4.14	4.06
Overall, participation in the quality improvement system was supported by my supervisor.	4.32	4.42
Overall, participation in the quality improvement system was a good fit with my job.	4.26	4.22

Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey De-identified Reference Sample 2017 (n = 362)

Culture and Climate

Culture and climate includes measures of communication among staff, communication between staff and their supervisors, and general job satisfaction of staff in the organization. Figure 7 shows the average performance for BLOCS on these indicators compared to the comparison sample. Table 5 provides the average item-level scores for each of the indicators.

Figure 7. Organization-Level Performance Indicators – Culture and Climate



Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey De-identified Reference Sample 2017 (n = 362)

Table 5. Organization-Level Performance Indicators – Culture and Climate

Vertical Communication		
<i>Please respond to the following statements by circling the number that most nearly represents how often the following practices occur in your program: 1 = “Never”, 3 = “Every few months”, 5 = “At least weekly”</i>	BLOCS n = 29	De-Identified Reference Sample
My supervisor challenges me to innovate and try new ideas.	3.90	4.19
My supervisor makes sure that program goals and priorities are clear to me.	4.24	4.34
Horizontal Communication		
<i>Please respond to the following statements by circling the number that most nearly represents how often the following practices occur in your program: 1 = “Never”, 3 = “Every few months”, 5 = “At least weekly”</i>	BLOCS n = 29	De-Identified Reference Sample
I co-plan with another member of staff.	4.07	4.19
I discuss teaching problems or practices with another staff member.	4.34	4.44
A co-worker observes my session and offers feedback about my performance.	3.45	3.36
I work on plans for program policies or activities with other staff.	3.83	3.88
I observe a co-worker's session and provide feedback about their performance.	3.48	3.32
Job Satisfaction		
<i>Please rate the extent to which the following statements are true for you. 1 = “Almost never true”, 3 = “True about half of the time”, 5 = “Almost always true”</i>	BLOCS n = 68	De-Identified Reference Sample
In most ways, this job is close to my ideal.	4.04	4.12
The condition of my current job is excellent.	3.84	4.18
I am satisfied with this job.	4.23	4.40
If I could change my career so far, I would not change anything.	3.71	3.93

Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), De-Identified Reference Sample 2017 (n = 362)

Organization-Level Effect

According to the YPQI Fidelity and Satisfaction Survey, staff and managers reported that they gained relevant knowledge or skills due to participation in the YPQI, with an average score of 4.06 out of a possible 5, with 1 meaning “not at all” and 5 meaning “to a great extent.”

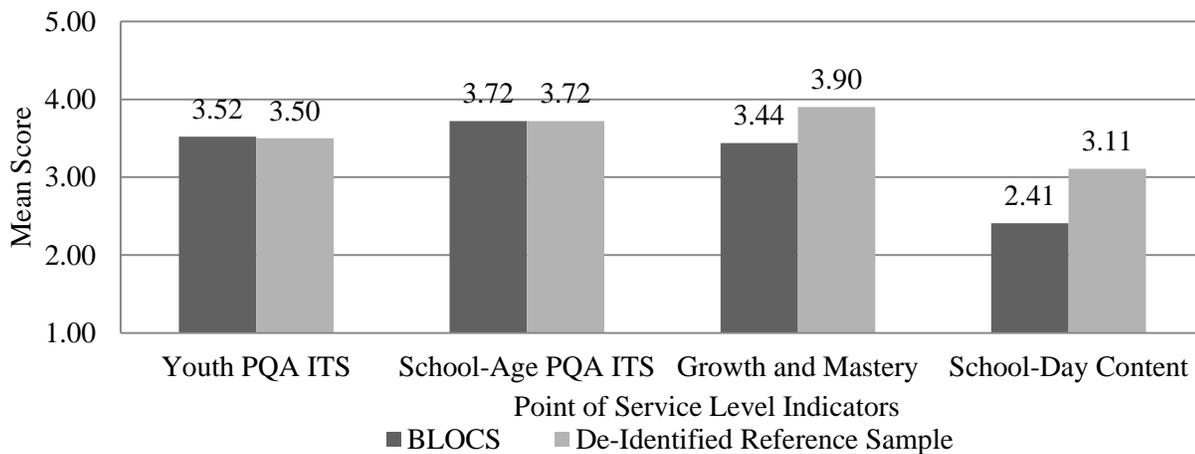
Point-of-Service Level

Point-of-service level indicators include instructional quality, growth and mastery goals, school-day content, and point-of-service effectiveness.

Instructional Quality

Instructional Quality includes three indicators: instructional total score, growth and mastery, and school-day content. Figure 8 shows the average performance on these indicators compared to the reference sample. Table 6 shows the domain scores that compose the ITS, and Tables 7 and 8 provide the average item-level scores for each of the indicators.

Figure 8. Point-of-Service Level Performance Indicators – Instructional Quality



Source: Youth PQA 2016-17 (n = 27), School-Age PQA 2016-17 (n = 50), Youth PQA De-Identified Reference Sample 2016 (n = 1626), School-Age PQA De-Identified Reference Sample 2016 (n = 2067), YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey De-Identified Reference Sample 2017 (n = 362)

Table 6. Point-of-Service Level Performance Indicators – Instructional Total Score

	BLOCS YPQA	BLOCS SAPQA	De-Identified Reference Sample YPQA	De-Identified Reference Sample SAPQA
Instructional Total Score	3.52	3.72	3.50	3.72
Supportive Environment	4.43	4.19	4.31	4.08
Interaction	3.38	3.85	3.35	4.05
Engagement	2.75	3.12	2.85	3.02

Source: Youth PQA 2016-17 (n = 27), School-Age PQA 2016-17 (n = 50), Youth PQA De-Identified Reference Sample 2016 (n = 1626), School-Age PQA De-Identified Reference Sample 2016 (n = 2067)

Table 7. Point-of-Service Level Performance Indicators – Growth and Mastery

Growth and Mastery <i>Please indicate the proportion of students in your program for which the following goal statements are true. 1 = “Almost none”, 3 = “About half”, 5 = “Almost all”</i>	BLOCS (n = 29)	De-Identified Reference Sample
We exposed students to experiences which were NEW FOR THEM.	3.83	4.19
Students had responsibilities and privileges that INCREASE OVER TIME (e.g., older youth allowed to used advanced art equipment).	3.55	3.98
Students worked on GROUP PROJECTS THAT TAKE MORE THAN FIVE SESSIONS to complete.	2.59	3.31
Participating children and youth were acknowledged for achievements, contributions and responsibilities (e.g. exhibitions of work).	3.83	4.33
At least once during a semester students participated in a SEQUENCE OF SESSIONS where TASK COMPLEXITY INCREASES to build explicit skills (e.g., Lego robotics to build computer programming skills).	3.28	3.52
Students identified a skill/activity/pursuit that THEY FEEL they are uniquely good at.	3.59	4.07

Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey De-identified Reference Sample 2017 (n = 362)

Table 8. Point-of-Service Level Performance Indicators – School-Day Content

School-Day Content <i>When you lead academic sessions or coordinate academic learning in the afterschool program, indicate the proportion of students for which the following statements are true. Skip = “I don’t lead academic sessions or coordinate students’ academic learning in our program.” 1 = “Almost none”, 3 = “About half”, 5 = “Almost all”</i>	BLOCS (n = 29)	De-identified Reference Sample
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis.	3.10	3.79
I coordinate the activity content of afterschool sessions with students’ homework.	2.41	3.33
I help manage formal 3-way communication that uses the afterschool program to link students’ parents with school-day staff and information (i.e. afterschool staff attend a parent/teacher conference).	2.24	2.88
I participate in meetings for afterschool and school day staff where linkages between the school day and afterschool are discussed and/or where academic progress of individual students are discussed.	2.34	2.95
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program.	1.97	2.58

SOURCE: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey De-Identified Reference Sample 2017 (n = 362)

Point-of-Service Level Effect

Where asked about the changes at the point-of-service that resulted from participation in the YPQI process, staff and managers reported that the quality of instruction improved, with an average score of 3.70 out of a possible 5, with 1 meaning “not at all” and 5 meaning “to a great extent.”

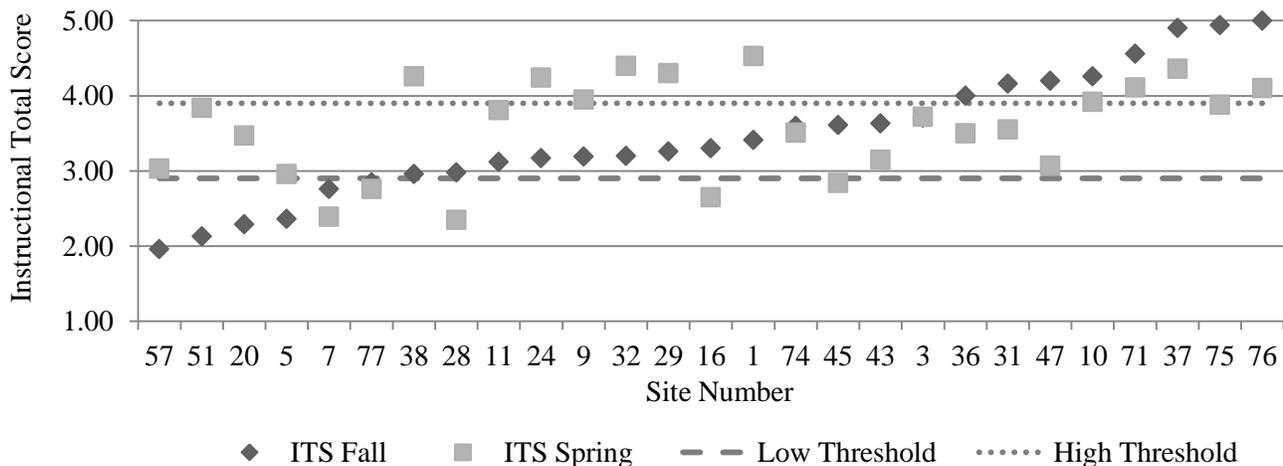
Program Quality Assessment

Quality of Instruction by Site

Figure 9 presents instructional total scores (ITS) on Youth PQA external assessments, and Figure 10 presents ITS on School-Age PQA external assessments. Analysis of similar Weikart Center data indicates that ITS above the “high-engagement” threshold (3.90) are strongly associated with youth reports of engagement in the form of interest, challenge, and belonging. ITS below the “low-engagement” threshold (2.90) are associated with little to no youth sense of belonging, interest, or challenge at the program (Akiva, Cortina, Eccles, & Smith, 2013).

In the fall, 13 of the 27 sites with externally-scored Youth PQA had an ITS between the high- and low-engagement thresholds, 8 sites scored above the high-engagement threshold, and 6 sites scored below the low-engagement threshold. In the spring, 12 sites scored between the high- and low-engagement threshold, 10 sites scored above the high-engagement threshold, and 5 sites scored below the low-engagement threshold. The scores for 15 sites went down from fall to spring, and 12 sites increased where compared to their previous ITS thresholds. Of the sites that increased in ITS, 4 sites went from below the low-engagement threshold to in-between the thresholds, and 6 sites went from in-between the thresholds to above the high-engagement threshold. Of the sites that decreased their ITS from fall to spring, 3 sites went from in-between the thresholds to below the low-engagement threshold, and 4 sites moved from above the high-engagement threshold to between the thresholds.

Figure 9. Fall to Spring Youth PQA ITS Results

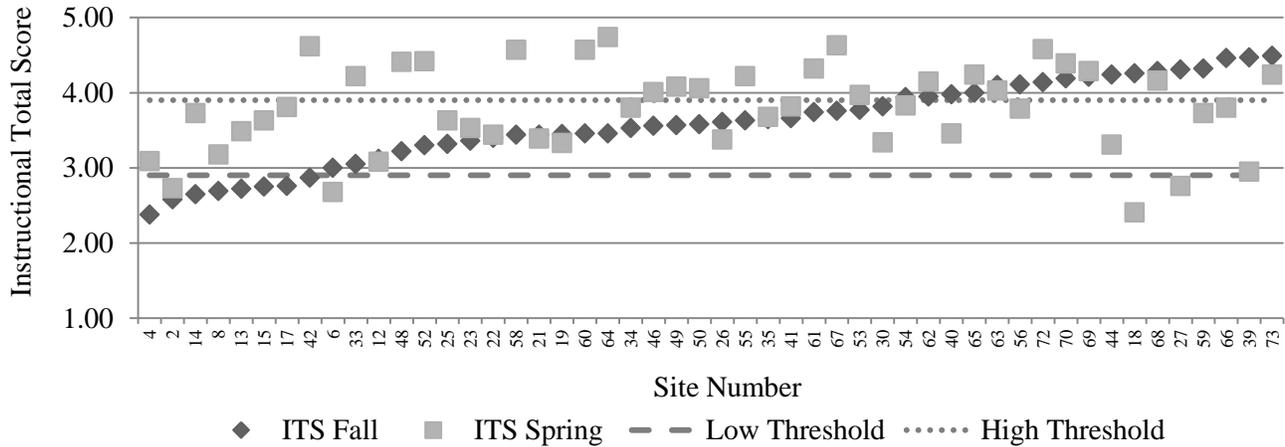


Source: Youth PQA 2016-17 (n = 27)

In the fall, 25 of the 50 sites with externally-scored School-Age PQA had an ITS between the high- and low-engagement thresholds, 17 sites scored above the high-engagement threshold, and 8 sites scored below the low-engagement threshold. In the spring, 24 sites scored between the high- and low-engagement threshold, 22 sites scored above the high-engagement threshold, and four sites scored below the low-engagement threshold. Eighteen sites went down in ITS from the fall to the spring, and 32 sites increased in ITS. Of the sites that increased in ITS, 5 sites went from below the low-engagement threshold to in-between the thresholds, and one site went from below the low-engagement threshold to above the high-engagement threshold. Thirteen sites went from in-between the thresholds to above the high-engagement threshold. Of the sites that decreased their ITS from fall to

spring, 2 sites went from above the high-engagement threshold to below the low-engagement threshold, 8 sites went from scoring above the high-engagement threshold to in-between the thresholds, and 1 site went from scoring in-between the thresholds to below the low-engagement threshold.

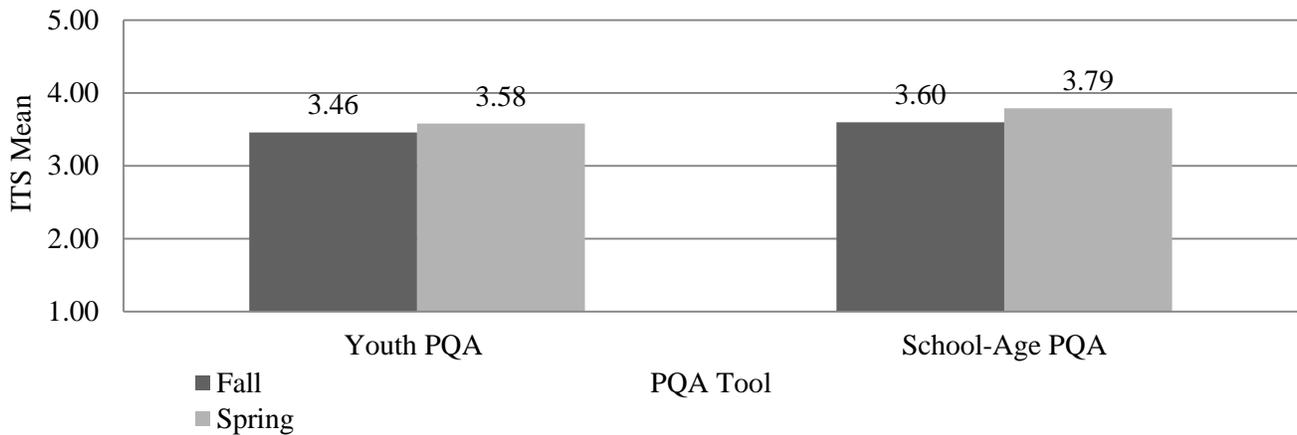
Figure 10. Fall to Spring School-Age PQA ITS Results



Source: School-Age PQA 2016-17 (n = 50)

Figure 11 shows the aggregated ITS scores in fall 2016 and spring 2017 for both the Youth PQA and School-Age PQA. Across both tools, aggregated fall scores are apparently less than aggregated spring scores.

Figure 11. Fall to Spring Aggregate ITS Results

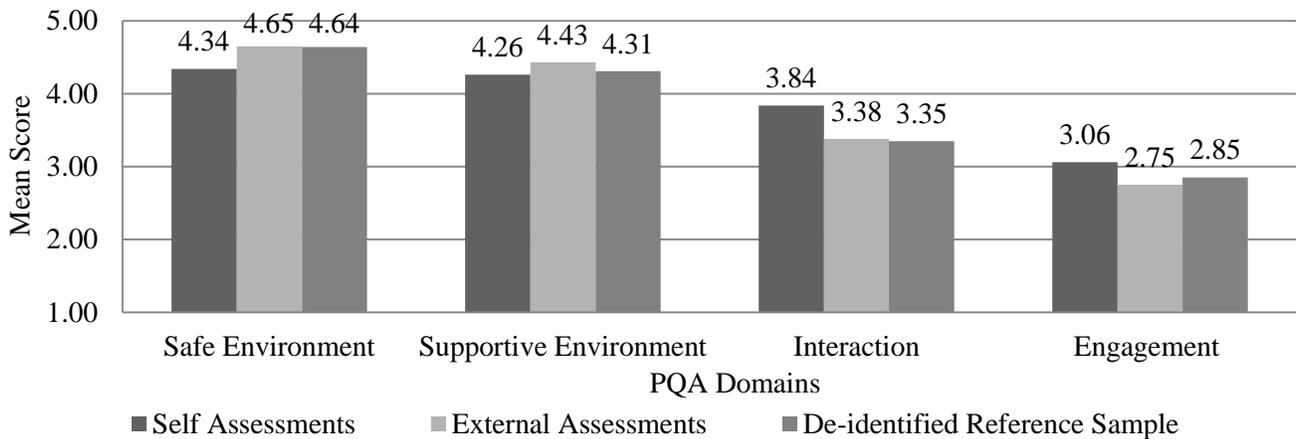


Source: Youth PQA 2016-17 (n = 27), School-Age PQA 2016-17 (n = 50)

Figure 12 shows the average domain scores for both the self-scored and externally-scored Youth PQA domains across the BLOCS network compared to a large reference sample. Self-assessment scores were apparently higher than externally-rated assessment scores in the Interaction and Engagement domains. External-assessment scores were closely aligned to the reference sample in all four domains.

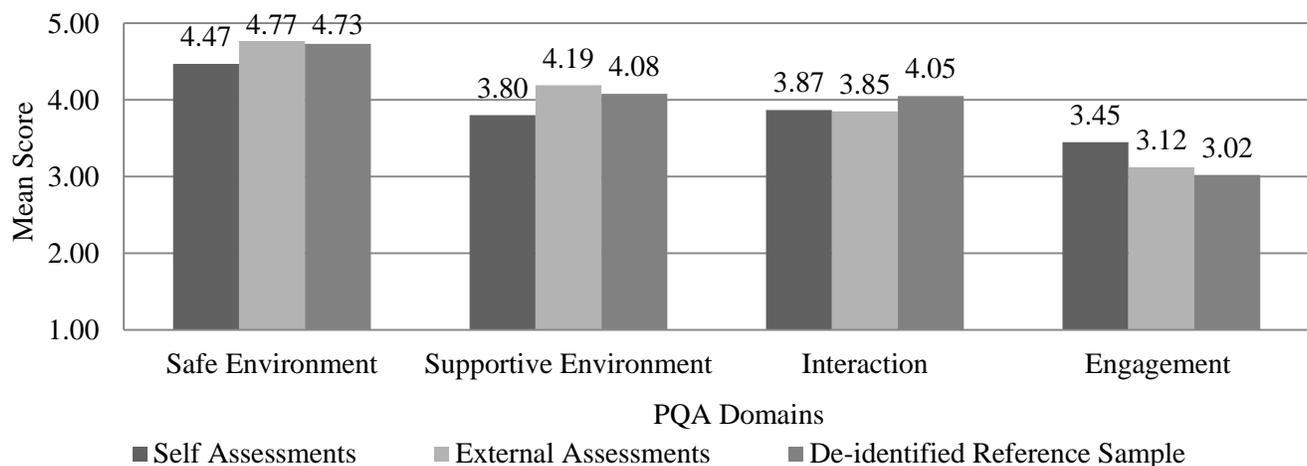
Figure 13 shows these scores for the School-Age PQA. Self-scored assessment scores were apparently higher than externally-scored assessment scores in the Interaction and Engagement domains. External-assessment scores were closely aligned to the reference sample in all four domains.

Figure 12. Self-and Externally-Scored Youth PQA Compared to a Reference Sample



Source: Externally Scored Youth PQA 2016-17 (n = 54), Self Scored Youth PQA 2016-17 (n = 29), De-identified External Reference Sample 2016 (n = 1626)

Figure 13. Self-and-Externally Scored School-Age PQA Compared to a Reference Sample



Source: Externally Scored School-Age PQA 2016-17 (n = 106), Self Scored School-Age PQA 2016-17 (n = 50), De-identified External Reference Sample 2016 (n = 2067)

Low-Scoring Items and Program Improvement Goal Focus

Additional Program Quality Assessment results are presented in two parts: Low-Scoring Items and Program Improvement Goal Focus. Tables 9 and 10, and Figure 13 on the next page, show these results.

Fifteen Youth PQA items and 11 School-Age PQA items were identified as “low scoring,” meaning greater than 25% of all externally-scored assessments in BLOCS scored a 1 on these items. All but three low-scoring items belong to the Interaction and Engagement Domains, and a majority of the items are in the Leadership, Reflection, Choice, and Planning scales.

Table 9. Youth PQA Low-Scoring Items

Youth PQA Items	Percent Scoring 1
III. Leadership 2 - Opportunities to mentor	63
IV. Reflection 4 - Youth present to group	56
III. Leadership 3 - Opportunities to lead a group	56
III. Collaboration 2 - Interdependent roles	48
IV. Youth Choice 1 - Content choices	46
IV. Planning 2 - Planning strategies	44
IV. Planning 1 - Opportunities to make plans	44
III. Collaboration 3 - Shared goals	43
II. Active Engagement 4 - Tangible products and performances	41
III. Belonging 3 - Publicly acknowledge achievements	37
IV. Reflection 2 - Youth reflect in multiple ways	33
IV. Reflection 3 - Youth provide feedback	33
IV. Reflection 1 - Youth reflect on what they are doing	32
IV. Choice 2 - Process choices	32
III. Adult Partners 1 - Staff share control with youth	28

Source: Externally-Scored Youth PQA 2016-17 (n = 54)

Table 10. School-Age PQA Low-Scoring Items

School Age PQA Items	Percent Scoring 1
IV. Planning 3 - Staff encourages children to share plans in a tangible way	57
IV. Planning 2 - Planning strategies	51
III. Leadership 3 - Opportunities to lead a group	47
IV. Reflection 2 - Children reflect in multiple ways	43
IV. Reflection 1 - Children reflect on what they are doing	40
IV. Reflection 3 - Children provide feedback	38
IV. Planning 1 - Planning opportunities to make plans	35
IV. Choice 1 - Authentic choices within activities	35
II. Skill Building 1 - Learning focus linked to activity	30
IV. School-Age Choice 2 - Process choices, rather than choosing from limited options	28
II. School-Age Choice 3 - Connection between activity and prior knowledge	26

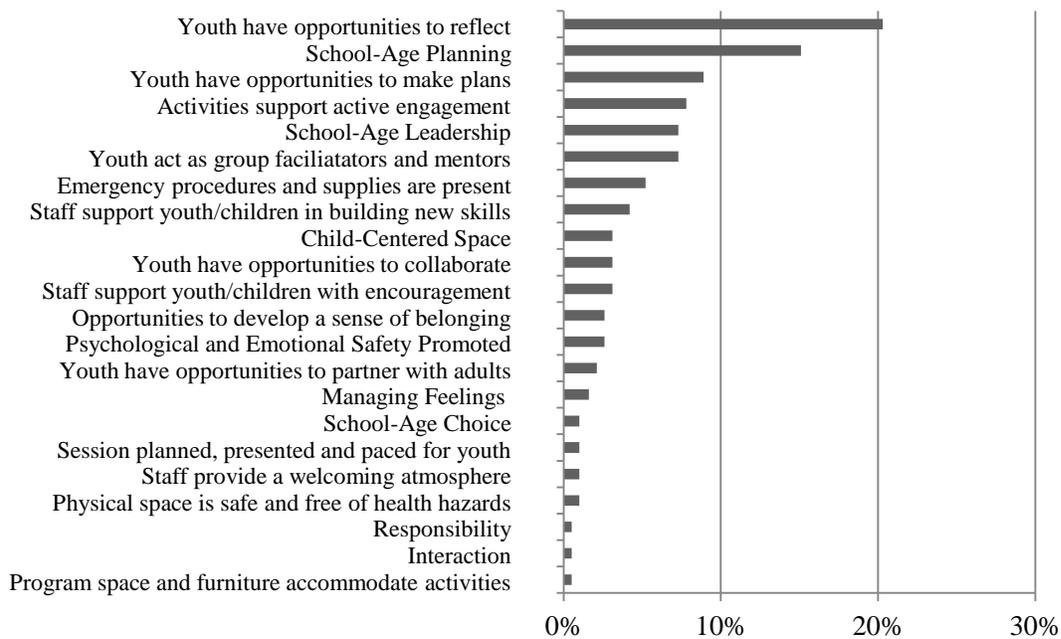
Source: Externally-Scored School-Age PQA 2016-17 (n = 106)

Improvement Goals

Sites enrolled in the BLOCS intervention participated in the Weikart Center’s Planning with Data sessions, during which they used self and externally collected instructional quality data to establish priorities for improving staff skills and instructional practices. Following identification of priorities, they then specified plans to implement changes during youth development offerings. All 77 sites submitted program improvement plans, consisting of a total of 192 different program goals. Figure 14 shows a summary of the most common domains and scales that sites selected for improvement.

Overall, sites demonstrated a strong alignment between assessed need areas and improvement efforts.

Figure 14. Program Improvement Goal Focus



Source: Program Improvement Goal Forms Spring 2017 (n = 192)

Youth Skills Effect

When asked to reflect on what changed for youth participants as a result of their programs' participation in the YPQI process, staff and managers in BLOCS felt that youth were more engaged and developed skills, with an average network score of 3.72 out of a possible 5, with 1 meaning "not at all" and 5 meaning "to a great extent."

Youth participating in programs within the BLOCS sites completed SAYO-Y. Forty-five sites submitted SAYO-Y data. The SAYO-Y yields scores in three domains: youth's overall program experience, youth's sense of competence, and youth's future planning and expectations. Network SAYO-Y scores for the 11 SAYO-Y scales are provided in Table 11. Network scores for 2014-15 and 2015-16 are included in the table for general comparison, but these data represent a different sample of sites composed of a different group of youth; thus, these data should not be interpreted as reflecting longitudinal year-to-year comparisons.

The 2015-16 and 2016-17 PQA and SAYO-Y data were cluster analyzed, separately, to determine if there were distinguishable profiles of instructional quality and youth engagement, both within and across time. These results can be found in Appendix C.

Table 11. Network Aggregate SAYO-Y Scale Scores

SAYO-Y Scale	2014-15	2015-16	2016-17
Youth enjoy and feel engaged in program	3.90 (n = 26)	3.98 (n = 34)	4.02 (n = 45)
Youth have choice and autonomy	3.46 (n = 26)	3.53 (n = 34)	3.62 (n = 45)
Youth feel challenged	3.65 (n = 26)	3.79 (n = 34)	3.83 (n = 45)
Youth believe they have a supportive adult	4.20 (n = 26)	4.31 (n = 34)	4.31 (n = 45)
Sense of competency as a learner	4.01 (n = 26)	3.85 (n = 34)	3.94 (n = 45)
Sense of competence socially	3.73 (n = 26)	3.52 (n = 34)	3.67 (n = 45)
Future planning	4.16 (n = 22)	4.10 (n = 30)	4.06 (n = 45)
Future expectations	4.37 (n = 22)	4.38 (n = 30)	4.41 (n = 45)
Future action	4.19 (n = 22)	4.16 (n = 30)	4.14 (n = 45)
Future adult collaboration	3.70 (n = 10)	3.81 (n = 18)	4.13 (n = 22)
Youth believe program has helped social/personal skills	4.28 (n = 26)	4.28 (n = 34)	3.79 (n = 45)

Source: Survey of Afterschool Youth Outcomes: Youth Survey 2015 (n = 26), Survey of Afterschool Youth Outcomes: Youth Survey 2016 (n = 34), Survey of Afterschool Youth Outcomes: Youth Survey 2017 (n = 45)

Risk Index

In this section, we examine the prevalence of “low performance” defined as assignment to the lowest quartile on one or more indicators. The three indicators we use to calculate the Risk Index are those outlined in the Performance Dashboard:

1. Training for Continuous Improvement Practices
2. Participation in Continuous Improvement Practices
3. Quality of Continuous Improvement Practices

Higher levels of participation in continuous improvement practices leads to higher-quality instruction (Smith et al., 2012). Higher-quality instruction, as assessed by the PQA, has been associated with increased levels of youth engagement and gains in academic skills demonstrated in both OST settings and the school day (Smith, 2013). We calculate the Risk Index in order to see if any one site is consistently in the lowest quartile across the three indicators and, thus, at a higher risk for “low performance.”

Only the 75 sites with externally-scored PQA and YPQI Fidelity and Satisfaction Survey data are included in the risk index. We split the data from each indicator into four equal quartiles and assigned the sites in the lowest quartile a value of “1” and the sites in the three highest quartiles a value of “0.” Scores were then summed across the indicators to create a Risk Index value for each site, ranging from 0 to 3. A score of 0 means that the site did not have any scores falling in the lowest quartile across the three indicators, and a value of 3 means that the site had a score in the lowest quartile for all three indicators.

Risk Index scores range from “0” to “3,” with 29 sites having no scores falling in the lowest quartiles and 4 sites having all three indicators falling in the lowest quartile. Risk appears to be mostly distributed among the 75 sites. Table 12 illustrates the prevalence of low performance across sites.

Table 12. Risk Index

Number of Risk Indicators	Number of Sites
0	29
1	30
2	12
3	4

Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), Youth PQA 2016-17 (n = 27), School-Age PQA (n = 50)

Staff Skill Priorities

Program staff were asked about their interests in skill building for the coming year in two areas: youth skills development and instructional skills. Managers were asked about which administrative skills they would like to grow.

Staff identified Cultural Competency as their top instructional skill priority, closely followed by Reframing Conflict and Youth Voice. The top youth skill development interest areas were Communications and Emotion Management. The top administrative skill interest selected was Coaching Staff on Instructional Quality and the second most selected skill was Connections to Parents and Families. Table 13 shows the results.

Table 13. Network-Level Staff Skill Priorities

<i>Thinking about next year, which INSTRUCTIONAL SKILLS would you be most interested to work on improving? (Please select all that apply)</i>	Percentage of Sites
Cultural Competency	15
Reframing Conflict	14
Youth Voice	14
Building Community	13
Planning and Reflection	12
Homework Help	11
Cooperative Learning	10
Structure and Clear Limits	10
STEM	10
Active Learning	9
Arts	7
Ask-Listen-Encourage	6
<i>Thinking about next year, what areas of YOUTH SKILL DEVELOPMENT would you be most interested to work on? (Please select all that apply)</i>	Percentage of Sites
Communications: Self-expression, listening, public speaking and recognizing non-verbal cues	19
Emotion Management: Self-awareness; identifying positive and negative emotions, reasoning about causes and uses of emotion, managing emotions for functional purpose.	17
Teamwork: Interpersonal skills, collaboration, flexibility; guiding and leading others	14
Problem Solving: Reasoning, making judgments and decisions, critical thinking, decision making, creativity and accessing, evaluating, and using information	14
Empathy: Valuing own/others perspectives and stories with sensitivity to context.	12
Initiative and Responsibility: Setting and working toward goals, self-management, working independently, fulfilling roles	11
Academics: Literacy	11
Technology	11
Arts	11
Academics: Science	8
Academics: Mathematics	7
Engineering	5

Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70)

Table 13. Network-Level Staff Skill Priorities, Continued

<i>Thinking about next year, what ADMINISTRATIVE SKILLS AND PRACTICES would you be most excited to improve? (select all that apply)</i>	Percentage of Sites
Coaching Staff on Instructional Quality	38
Connections to Parents and Families	35
Applying Quality Standards to Hiring and Supervision	26
Communication with and Among Staff	25
Partnerships with Community, Stakeholders, etc.	24
Building Youth Governance	19
Connections to School Day Curriculum	19
Marketing Your Program	18
Creating Professional Development Plans Based on Data	15
Staff Evaluations	14
Incorporating the PQA into Standard Organizational Operations	14
Connections to School	13

Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70)

Findings

Effective continuous improvement, accountability, or quality assurance systems should also be effective adult learning systems. The continuous improvement work requires a short list of active ingredients: for example, a professional learning community connecting performance feedback to improvement action while building capacity and expertise over multiple cycles. In BLOCS, QIS supports were fully utilized, and implementation fidelity was high across the 77 sites.

Staff selected improvement areas were consistent with PQA data. The items staff selected to include in their Program Improvement Plans largely aligned with the lowest-scoring items from the Youth PQA.

Fidelity to the YPQI model was high. Sixty-two of the sites in the YPQI implemented at least three of the four practices, and all four practices were present within the network.

Surveyed staff satisfaction was very high. Ninety-seven percent of staff and managers felt that the YPQI was a good use of their time and effort, was supported by their supervisor, and was a good fit with their job.

Appendix A. Program Quality Intervention Data Collection

Table A.1 provides the sample size for each instrument across the 77 sites in the BLOCS QIS.

Table A.1. Number of Participants by Instrument

Site ID	PQA Tool	Self	External	External	Program	Manager Survey	Staff Survey	SAYO-Y	Risk Index
		Assessment Fall	Assessment Fall	Assessment Spring	Improvement Plan				
1	Youth	1	1	1	3	1		13	1
2	School-Age	1	1	1	3	1		11	3
3	Youth	1	1	1	3		1		2
4	School-Age	1	1	1	3	2		7	2
5	Youth	1	1	1	3	2	1	10	3
6	School-Age	1	1	1	2				1
7	Youth	1	1	1	2	1		83	1
8	School-Age	1	1	1	3	2		9	1
9	Youth	1	1	1	3	1	1	7	1
10	Youth	1	1	1	2	1			2
11	Youth	1	1	1 YPQA 1 SAPQA	2		1	6	3
12	School-Age	1	1	1	3				1
13	School-Age	1	1	1	2		1		3
14	School-Age	1	1	1	4	1		1	2
15	School-Age	1	1	1	2	2		14	1
16	Youth	1	1	1	3	1	1	17	1
17	School-Age	1	1	1	1		1		1
18	School-Age	1	1	1	3	1			1
19	School-Age	1	1	1	2	1		25	2
20	Youth	1	1 YPQA 1 SAPQA	1	3	2		8	1
21	School-Age	1	1	1	2		1	53	1
22	School-Age	1	1	1	3	2		7	0
23	School-Age	1	1	1	1		1		1
24	Youth	2	1	1	2		1	12	1
25	School-Age	1	1	1	2	1		29	1
26	School-Age	1	1	1	3	2	1	17	0
27	School-Age	1	1	1	3	1			2
28	Youth	1	1	1	3		2		1
29	Youth	1	1	1	2	1	2		0
30	School-Age	1	1	1	3		1		0
31	Youth	1	1	1	2	2	1	15	0
32	Youth	1	1	1	2	1		14	1
33	School-Age	1	1	1	2	1			1
34	School-Age	1	1	1	3	1			0
35	School-Age	1	1	1	2	1			2
36	Youth	1	1	1 YPQA 1 SAPQA	2	2		46	0
37	Youth	1	1	1	2	1		6	0
38	Youth	1	1	1	2	1		6	1
39	School-Age	1	1	1	2		1	10	0
40	School-Age	1	1	1	2	1			1
41	School-Age	1	1	1	4	2	1		0
42	School-Age	1	1	1	2	1		19	0
43	Youth	1	1 YPQA 1 SAPQA	1	3	2	2	37	0
44	School-Age	1	1	1	2			5	0
45	Youth	1	1	1	3	1		51	0
46	School-Age	1	1	1	2	1			0

Table A.1. Number of Participants by Instrument, *Continued*

Site ID	PQA Tool	Self Assessment Fall	External Assessment Fall	External Assessment Spring	Program Improvement Plan	Manager Survey	Staff Survey	SAYO-Y	Risk Index
47	Youth	1	1	1	2	1	1	18	0
48	School-Age	1	1	1	4	2			0
49	School-Age	1	1	1	2	1		29	2
50	School-Age	1	1	1	3	1			2
51	Youth	1	1	1	3	1		20	1
52	School-Age	1	1	1	2	1		4	2
53	School-Age	1	1	1	3	1	1		0
54	School-Age	1	1	1	2	1			1
55	School-Age	1	1	1	2			12	0
56	School-Age	1	1	1	2	1		13	0
57	Youth	1	1	1	3	1	1	19	1
58	School-Age	1	1	1	2	1		9	1
59	School-Age	1	1	1	3	2	1		0
60	School-Age	1	1	1	2				1
61	School-Age	1	1	1	1	1	1		0
62	School-Age	1	1	1	2	1			1
63	School-Age	1	1	1	3		1		1
64	School-Age	1	1	1	3	2		12	2
65	School-Age	1	1	1	2	1		11	1
66	School-Age	1	1	1	3				0
67	School-Age	1	1	1	1				1
68	School-Age	1	1	1	2	1		10	1
69	School-Age	1	1	1	3		1		0
70	School-Age	1	1	1	2				NA
71	Youth	1	1	1	2	2	1	20	0
72	School-Age	1	1	1	2	1		19	0
73	School-Age	1	1	1	3				NA
74	Youth	1	1	1	2	1	1	10	2
75	Youth	1	1 YPQA 1 SAPQA	1	3	3		16	0
76	Youth	1	1	1	5	1	1	19	0
77	Youth	1	1	1 YPQA 1 SAPQA	3	2	1	30	0
Total		78	80	80	190	74	32	809	-
Percentage of Sites		100%	100%	100%	100%	73%	38%	58%	-

Appendix B. Staff and Manager Demographics

Table B.1 Survey Demographic Information

Percentage by Respondent (n = 106)	
With which gender do you identify?	
Male	30
Female	70
None of the Above/Other	0
With which racial or ethnic group(s) do you most identify? (select all that apply)	
Asian/Pacific Islander	2
Black/African American	43
Hispanic/Latino	2
Middle Eastern/North African	0
Native American	1
White/Caucasian	49
Not Listed/None of the above	3
What is the highest level of education you have completed?	
Less than 12 th Grade	0
High School Diploma or GED	6
Some college, no degree yet	12
Associate's degree	7
Bachelor's Degree	38
Some graduate college credit, no degree yet	7
Master's Degree	26
Professional Degree or Doctorate	4
What population(s) of students do you serve? (select all that apply)	
Elementary School	40
Middle School	36
High School	24
Where is your program located?	
School	34
Community Center	33
Other (Please describe)	32
Is your site a 21st Century Community Learning Center Site? (Yes)	20
Do you hold a teaching credential or certification? (Yes)	11
Are you also a teacher during the school day? (Yes)	7
Are you a paid employee or a volunteer?	
Paid Employee	93
Volunteer	7
Mean Value (n = 106)	
How many years of experience do you have in your position?	7
How many months out of the year do you work?	11
On average, how many hours do you work every week in your afterschool position?	29

Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70)

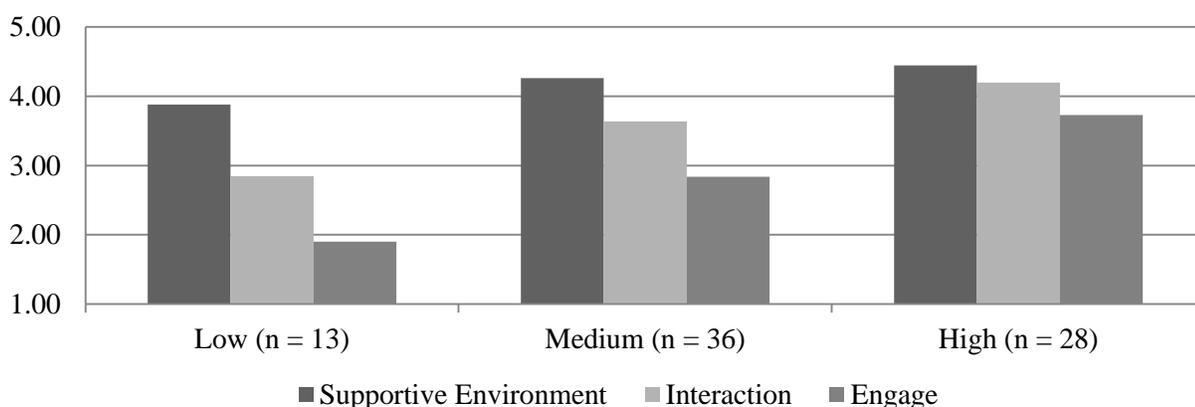
Appendix C. Profile Analyses of PQA & SAYO Data

Three profiles of instructional practices (e.g., quality) were identified using data from the program quality assessment domain scores for the Supportive Environment, Interaction, and Engagement domains. These three composite scores for each of the 77 sites were subjected to pattern-centered analyses¹ to identify instructional quality profiles that best reflected the structure in the actual data. Figure C.1 shows the three profiles of quality instructional practices formed by the three domain scores for Supportive Environment, Interaction, and Engagement.

In general, offerings in this sample of sites are evenly distributed across instructional quality profiles, with 13 sites in the low-quality subgroup, 36 sites in the medium-quality subgroup, and 28 sites in the high-quality subgroup.

Figure C.1 and Table C.1 reflect the data from the 2016-17 program year. Table C.2 reflects the data from both the 2015-16 and 2016-17 program years.

Figure C.1 – 2016-17 Program Quality Assessment Quality Profiles



Source: Youth PQA 2015-16 (n = 27), School-Age PQA 2015-16 (n = 50)

¹ Pattern-centered analyses (e.g., cluster analysis) were executed using the ROPstat (version 2.0) statistical package for pattern-oriented analyses (Vargha, Torma, & Bergman, 2015). After using ROPstat modules for addressing missing data and multivariate outliers, we used Ward's method, with squared Euclidian distances as the dissimilarity measure, to identify clusters followed by *k*-means relocation analyses. For each successively more complex cluster solution, an index of the decrease in the error sums of squares was produced (ESS) and entered into a scree-type plot to determine the statistically-justifiable upper and lower number of cluster groups that provided unique information (Bergman, Magnusson, & El-Khoury, 2003).

Students in BLOCS were assessed on their social and emotional skills at the end of the program using the SAYO-Y. Table C.1 presents the PQA Cluster data by site, along with the site’s SAYO-Y score and ITS.

Only sites with more than ten SAYO-Y scores were included in the table below in order to protect confidentiality. The youth scores omitted at the site level were included in the aggregated network level SAYO-Y data.

Table C. 1. 2016-17 Program Quality Clusters by Site

Site ID	Cluster Location	SAYO-Y Score	Instructional Total Score
57	High	3.95	3.97
77	High	3.87	4.69
36	High		4.02
5	High	4.86	4.10
59	High	3.92	3.86
20	High	3.89	4.55
43	High	4.45	4.41
4	High	4.32	4.41
2	High	4.29	4.33
8	High		4.37
44	High		4.03
64	High		4.19
52	High		3.82
11	High	3.45	4.36
46	High	4.00	3.95
30	High	3.56	4.22
21	High	3.55	3.82
76	High		4.29
22	High		4.05
41	High	3.52	4.12
53	High	3.89	3.92
38	High	3.65	4.01
32	High		4.13
9	High		4.02
74	High		4.25
3	High		4.06
47	High		3.82
26	High		3.72
75	Medium	3.78	3.70
28	Medium	3.15	3.41
10	Medium	3.70	3.75
6	Medium	3.90	3.77
71	Medium		3.79
73	Medium		3.58
35	Medium	4.36	3.41
29	Medium	4.07	3.42
45	Medium		3.74
17	Medium		3.87
23	Medium	4.27	3.71
61	Medium	3.82	3.63
67	Medium	3.74	3.80
16	Medium	3.85	3.49

Table C. 1. Program Quality Clusters by Site, *Continued*

Site ID	Cluster Location	SAYO-Y Score	Instructional Total Score
1	Medium		3.56
34	Medium		3.67
31	Medium		3.57
39	Medium	3.80	3.78
13	Medium		3.28
48	Medium		3.44
72	Medium		3.66
56	Medium	4.62	3.61
68	Medium	3.64	3.71
25	Medium	3.56	3.48
49	Medium	4.02	3.74
70	Medium		3.88
42	Medium	3.80	3.39
54	Medium	4.45	3.19
62	Medium	3.92	3.19
19	Medium	4.11	3.70
65	Medium	3.33	3.85
55	Medium	3.83	3.47
58	Medium		3.10
14	Medium		3.34
15	Medium		3.54
7	Medium		3.63
37	Medium	3.78	3.70
51	Medium	3.15	3.41
24	Medium	3.70	3.75
66	Medium	3.90	3.77
12	Medium		3.79
18	Medium		3.58
27	Medium	4.36	3.41
60	Medium	4.07	3.42
69	Medium		3.74
63	Low	4.66	2.80
33	Low	3.79	2.74
50	Low	3.98	2.66
40	Low	4.03	2.94
57	Low	4.30	3.08
77	Low	4.32	2.98
36	Low		2.66
5	Low		2.98
59	Low		2.84
20	Low	4.58	3.23
43	Low	4.38	2.49
4	Low		3.11
2	Low	3.98	2.88

To look at year-to-year quality-to-outcomes with the PQA and SAYO-Y data, Table C.2 presents the 2015-16 and 2016-17 PQA and SAYO-Y data with the 2015-16 to 2016-17 SAYO-Y and ITS change scores. Negative change is indicated in the table with red text.

Scores and change scores from 2015-16 to 2016-17 are included in the table for general comparison, but these data represent a different sample of sites across time, composed of a different group of youth; thus, Table C.2 should not be interpreted as a longitudinal year-to-year comparison.

Table C.2 Site-Level ITS and SAYO-Y Change by 2015-16 and 2016-17 PQA and SAYO-Y Profiles

Site ID	2015-16 PQA Cluster	2016-17 PQA Cluster	2015-16 SAYO-Y Score	2016-17 SAYO-Y Score	2015-16 ITS	2016-17 ITS	SAYO-Y Change Score	ITS Change Score
57		High		3.95		3.97		
77	High	High	4.35	3.87	4.28	4.69	-0.48	0.41
36	High	Medium	4.04	3.78	3.96	3.70	-0.26	-0.26
5		Low		4.66		2.80		
59		High				4.02		
20	High	Medium	3.44	3.15	3.87	3.41	-0.29	-0.46
43		Medium		3.7		3.75		
4	Medium	Low		3.79	3.24	2.74		-0.50
2	High	Low		3.98	3.91	2.66		-1.25
8	Medium	Low	3.59	4.03	3.34	2.94	0.44	-0.40
44	Medium	Medium	3.84	3.9	3.46	3.77	0.06	0.31
64	Low	High	4.07	4.86	3.34	4.10	0.79	0.76
52		High		3.92		3.86		
11		Low		4.3		3.08		
46	High	Medium			4.28	3.79		-0.49
30	Medium	Medium			3.32	3.58		0.26
21		Medium		4.36		3.41		
76	High	High	4.11	3.89	3.81	4.55	-0.22	0.74
22	High	Medium		4.07	4.03	3.42		-0.61
41		Medium				3.74		
53	Medium	Medium			2.99	3.87		0.88
38	Low	Medium		4.27	2.90	3.71		0.81
32		Medium		3.82		3.63		
9		Low		4.32		2.98		
74	Medium	High		4.45	3.09	4.41		1.32
3		Low				2.66		
47		Medium	3.59	3.74		3.80	0.15	
26	High	Medium	4.23	3.85	3.88	3.49	-0.38	-0.39
75		High		4.32		4.41		
28		Medium				3.56		
10		Low				2.98		
6		Low				2.84		
71		High		4.29		4.33		
73	High	High			4.16	4.37		0.21
35	Medium	Medium			3.33	3.67		0.34
29		Medium				3.57		
45	Low	Medium	3.49	3.80	3.03	3.78	0.31	0.75

Table C.2 Longitudinal Quality Cluster PQA and SAYO-Y Data, *Continued*

Site ID	2015-16 PQA Cluster	2016-17 PQA Cluster	2015-16 SAYO-Y Score	2016-17 SAYO-Y Score	2015-16 ITS	2016-17 ITS	SAYO-Y Change Score	ITS Change Score
17	Medium	Medium			2.73	3.28		0.55
23	High	Medium			3.93	3.44		-0.49
61	Medium	High			3.14	4.03		0.89
67	High	High			3.96	4.19		0.23
16	High	Low		4.58	3.79	3.23		-0.56
1		Low		4.38		2.49		
34		Medium				3.66		
31	Medium	Medium	4.39	4.62	3.51	3.61	0.23	0.10
39	Medium	Medium	3.70	3.64	3.53	3.71	-0.06	0.18
13	Low	Low			3.12	3.11		-0.01
48	High	High			4.21	3.82		-0.39
72	High	High	3.88	3.45	3.97	4.36	-0.43	0.39
56	High	High	3.36	4.00	3.82	3.95	0.64	0.13
68		High		3.56		4.22		
25	High	Medium	3.65	3.56	3.81	3.48	-0.09	-0.33
49	High	High	3.50	3.55	3.78	3.82	0.05	0.04
70		High				4.29		
42	High	Medium	3.8	4.02	3.68	3.74	0.22	0.06
54		Medium				3.88		
62		High				4.05		
19		Medium		3.80		3.39		
65	Medium	High	3.85	3.52	3.38	4.12	-0.33	0.74
55	High	High	4.12	3.89	3.97	3.92	-0.23	-0.05
58	High	High	3.73	3.65	3.77	4.01	-0.08	0.24
14	Medium	Medium	3.60	4.45	2.97	3.19	0.85	0.22
15	High	Medium	4.01	3.92	4.26	3.19	-0.09	-1.07
7	Medium	Low	4.22	3.98	3.04	2.88	-0.24	-0.16
37		Medium		4.11		3.70		
51	Low	Medium	3.96	3.33	3.45	3.85	-0.63	0.40
24	Low	Medium	4.35	3.83	3.20	3.47	-0.52	0.27
66	Low	High			3.01	4.13		1.12
12		Medium				3.1		
18	High	Medium			3.88	3.34		-0.54
27	Medium	Medium			3.46	3.54		0.08
60		High				4.02		
69	Medium	High			3.41	4.25		0.84
63		High				4.06		
33		Medium				3.63		
50	Medium	High			2.65	3.82		1.17
40	Medium	High			3.09	3.72		0.63

Appendix D. Staff and Manager Open-Ended Survey Responses

Identifying information has been removed from open-ended survey responses and obvious spelling errors have been corrected; otherwise, responses are represented verbatim from the YPQI Fidelity and Satisfaction Survey.

Please describe the most important thing(s) that you learned, or the most important skill(s) you developed, as a result of your participation in the quality improvement system.

Role	Response
Staff	Preparing the sessions and using visual aids
Manager	Through the improvement system youth have achieved leadership skills. Allowing youth to work together in group sessions to accomplish a project.
Manager	I learned some terrific communication methods that assisted with drawing both staff and youth into conversations.
Staff	I learned how to create leadership roles for our youth
Manager	One of the most important things learned was how to engage youth to take leadership within their group. The other important skill that was helpful was learning how to facilitate instruction to teach youth a specific skill. Youth engaged in an art project.
Manager	When in the process of designing and developing our curriculum and individual lessons with the PQA standards in mind has been beneficial in delivering consistent, well thought-out lessons.
Manager	Need to involve youth more in planning and implementing curriculum.
Manager	Engaging youth in leadership activities.
Manager	I learned how to better engage youth as partners in accomplishing the goals and objectives of the program, not just as participants receiving benefits of the program.
Staff	I was observed. She was very nice, but I had little feedback on the day of. Haven't heard anything since.
Manager	Small groups work to improve students' soft skills.
Manager	Tighter structure is important and data is king.
Manager	Cross functional training of site staff in regard to methods and continuous improvement. Intentional and repetitive team training and input.
Manager	The most important skill we developed was to allow the kids to have an input, and to also allow them to give feedback for every project.
Staff	I've pushed myself to work to engage the youth who do not want to participate in activities. This was been down through one on one engagement during down times to develop a relationship with these youth.
Manager	The most important thing I am learning is how setting goals around quality helps to take our programs to the next level and how it helps enhance character building skills of our youth
Manager	Coaching staff
Manager	I learned that making the day run smoothly starts with the kids. They have to have a say in how their afternoon is going to go or they won't want to engage in learning/activities.
Manager	The most important skill I have developed as a result from participating in the quality improvement system is engaging in the process of ongoing feedback, assessment, and improvement. Also, including the rest of the program staff in the process improved our program quality overall.
Manager	We have learned to be fully engaged.
Manager	This training confirmed our staff was already supporting and engaging youth at a high level. Our trainers became even more aware of creating more opportunities for young people to lead sessions.
Manager	Quality of the program is important to the children.
Manager	Asking kids for their input and how they feel about certain things with project
Staff	Communication is key to all aspects of the job.
Manager	I learned about meditation for youth and for staff. I gained knowledge from those sessions to implement with my staff and the youth in their rooms.
Manager	I learned more team building games to do with our older youth.
Manager	Student engagement that allows them to offer input and feedback into program activities increases participation and helps to realize what initiatives help to meet each student's individual needs.
Manager	The YPQI program had very little impact on our program.
Manager	reflection and planning skills
Manager	Choice, patience, objectives, and enthusiasm.
Manager	Letting the kids be more involved and have more of a voice.

*Please describe the most important thing(s) that you learned, or the most important skill(s) you developed, as a result of your participation in the quality improvement system. **Continued***

Role	Responses
Manager	Some youth thrive for new things to learn and ways to be involved. But I do have older children that stand out to me that clearly don't want to be at a center at all, no matter what is going on and giving them leadership is not always the answer because their voice causes others to not to want to be in the center at all. So finding a balance, is my desire of improvement even though as an attempt to dig deeper the parents, are removing the child from the program more.
Staff	The director, closely worked with myself and 25 students develop youth understanding of the opportunities as they mature into young adults to enhance their interests, skills, and abilities.
Manager	The most important thing that I learned from participating in the quality improvement system is that every detail of a program should be implemented with meaning and intention for the children to learn.
Manager	I have learned that letting the children have a say is important because it gives them ownership, and they will be more attentive when they feel ownership of the activity and ideas.
Manager	We realized how little we were allowing the students to not only provide feedback, but how little we were providing opportunities to lead.
Manager	The most important thing I learned is that all of the youth methods are relevant and much needed in the development process of today's youth. The skill I gained was how to approach and apply these needs effectively, I've always felt the way we deal with our youth wasn't effective enough and we "youth workers" always develop programs based off of what we feel the youth needs instead of just asking them and empowering them just by asking and involving them. A simple skill that is always over looked or just ignored.
Manager	I have worked with staff to be more hands on with the children in their activities. To have more input from the children and have them assist in the planning within their group. Give the children more say so about the daily function.
Staff	It was very helpful for me to receive information about areas of focus for after school programs. It helped us to really hone in on areas that are important to the kids' development such as planning, reflection, and leadership. By focusing on the presence of these in the program, we were able to improve what we're offering to the kids.
Staff	How to keep the youth in center more in engaged for the whole sessions. Ask ? After the activity.
Staff	Being able to assess our program quality from an objective format that was uniform.
Manager	I learned mostly what didn't work or go over well with youth. The most important skill I learned was involving youth in the creation phase of different programs.
Staff	I learned the importance in identifying Adverse Childhood Experiences and how those experiences can have a detrimental and lasting effect of the youth that we serve. I have also learned effective ways in which to work with youth whom are experiencing and living in poverty.
Manager	How to implement different learning strategies for our kids into every aspect of our program. I personally was not directly involved in the trainings but learning from our staff who was.
Manager	The most important thing I've learned from participating in the quality improvement system is allowing my staff and students to have a say in what is being done in our program.
Staff	I LEARNED HOW TO DEAL WITH DISCIPLINE THE YOUTH BETTER. WE CREATED A CALMING ROOM, WHERE THEY CAN GO TO GET THEMSELVES BACK ON TRACK. INSTEAD OF SENDING THEM HOME OR CALLING THEIR PARENTS.
Manager	Every student expresses themselves differently. If the group is asked to make comments on a video, they can choose to do art, role play, speaking, or writing to express their thoughts. This variety of expression enhances the learning experience.
Manager	I learned that use of the YQPI assessment instrument is an effective method of enhancing program design practices.
Staff	I learned how to develop and implement time out strategies.
Manager	communicating better with program young men
Manager	I learned some valuable strategies for teasing out important information from the kids, things like planning, engagement, and reflection. This information can often be difficult to get from the kids and some of the strategies I learned about from the YPQA I now use at my centers.
Manager	Learning how to engage youth (and staff) from the beginning of the program to the end.
Staff	I've learned how to better reach the youth
Manager	To engage staff and youth in every aspect of the program goals.
Manager	To ask more open-ended and follow-up questions.

*Please describe the most important thing(s) that you learned, or the most important skill(s) you developed, as a result of your participation in the quality improvement system. **Continued***

Role	Responses
Manager	Youth voice in regard to program development and revision. Making time for Reflection & Feedback- conveying to adults the importance and the difference
Staff	The most important thing I learned from participating in the quality improvement system is that as the adult facilitator in the youth space, it's up to me to make sure that the youth get their voices heard. Although this can be very difficult at times this is what makes my program successful. The most important skills that I developed were patience, pre-planning and meeting my youth where they're at and making sure that whatever work I do with them is something that they will either enjoy, benefit educationally and professionally from or both.
Manager	After consultations with staff, the consensus is that youth engagement improved and improvements in quality of instruction.
Manager	I think planning in a more strategic fashion; being proactive versus reactive; was the biggest benefit for our program. Our students need and deserve programming that is consistent. YPQI made us strive in that direction.
Manager	To ask lots of questions and make sure you talk to them at the closing of an activity
Staff	The most important skills I learned was how to get the children to engage in activities, and working together. I also learned how to communicate the children properly and the parents as well.
Staff	As the grant writer, I better understood what makes a program high quality and high value for youth participants, and how our programming staff members create and facilitate an effective program culture. Learning these things has broadened my awareness and language as a grant writer for an organization with youth outreach programs.
Manager	I have learned that quality is not subjective. There are studied and recognized benchmarks that support youth development.
Manager	Personally, I really enjoyed the YPQA tool and I would like to implement this into all of our sites, so that we are consistent with our overall goals. The specific breakdown of topics like "Warm Welcome, Reflection, etc.) are all so important. I like the way they are broken down into 3 options when scoring. I did learn a lot about how to properly observe youth work.
Manager	Being hands on in the development of the Program Improvement Plan really helps Leadership Staff to define clear strategies on how we will improve the program and complete our goals.
Manager	Getting children to plan their activities works well
Manager	I really learned how to utilize techniques to make sure our youth feel heard and are in a positive safe climate.
Manager	Our listening skills have greatly improved.
Manager	Planning with input helps increase engagement.
Manager	Overall, the language used throughout the quality improvement system was very helpful for me, my staff, and for the teen participants. By having a systematic improvement program, the teens understood their expectations for the program, and understood the positive results that can come with partaking in the quality improvement system. More specifically, the focus on youth and teens having a voice and making choices in what activities they participate in was a new skill that I focused on a lot throughout the year.
Manager	I learned how to engage the youth more and involve them in the overall planning process.
Staff	My overall take away from the system was the knowledge I gained in the importance of allowing the participants to have more leadership in the programs activities. This did engage students more and gave them better leadership qualities. It made me aware that I was not just the "teacher" but I was a facilitator.
Manager	I am more of aware of the importance of quality programming. While our program consists of holistic approaches, I was pleased to learn how to effectively incorporate social emotional learning into all of our programming.
Manager	The most important skill I gained was helping students deal with conflict. I have taken great steps to allow all students to explain the situation and offer solutions to problems. It has help with my relationships with the students.
Manager	This quality improvement system affirms the importance of youth having a say in the activity we do and an opportunity to lead the activity.
Manager	youth have a voice and they like to share ideas but the engagement must be consistence an unconditional
Manager	I think the focus on quality and improvement is invaluable. We learned about how to improve our programs to focus more on SEL.
Manager	Utilizing the youth voice in planning.
Manager	Learning about strategies to incorporate youth choice and peer led learning was helpful.

*Please describe the most important thing(s) that you learned, or the most important skill(s) you developed, as a result of your participation in the quality improvement system. **Continued***

Role	Responses
Manager	It was great to participate in a nationally-recognized and -utilized tool in order to compare our program with best practices in youth development beyond what we were already measuring internally. It was a valuable process to structure how we think about and frame program improvements with our staff in a very intentional and thoughtful way.

Please describe the most important changes in youth development and learning that were the result of your program's participation in the quality improvement system. How were kids better off as a result of the quality work?

Role	Response
Manager	Our program is career development. Several high school students in the program obtained summer jobs as a result. They were made aware of summer opportunities. They were better prepared for the job application experience and workplace expectations.
Manager	Youth were more engaged and more excited about the sessions.
Staff	The children now have more opportunities for leadership and planning built into the flow of the program. They have developed more of their own responsibility and choice as a result.
Manager	The most important changes were the implementations of planning and reflection. Youth have developed a better ability to prioritize their work and their actions during their time at the program.
Manager	The engagement and ice breakers gave us an opportunity to learn effective and fun ways to get to know one another and build relationships and trust. the youth and them learn us as well as each other. The quality improvement system helps build confidence, concentration, and cognitive skills.
Manager	We are a resource group to other nonprofits and schools, so we are not responsible for fire extinguishers, etc. It was good for us to be aware, however, and to ask if sites have those safety mechanisms in place. We are increasing opportunities for youth leadership in each training session
Manager	The YPQI program had very little impact on our program.
Manager	As a result of the quality work, our youth are more confident in their leadership skills. They are given the tools they need to make healthy, positive decisions, which is noticed in their group conversations. The quality work process promotes focus, collaboration, and positive interaction among our mentors and the mentors' growth inspires growth among our youth.
Manager	Youth learned new skills while being given the opportunity to lead activities. Youth learned skills that they can use outside of the group. Youth gained confidence and their social and emotional learning is improved. All of these factors contribute to the youth's chances of being productive and successful citizens.
Manager	I think our staff are beginning to understand the importance of student feedback and skill development.
Staff	As mentioned above, the youth were better served when we allowed them more participation is the development and facilitation of the program activities. This technique allowed the youth to develop stronger leadership skills.
Manager	We value our participation in this quality improvement system. The standardization of performance criteria for all agencies is helpful for us to reach goals to serve our students in the best ways possible.
Manager	Youth are gaining confidence and building self-esteem as a result of the leadership roles in which they have been engaged.
Manager	We can all communicate better and have learned how to put the kids first.
Manager	Our organization's quality assurance policies have been greatly enhanced through the addition of YQPI.
Manager	reflection and planning skills
Staff	The students, ages 14 years old, have come to a better understanding of the best way to predict the future is create it by the intentional steps necessary to get there and be a good citizen.
Staff	Program staff were better equipped to work with and to respond to the youth that we serve. One big improvement that we saw as a direct result of the improvement plan is the motivation to work on homework. Which was becoming a big issue with many of our youth.
Staff	One of the most important changes that I learned is to always allow the students to have an input on different on activities. They felt as if they had a hand in voicing their opinions.
Manager	We are more cognizant of details like working at the students' level and providing space for student voice in our programs.
Manager	Youth were more engaging in the activity and shared feedback of lessons learned.
Staff	Youth were able to look within themselves and discuss come up with behavioral expectations for the whole group
Manager	Stricter curriculum gave us better insight for improvement.
Manager	We started to provide the children with more hands on and team building crafts and activities. They learned to lean on each other to get the task done. The better the quality the more kids wanted to be involved and do the project again!
Manager	Because of this program our youth now have a voice as a result. They feel as if they are being heard and that their opinions matter.
Manager	Helping youth leaders gain more understanding and professional development through internal and external training opportunities, really helped improve our engagement. It also helped youth leaders understand the importance of intentional programming.

*Please describe the most important changes in youth development and learning that were the result of your program's participation in the quality improvement system. How were kids better off as a result of the quality work? **Continued***

Role	Responses
Manager	Increased opportunity to learn cooperatively & actively. Giving the youth multiple opportunities to reflect and give feedback. They appeared to form stronger bonds with one another, they seemed annoyed with the request for feedback, but I believe they secretly liked the opportunity- someone or several always said something.
Manager	While we were already focused on providing students opportunities for individualization of the program through some of the choices we made, we were able to add a deeper ownership of the curriculum, especially for our older students who were able to take on a greater role in planning each activity.
Manager	The children took more ownership when they were a part of the planning and given more choice. They wanted to participate in more activities when child led.
Staff	We received CPI training, and yes.
Manager	By adhering to some of the requirements and guidelines from the quality improvement system, our teens definitely had a better experience in the program this year. Because our organization is essentially "teen-led," it was important for me to include them in the process throughout the entirety of the program. This meant that they were prepared and excited for our external assessments, are eagerly awaiting results from our program assessments, and are looking forward to help enact necessary changes to improve the quality of our program. By giving them buy-in in the YPQI process, I think they understood and appreciated the necessary steps in order to reach our program's full potential!
Manager	We took our very intentional high quality structured curriculum and further improved the lessons to give ownership to children specifically in regard to engaged planning and responsibility. As a result the children feel even deeper vested in the program and their work and more empowered and confident in regard to their skills.
Manager	I believe that while we are still in the process of going over our action steps and PIP that the staff involved really had an eye-opening experience with the assessment. It was helpful to see all of the areas that are important with what we do every day. We face challenges every week and we are always working to problem-solve and learn to be better. I've seen some big changes in behavior based on the "Warm Welcome" aspect of the day when we first go to transport the kids and bring them to the building. Again, we are setting the tone. When the children are feeling like the staff is on board for the day, we have that positive start and everyone benefits. The youth are more engaged and have more fun during their time with us. We've also applied this philosophy to our Snack Time in the cafeteria and tried to new ways to improve Session Flow. We are really looking at the after school time in components and seeing the areas that need improvement based on the assessment results and what we saw during the assessments.
Manager	The youth that have responded have developed from being shy to becoming bold in their own ways, leading and developing their own teams within the center. Great jobs they create.
Manager	Improvement in recognition of social emotional traits. Identifying youth who were withdrawn and engaging them in activity. Getting youth to communicate feelings and aspirations
Staff	Yes.
Manager	Children were better off because they began to feel like they belonged and had a voice in what goes on at their club.
Staff	I think the changes that accrued was that the children felt more comfortable participating in activities, engaging with other children, and learning to communicate as well.
Manager	Students taking ownership in the program by receiving jobs show e great growth-THEY LOVE IT! You can see the students confidence rise and the pride they have when completing a task. We have come together as a program, especially with the committee we created. The staff and students are happier and work as a team.
Manager	More of a focus and direction to do the program
Manager	Planning and leadership. Our program now incorporates intentional planning which allows our children to develop those skills that they did not previously have and allows intentional opportunities for leadership.
Manager	Children took more ownership in the program and seemed more invested and satisfied.
Staff	I would say trying to be more cognizant of our facilitation process and taking a more intentional approach for each program while keep YPQA in mind.
Manager	The engagement level and feedback from students has been added to our monthly reports and strategy plans.
Manager	They realize that their opinions do matter.
Manager	Youth have a greater sense of buy-in and seem less resistant to participating in enrichment activities. As a result they are demonstrating greater levels of self-awareness and emotional self-regulation.

*Please describe the most important changes in youth development and learning that were the result of your program's participation in the quality improvement system. How were kids better off as a result of the quality work? **Continued***

Role	Responses
Manager	Allowing students to each share their own perspective in conflicts has allowed them to develop their critical thinking skills. They are able to understand one another better and think about how to solve problems now and in the future.
Manager	There is a need for more enrichment activities to allow students to discover their interest, explore college and career opportunities and engage in non-conventional learning processes enhances participation. Our approach in years past has been to emphasize tutoring, but other strategies are needed to address homework help and tutoring needs related to the regular school day.
Staff	In my opinion, as a result of us participating in the quality improvement system the most important changes in youth development and learning are that one has to understand that each young man or woman that he or she works with needs that adult to adhere to each individual students' needs and hopes. As a result of the quality work our youth were better off because we're giving them the opportunity to let their voice be heard while also exposing them to new and exciting avenues for their futures. This allows them to build trust with me and are motivated to consistently attend and learn from this program.
Manager	Youth developed leadership skills.
Manager	Youth encouraged to lead and develop and take ownership of program.
Manager	Improved programming for the overall mission.
Manager	The most important change, came from me and the staff being able to have meaningful conversations with the kids and are able to find out what they know besides being there just to police them. The children feel a connection with the staff which will build trust.
Manager	They were able to find focus and build confidence within self
Staff	Youth were served better by improved organization and observation by fresh eyes!
Manager	Simply put, implementing new-age or currently relevant ideas that will recruit and engage youth consistently.
Manager	Youth feel more ownership of the program and choices. They are developing mentoring and leadership roles and learning alongside staff on how to create engaging activities.
Manager	Working more and more in small groups.
Manager	We have always believed in strengthen our youth leadership skills. So learning about SEL and making sure adults and youth are connecting will just making our programs better.
Manager	We changed the way that we looked at programming at the site and started to offer youth choices in programming.
Manager	We are doing a better job of letting the children have more of a voice with planning activities
Manager	They are becoming better youth.
Staff	the students are more the youth is more upbeat. learning how to work as one. more engaged in activities.
Manager	The kids are enjoying be more involved in the process of the program.
Manager	Our youth were better off as a result of the improvement system because it allowed them to have voice and it also helped to increase their social skills. They talk more and participate more.
Staff	OUR YOUTH PARTICIPATE AND ENGAGED MORE DURING INSTRUCTIONAL TIME. WHERE IN THE PAST WE COULD BARELY GET THEM TO DO THEIR HOME WORK. WE HAVE ESTABLISHED SOME GROUND RULES. HOMEWORK FIRST, IF YOU DON'T HAVE HOMEWORK, THEY ARE TO GET A BOOK AND READ.
Manager	I am new to the position so I am still undergoing the necessary trainings in order to make me a more proficient leader within my organization.
Staff	I've learned how to give the youth a chance to voice their opinions and work to fulfill them
Manager	Increased awareness of individual leadership in each youth participate.
Staff	I think that our program's participation in the quality improvement system has inspired our staff to ask more open-ended questions in order to invite and encourage youth participants to play a more active, engaged, and thoughtful role in discussions. Open-ended questions show youth the agency they have in their own education and development.
Manager	I am new to the position so I am still undergoing the necessary trainings in order to make me a more proficient leader within my organization.
Manager	They were more engaged.

*Please describe the most important changes in youth development and learning that were the result of your program's participation in the quality improvement system. How were kids better off as a result of the quality work? **Continued***

Role	Responses
Manager	We are a student lead program. I learned new techniques and strategies to utilized their leadership ability. Our children are learning to advocate for themselves in an effective way, with learning these new skills our students will be more prepared for
Manager	It helped to build more positive relationships
Manager	Kids are able to have a firmer grasp on important concepts through planning and reflection instead of simply doing the work. I try to incorporate life skills into lessons and activities so kids know why they are learning about certain topics.

What progress has your site made on your Program Improvement Plan?

Role	Response
Manager	YPQI is new to this staff, although not new to the site. We are implementing concepts in staff meetings as well as youth programs.
Manager	We've initiated action steps toward completing each plan by targeted date.
Manager	We've completed two of our objects and are on track to completing our third.
Manager	We worked on staff engagement and listen skills
Manager	We will implement changes in the summer of 2017!
Manager	We weekly try to incorporate one more new area to focus on to have the full pqi track experienced.
Manager	We use all data and information from this Program Improvement Plan and other assessments to evaluate and strengthen all program activity. One of our goals was to have youths plan at least one activity at each program day. Accordingly, our Ambassadors (older students) are creating an activity "Wall of Empathy" at our lock-in. A second goal is to provide various weekly opportunities for each student in our program to lead the group. In our Saturday program our students are divided into 5 Families (groups of 12 per family), and we are providing opportunity within the team for each student to lead part of an activity.
Manager	We let the kids be more involved now then we use to.
Manager	We increased the interaction and collaboration of youth and adults by providing youth opportunities for youth to work together in groups, lead activities and conversations, take on roles and share advice.
Manager	We improved on the learning aspect. I think the kids all learned something about St. Patrick's Day and their significance to the holiday. We didn't improve on the planning. We sort of let that part go when we got into the lesson and focused more on that.
Manager	We have worked to address challenges of giving youth opportunities to lead and are finding ways to improve planning.
Manager	We have increased and continue to work on our goals
Manager	We have improved with planning and implementing weekly crafts and activities.
Manager	We have discussed managing feelings with site implementers. We have added more intentional reflection time into the curriculum. Students have opportunities to verbally share reflections and write them. We have broken down activities into a PowerPoint so students can have more detailed steps to follow.
Manager	We have created the improvement plan. All program staff have been introduced to YPQI and will participate in at least one training next year.
Manager	We are continuing on-site training and coaching, as well as, sending youth leaders to training provided by the Office of Youth Development.
Manager	We discussed managing feelings with site implementers and have added reflection strategies to the current implementation and more intentional and varied reflection opportunities into future curriculum. We have broken down lessons using PowerPoints as tools to show students the different steps, and have built in planning into future training of site implementers.
Manager	We are continually making strides. We have seen progress in the area of warm welcome and reflections along with planning.

What progress has your site made on your Program Improvement Plan? Continued

Role	Responses
Manager	We continue to work towards our goals.
Manager	We are working together to work on noticeable things that were learned immediately after the assessment was taken, however we have not formally met to address and work on the specifics that are identified in the PIP. Immediate things that have been addressed and improved upon are engagement between staff and children. The organization and flow from Warm Welcome into activities and transitions of rotations. We've also made strides in our transportation and how that sets the tone of the day for staff and youth. If we are transporting and interacting positively from that point, we all have a "better" day.
Manager	We are in a constant state of updating/revising our program to suit the needs of our students. The service population changes throughout the course of the program year. It does make things a bit more challenging; however we build this into the plan as well.
Manager	We have completed our improvement plan.
Manager	We are about halfway through our plan.
Manager	Very little
Manager	The trainings are very helpful to staff and they are able to use learned techniques,
Manager	The kids are more involved in deciding how the days go and they are given choices instead of just being told what activities we are doing. They also provide feedback about activities we do so that they are not forced into playing games/doing activities they don't like.
Manager	Staff is aware of the plan and we are in the process of implementing the plan.
Manager	Several areas addressed.
Manager	Scores were higher in my improvement areas
Manager	Safety instruction in all the rooms Common Rules Posted our Mission Adequate sitting in all rooms Specific room ratios More group activities and staff involvement
Manager	Parent involvement through Grant Money Creating a student committee to fight against bullying and to better provide choice for student lesson and activity planning. All students have opportunities to be given a job for ownership in the program.
Manager	Our staff has made great progress, were now implementing youth lead and youth driven programs and activities as well as the overall skills we've gained to better access and incorporate effective programs with a purpose towards giving youth the skills they need to become successful productive adults.
Manager	Our program has changed dramatically since participating in this program. We implemented or revised all action steps in the program improvement plan to better facilitate child-centered space, child leadership and planning.
Manager	Our Improvements have allow more youth to speak up an out about what matters to them an being an asset for improvement and change
Manager	More quality activities
Manager	Making sure the kids are more involved in planning their activity.
Manager	It has made us aware of how important the training is in providing after school programming. Also, it has pointed out areas that we need to be aware of in delivering programming. We are involving students more in how they participate in the program. We are giving them personal choice as well as opportunities to decide on what areas we cover.
Manager	Increased input and feedback from youth
Manager	Based on the Program Improvement Plan, we have ensured that the youth voice is used in planning and facilitation of the sessions. Additionally, our staff attends all necessary trainings offered that provides tools to incorporate the youth voice in planning.
Manager	I have done multiple trainings on active engagement and implemented multiple reflection strategies to be completed after every activity. Students have been given more say over how their day is structured and the activities they do, and given more autonomy and responsibilities while attending the center.

What progress has your site made on your Program Improvement Plan? Continued

Roles	Responses
Manager	I feel like we have addressed the issue of belonging, planning and reflections to a point, however, across our sites, we still are working to make the entire process a part of the culture.
Manager	I facilitated discussions and mini-workshops related to some of the major tenants of YPQA. While some temporary staff were better informed, a large majority of staff/volunteers were not familiar and had not gone (with encouragement) to Methods trainings. My decision for the future is to implement new steps and (small but mandatory) expectations on all group facilitators or clubs who work with youth.
Manager	Continuing to make incremental progress to implement strategies to improve student input and increase leadership opportunities.
Manager	Collaboration with companies and community organization Sharing control with volunteers/mentors/community partners
Manager	Better time management and stricter curriculum.
Manager	Assessment process has been completed Evaluation & improvement plan conducted (I was not employed with agency last year and did not participate in activities or training
Manager	All staff have been certified in CPR and are working towards first aid certification. The mission and vision have been printed and posted on site. Additionally youth have participated in more leadership opportunities.
Manager	All staff has been CPR trained. We have completed a job description for our volunteers and interns.
Manager	Addressing facility conditions such as evacuation plan, access to first aid, access to fire extinguisher. Improved inclusion of participants and family leaders in program planning and design.
Manager	Action steps were implemented and revised to improve child centered space, leadership, and planning. Trainings were given to volunteers according to social and emotional learning best practices modeled at various methods trainings.
Manager	We have made certain that we are aware of all evacuation plans and building specifications. The mentors are ensuring that the boys especially the older boys take on leadership roles as Jr. Mentors. The mentors are collaborating and have taken on a more active mentoring role.
Manager	We have been able to add more youth choices to the program.
Manager	I'm happy to report that I have created a committee with the help of my staff, in order to try to reach and recruit new volunteer advisors for the teens involved in our program. Although we won't be meeting the program deadlines that I had originally anticipated, we are setting up opportunities for over the summer months to engage potential advisors.

Overall, what kind of additional supports would improve your ability to implement the continuous improvement practices?

Role	Response
Manager	More volunteer trainings
Manager	We will implement ongoing meetings to improve our programs.
Staff	More training
Manager	Staff would benefit from continuous support and instruction.
Manager	A calendar of training to be available during the year.
Manager	Additional staff trained in YQPI.
Staff	I have no idea. Having the observer in here was more or less a disruption to the continuity of my classes, to be honest.
Manager	I would love an opportunity to hear from other programs that are going through YPQI and how they are overcoming their challenges with real-world solutions. I would be interested in becoming an evaluator, as well, because I feel like taking an outsider's view of the process might make my own insights into it stronger and more effective for my organization.
Manager	I think there is a great amount of support for this endeavor. I cannot think of anything else that make the process more effective or efficient.
Manager	Maybe some kind of monthly sheet filled with tips on raising the bar to greater quality
Staff	I work with the teens and most things are geared towards younger less jaded youth. It would help to have more support for teen specific engagement.
Manager	More workbooks made available for the rest of my staff. As a small nonprofit, copies add up.
Manager	The team of leaders in Louisville has been very supportive, especially as we learn the ropes.
Manager	More resources
Manager	continued training on new things
Staff	More staff getting on board and more supplies to accomplish our site goals.
Manager	Additional teachers/facilitators who have the knowledge and experience to plan and implement quality improvement practices that improve the learning outcomes of our students.
Manager	The process was cumbersome and the time spent managing the data and reports were not worth the minimal funds we received from the grant.
Manager	I made it a good fit as I blended it with other outside sources we use but I know others are overwhelmed, even my staff. With All stars, PQI, YPQI, GGC and now young leaders and clubs I'm trying to balance the load to be seen as a smooth way to help build better programs through helping the youth through quality care.
Manager	We could have used some more personalized feedback that gave us a better idea on where to go from the place we were at the time. We did not always receive individualized feedback that could result in many productive changes. Or there was an instance when we only received scores during an external assessment but there were no written comments to explain the low scores.
Manager	Nothing, I think there are great supports in place.
Manager	Continuing to participate in training opportunities. Time & opportunity to do so are our biggest hurdle. We are making more adjustments so that this can happen more often.
Manager	To continue to use the skills and tools I've learned with the support of my staff, supervisor and the David P. Weikart center.
Manager	I would like to attend more training so that I can promote program growth, participation and move the typical daycare setting into a child base program that is hands on.
Staff	We have been able to improve the program a great deal. We ran into one obstacle when trying to implement changes to child-centered space but that is beyond our control. Otherwise, we are happy with the changes we made and the ways we plan to continue to improve. The second external assessment was not particularly helpful in illuminating for us areas where we were successful and areas where we still have work to do. Our scores were lower with the second external assessor even though we had implemented a lot of PQA-guided changes. We felt that it only amounted to the assessors being two different people with different standards. It would be better to have more consistent feedback so that we could work off of the second assessment to evaluate our program and continue to improve.
Manager	Having you return each year! Behavior management is always helpful!

Overall, what kind of additional supports would improve your ability to implement the continuous improvement practices?

Continued

Role	Responses
Manager	More of the same.
Manager	Continuous training and support networks that allows sites to share best practices.
Manager	Better systems of external feedback that is more consistent.
Manager	While the training is beneficial, it would be more helpful if we could do it online at our convenience. Our hours are unique in that we are often working after school. A lengthy training on site is difficult to balance with a full after school and early evening schedule. Providing the workbooks online would be great too!
Manager	More staff and money.
Manager	Greater participation from parents and mentors.
Manager	If sites could come together to do some of the data entry or surveying. There was a lot to do, it felt that way, taking away a bit from the overall point. Maybe sites could share what months they recommend or would prefer for observation. My first came early before the best segment of the year, and the second was late, and most activities are winding down due to weather/spring sports, and jobs.
Staff	Additional supports that would improve my ability to implement the continuous improvement practices include but are not limited to: -More frequent training opportunities -Better Time Management -An assistant/co-worker that can do the work alongside myself -More support for after school programming from the schools that our youth attend
Manager	I look forward to engaging in future training offered.
Manager	A bit more continuous buy-in from all staff during the entirety of programming.
Staff	For us, like many I'm sure, is having staff and time to dedicate to the process. We would have a plan to improve during the spring, but then due to staff restrictions and other program demands, we couldn't have as many internal assessments as we would have liked.
Staff	I believe having the parents more involved and giving them a clear understanding on these practices.
Manager	Removing other day to day responsibilities to allow me to focus on the YPQI process at each site and push this movement to expand in our Association.
Manager	I really enjoyed this process. I did at times feel confused on what I was doing when I first started. I feel this tool is an excellent resource, however it was hard to find time to be fully engaged on all aspects as much as I would have liked, due to time constraints. We have many other assessments, surveys, processes, etc. that made it hard to juggle. For my first year, I feel like it was a wonderful experience; however, I'd like to do more with it next year. I can't think of any additional supports at this time. I don't know if it's matter of having more tools, or finding more strategic ways to implement the process on my/our end.
Manager	It would be awesome if we would conduct on-site training so that youth leaders had even more accessibility to these professional development opportunities.
Manager	Coaching staff trainings
Manager	I believe the training needs to be a little bit different in order to ensure a clear understanding of what this entails. The introductory training should be broken down into smaller bites.
Manager	Further training (from someone other than me) for staff.
Manager	I was the only staff member at my site associated with the program, so it was tough having to handle the workload, which didn't always relate to the program that we operate. Additional support will really come from the JCC, rather than the Weikart Center, who have been awesome in offering this program!
Manager	It would be great if an external assessor would come in quarterly and show examples of what a successful interaction with youth looks like.
Staff	Perhaps having evening live training sessions. Because I teach during the day, I was not able to participate in many of the training sessions. So much of the information was provided by coaching from the program manager.
Manager	The BLOC Summit, various YPQI training courses, and open communication with Metro United Way Staff and Office of Youth Development Staff are tremendous supports. However, we would appreciate continual updates and additional information such as best practices among other OST programming.

Overall, what kind of additional supports would improve your ability to implement the continuous improvement practices?

Continued

Roles	Responses
Manager	Being able to learn from other sites about how they handle different situations and what they have found works well/does not work well for them.
Manager	One additional support would be to provide assessments for the various conducts. Another support would be to update the site- we are no longer at and we welcome update on our operating sites.
Manager	Learning more quality engage icebreakers
Manager	The training is very time-consuming; I think our organization needs to acknowledge that and put a priority on allowing us the time to devote to this. The support we got from BLOCS staff was great, we just need more staffing ourselves to expand the programming.
Manager	The continuous improvement practices have been beneficial to the quality of our programs
Manager	Support from my supervisor.

References

- Akiva, T., Cortina, K. S., Eccles, J. S., & Smith, C. (2013). Youth belonging and cognitive engagement in organized activities: A large-scale field study. *Journal of Applied Developmental Psychology, 34*(5), 208-218. doi:<http://dx.doi.org/10.1016/j.appdev.2013.05.001>
- Bergman, L. R., Magnusson, D., & El-Khoury, B. M. (2003). *Studying individual development in an interindividual context: A person-oriented approach*. Mahwah, NJ: Erlbaum.
- Smith, C. (2013). *Moving the Needle on "Moving the Needle": Next Stage Technical Guidance for Performance Based Accountability Systems in the Expanded Learning Field with a Focus on Performance Levels for the Quality of Instructional Services*. Retrieved from Ypsilanti, MI:
- Smith, C., Akiva, T., Sugar, S., Lo, Y. J., Frank, K. A., Peck, S. C., & Cortina, K. S. (2012). *Continuous quality improvement in afterschool settings: Impact findings from the Youth Program Quality Intervention study*. Retrieved from Ypsilanti, MI: www.cypq.org/ypqi
- Vargha, A., Torma, B., & Bergman, L. R. (2015). ROPstat: A general statistical package useful for conducting person-oriented analyses. *Journal for Person-Oriented Research, 1*, 87-98.