



Youth Program Quality Intervention Report

2017-2018 Findings from Building Louisville's Out-of-School Time Coordinated System (BLOCS) YPQI Network

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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

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Summary

During the 2017-2018 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 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 2017-2018 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, quality of instruction delivered by participating programs, and youth outcomes.

Questions addressed in this evaluation include:

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

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;
- 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.
- SAYO-Y scores increased from the 2016-2017 program year on the following scales: Youth feel challenged, Sense of competency as a learner, and Youth believe program has helped social/personal skills; and
- All Staff Rating of Youth Behavior domains increased from Time 1 collection to Time 2 collection. Youth who participated in higher quality programs (as scored by the PQA) improved SRYB scores more frequently than youth who participated in lower quality programs.

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 (YPQA) and the School-Age Program Quality Assessment (SAPQA) 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 2015-2016 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 SAPQA and YPQA, 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 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 2016-2017 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 SAPQA and YPQA, 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 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.

In the 2017-2018 program year, 77 sites participated in the quality improvement intervention. The data collection plan included self and external assessments using both the SAPQA and YPQA, and staff and manager responses to a fidelity and satisfaction survey. During this program year, sites could choose between the SAYO-Y and the Staff Rating of Youth Behavior (SRYB) in order to measure youth outcomes. Although the SAYO-Y is youth reported, the SRYB is staff reported. SAYO-Y data were only collected at one time point, but SRYB data were collected in both fall and spring. 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 76 sites. Site staff and managers reported satisfaction with, and fidelity to, the YPQI process through end-of-year surveys. Seventeen sites submitted SAYO-Y data at one time point and 58 sites submitted SRYB data at two time points.

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. Participating 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	✓	✓	In Fall 2017, sites participated in a kickoff workshop to introduce the elements of the QIS and review timelines, expectations, etc.
External assessment	✓	✓	In Fall 2017 and Spring 2018, external assessments were completed by reliable external assessors.
Program self assessment	✓	✓	In Fall 2017, site staff attended the PQA Basics training and completed a team-based program self assessment.
Improvement Planning	✓	✓	In Fall 2017, sites participated in a Planning with Data workshop, continued planning on-site with teams, and developed Program Improvement Plans.
Youth Work Methods trainings	✓	✓	Youth Work Methods for staff and managers were delivered by local trainers that attended the Youth Work Methods Training of Trainers workshop. Selected workshops were identified by improvement plans. Staff and managers planned and delivered new instructional practices.
TA Coaching for site managers (focused on continuous improvement practices)	✓	✓	Site managers were supported by TA coaches to implement QIS practices.
Quality Coaching Training for managers to coach staff (focused on improving instruction)	✓	✓	Site managers attended the Quality Instructional Coaching workshop and were trained to provide instructional coaching for staff. Training content included providing observation and feedback (instructional coaching) and using the relevant PQA items as a standard for skill-building practice.

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 network sites across the organization and point-of-service level measures.

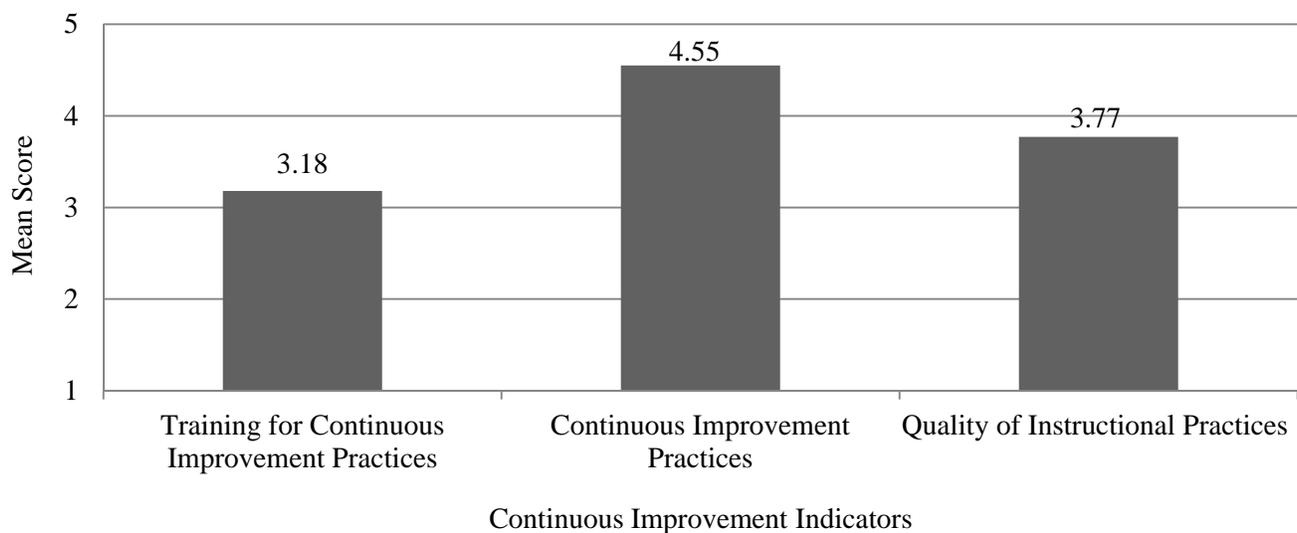
Figure 1 presents the average performance on these three indicators across all BLOCS network sites. Only YPQAs and SAPQAs scored by reliable external raters are included in the results.

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 measures the degree to which organization-level elements of the YPQI were implemented.

Quality of Instructional Practices, also referred to as the Instructional Total Score (ITS), measures 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).

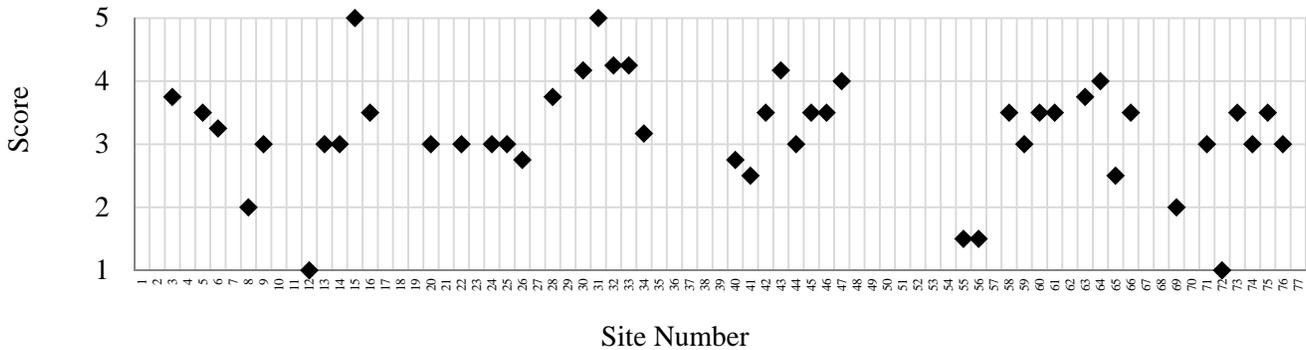
Figure 1. BLOCS Summary by Indicator



Source: YPQI Fidelity and Satisfaction Survey 2018 (n = 46), YPQA 2017-2018 (n = 28), SAPQA 2017-2018 (n = 49)

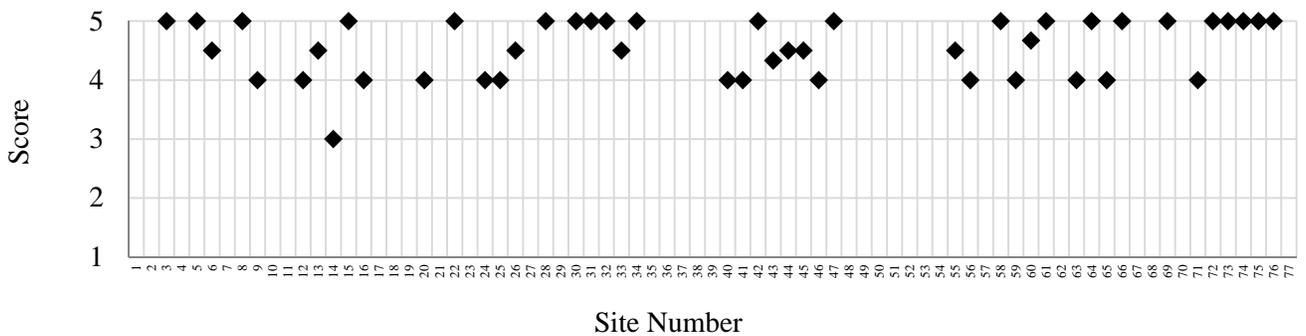
Figures 2, 3, and 4 describe site-level performance on each of the three indicators. The site numbers are consistent across graphs to allow for comparisons of performance across the indicators. Sites are organized by their Quality of Instructional Practices scores (with Site 1 having the lowest ITS).

Figure 2. Training for Continuous Improvement Practices by Site



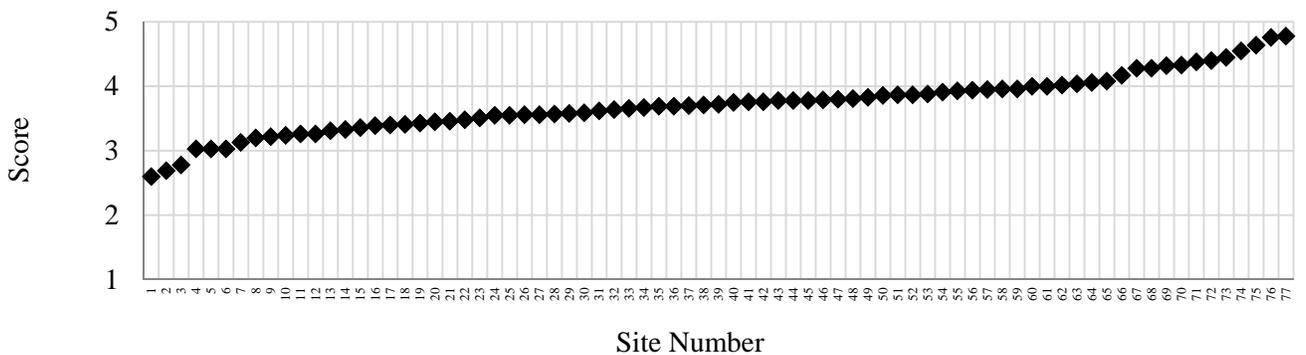
Source: YPQI Fidelity and Satisfaction Survey 2018 (n = 46)

Figure 3. Continuous Improvement Practices by Site



Source: YPQI Fidelity and Satisfaction Survey 2018 (n = 46)

Figure 4. Quality of Instructional Practices by Site



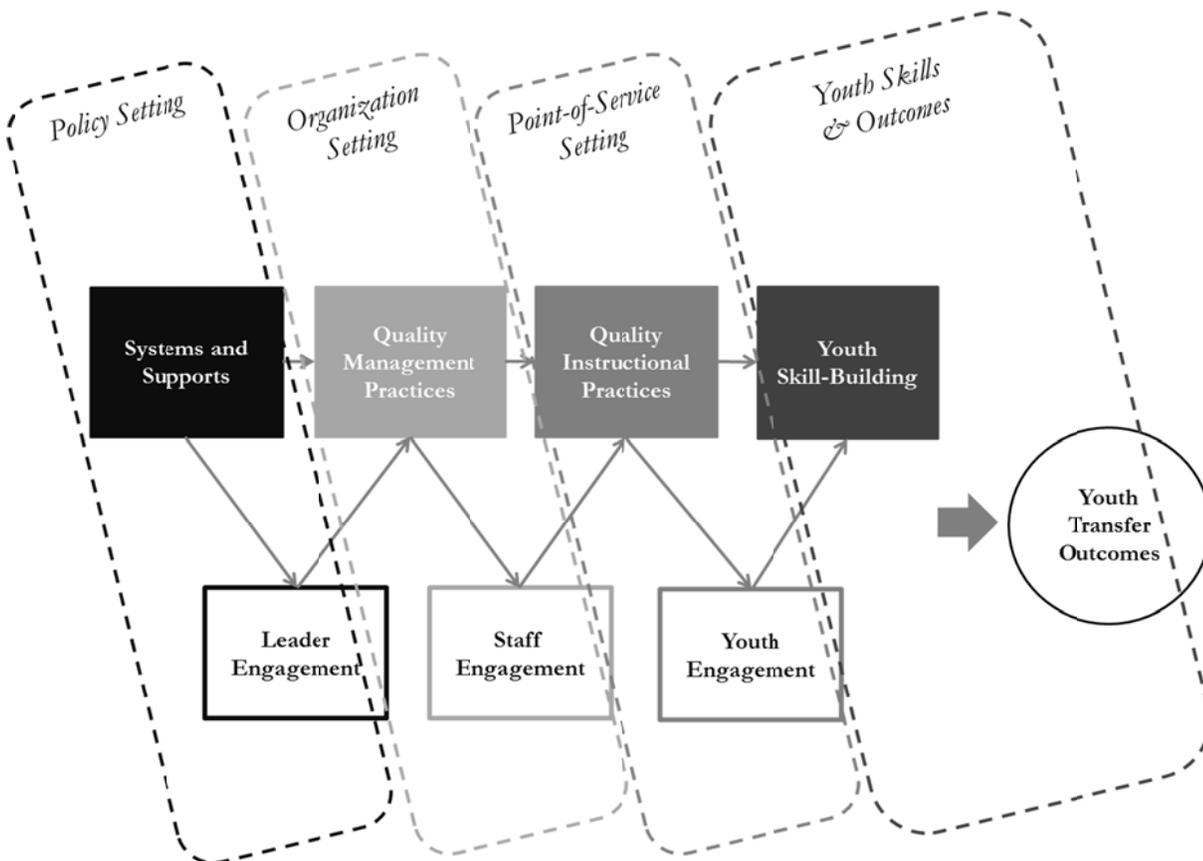
Source: YPQA 2017-2018 (n = 28), SAPQA 2017-2018 (n = 49)

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 BLOCS network to collect performance information from program managers and staff. A description of the measures used for each setting level is outlined in Table 3.

Participants

The 2017-2018 BLOCS network was composed of 77 unique program sites. These sites submitted a total of 243 program quality assessments; 54 externally-scored YPQAs, 34 self-scored YPQAs, 102 externally-scored SAPQAs, and 53 self-scored SAPQAs. Sixteen sites completed the staff portion, and 41 sites completed the manager portion, of the YPQI Fidelity and Satisfaction Survey. Seventy-six sites submitted program improvement plans composed of 236 total quality-improvement goals. Seventeen sites submitted SAYO-Y data and 58 sites submitted SRYB data at two time points (fall and spring).

Table 2. 2017-2018 Performance Information Data

	Sites	Self YPQA	External YPQA	Self SAPQA	External SAPQA	Program Improvement Plans	SAYO-Y	SRYB Time 1	SRYB Time 2	Manager Survey	Staff Survey
Total	77	34	54	53	102	236	340	1170	918	55	16
Percent of sites		100	100	100	100	99	94	98	98	53	21

Table 3. Description of Performance Measures

Policy Level
No Policy-Level data were collected.
Organization Level
<i>Participation in YPQI Supports:</i> Staff attended YPQI trainings: PQA Basics, Planning With Data, Quality Instructional Coaching, and Youth Work Methods.
<i>Continuous Improvement Practices:</i> 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.
<i>YPQI Value:</i> 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.
<i>Vertical Communication:</i> Manager provides feedback, is visible during the program, knows what is being accomplished, challenges staff, and makes sure program goals and priorities are clear.
<i>Horizontal Communication:</i> Staff co-plan program policies or activities with other staff, discuss problems, and observe or are observed by other staff.
<i>Job Satisfaction:</i> 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.
<i>Organization-Level Effect:</i> Staff gained relevant knowledge or behavioral skills.
Point-of-Service Level
<i>Instructional Total Score:</i> 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).
<i>School-Day Content:</i> 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.
<i>Growth and Mastery Goals:</i> 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.
<i>Point of Service Effectiveness:</i> Quality of instruction improved.
Youth Behavioral Skills and Outcomes
<i>Youth Skill Effect:</i> Youth were more engaged and developed skills.
<i>Survey of Academic and Youth Outcomes:</i> Youth report enjoying and feeling engaged and challenged in the program; having choice, autonomy, future plans and expectations, supportive adults, social competence, and a sense of competence as a learner; and that the program has helped with social/personal skills.
<i>Staff Rating of Youth Behavior:</i> Youth express emotion knowledge, behaviorally manage emotions, display social-role mastery, and display goal-striving mastery.

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 the BLOCS network in 2017-2018 are provided in each graph and table along with data from 2015-2016 and 2016-2017 where applicable. Wherever possible, a de-identified reference sample is used as a comparison. The de-identified reference sample contains between 362 and 2067 sites.

Policy Level

Policy-level measures were not included in this performance study.

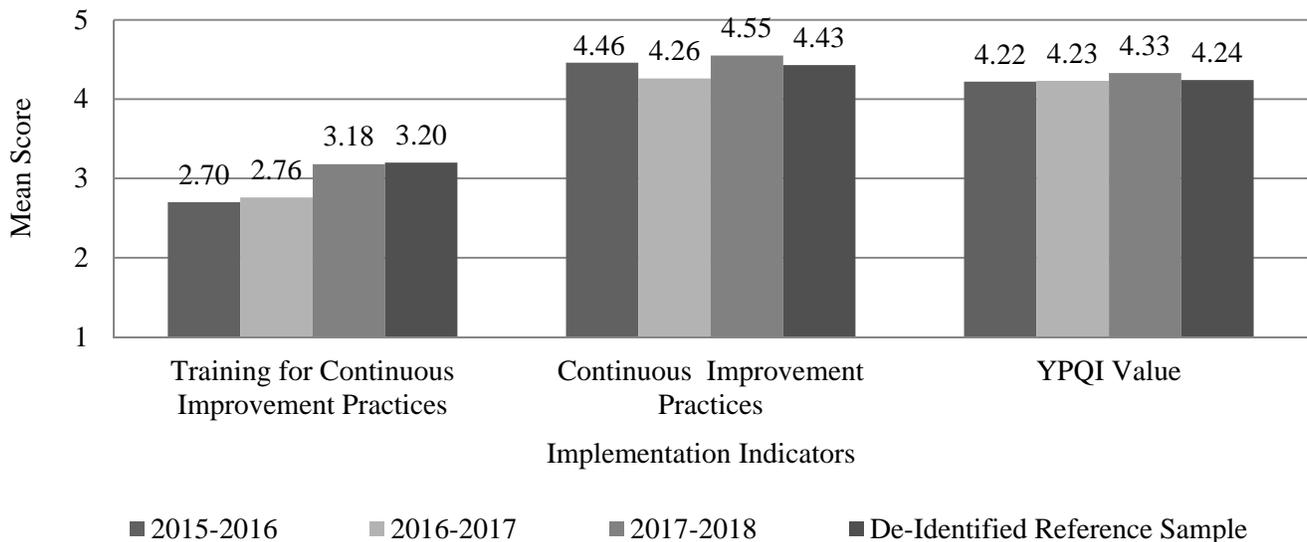
Organization Level

The organization-level performance indicators include results for participating 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. The average performance in the BLOCS network on these indicators is shown in Figure 6. The average item-level scores for each of the indicators, as well as the time it took to implement the YPQI, are provided in Table 4. Site staff and manager open-ended survey responses can be found in Appendix C.

Figure 6. Organization-Level Performance Indicators - Implementation



Source: YPQI Fidelity and Satisfaction Survey 2016 (n = 56), YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey 2018 (n = 46), YPQI Fidelity and Satisfaction Survey De-identified Reference Sample 2017 (n = 362)

Table 4. Organization-Level Performance Indicators - Implementation

Training for Continuous Improvement Practices <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>	2015-2016	2016-2017	2017-2018	De-Identified Reference Sample
In this or previous years, have you participated in PQA Basics or PQA Basics Plus training, live or online?	2.91	3.19	3.74	3.60
In this or previous years, have you participated in a Planning with Data workshop, live or online?	2.71	2.71	3.16	3.40
In this or previous years, have you participated in a Quality Instructional Coaching workshop?	2.53	2.42	2.73	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?	2.68	2.74	3.16	3.20
Continuous Improvement Practices <i>Prompt: Please select one response for each statement. 1 = "No," 5 = "Yes"</i>	2015-2016	2016-2017	2017-2018	De-Identified Reference Sample
Did your site team conduct a program self assessment using the PQA anytime this program year?	4.88	4.88	5.00	4.82
Did you create a Program Improvement Plan for your site based on the PQA data?	4.72	4.47	4.96	4.61
Did you coach individual staff by observing their sessions and providing feedback using the PQA as a standard of performance?	4.54	4.21	4.30	4.59
Did you send staff to any training 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)?	3.71	3.49	3.96	3.92
Staff Involvement <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>	2015-2016	2016-2017	2017-2018	De-Identified Reference Sample
How many staff work at your site? Answer "0" if you are the only staff member.	5.74	6.58	7.33	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.	2.46	2.22	2.69	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).	5.41	5.36	6.76	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.	1.79	2.48	2.82	3.80

Table 4. Organization-Level Performance Indicators – Implementation (continued)

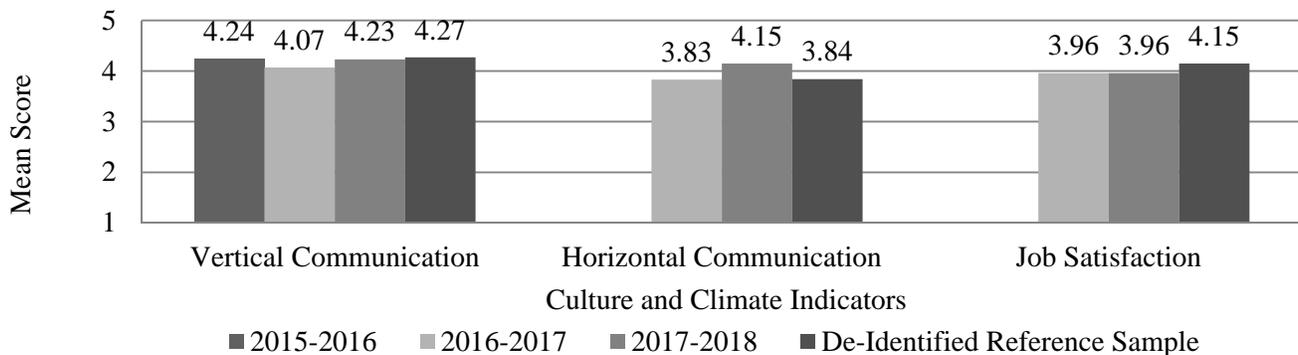
Staff Involvement	2015-2016	2016-2017	2017-2018	De-Identified Reference Sample
Please estimate how many total staff hours it took to create your Program Improvement Plan. (The sum total of hours for all members of the improvement planning team, including you).	5.17	6.06	6.57	6.62
How many total staff (including you) acted to implement your Program Improvement Plan?	4.28	4.48	4.14	8.74
YPQI Value				
<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>				De-Identified Reference Sample
	2015-2016	2016-2017	2017-2018	Sample
Overall, participation in the quality improvement system was a good use of my time and effort.	4.05	4.14	4.24	4.06
Overall, participation in the quality improvement system was supported by my supervisor.	4.32	4.32	4.51	4.42
Overall, participation in the quality improvement system was a good fit with my job.	4.30	4.26	4.24	4.22

Source: YPQI Fidelity and Satisfaction Survey 2016 (n = 56), YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey 2018 (n = 46), YPQI Fidelity and Satisfaction Survey De-identified Reference Sample 2017 (n = 362)

Culture and Climate

Culture and climate includes measures of communication between staff and their supervisors (i.e., Vertical Communication), communication among staff (i.e., Horizontal Communication), and general job satisfaction of staff in the organization (i.e., Job Satisfaction). The average scores for BLOCS on these indicators, and the scores of the reference sample, are presented in Figure 7. The average item-level scores for each of the indicators are provided in Table 5. Horizontal Communication and Job Satisfaction scores were not collected in 2015-2016.

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



Source: YPQI Fidelity and Satisfaction Survey 2016 (n = 56), YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey 2018 (n = 46), 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>	2015-2016	2016-2017	2017-2018	De-Identified Reference Sample
My supervisor challenges me to innovate and try new ideas.	4.02	3.90	3.92	4.19
My supervisor makes sure that program goals and priorities are clear to me.	4.45	4.24	4.38	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>	2015-2016	2016-2017	2017-2018	De-Identified Reference Sample
I co-plan with another member of staff.	4.66	4.07	4.62	4.19
I discuss teaching problems or practices with another staff member.	N/A	4.34	4.69	4.44
A co-worker observes my session and offers feedback about my performance.	N/A	3.45	3.77	3.36
I work on plans for program policies or activities with other staff.	N/A	3.83	4.38	3.88
I observe a co-worker's session and provide feedback about their performance.	N/A	3.48	3.69	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>	2015-2016	2016-2017	2017-2018	De-Identified Reference Sample
In most ways, this job is close to my ideal.	N/A	4.04	4.12	4.12
The condition of my current job is excellent.	N/A	3.84	3.91	4.18
I am satisfied with this job.	N/A	4.23	4.09	4.40
If I could change my career so far, I would not change anything.	N/A	3.71	3.71	3.93

Source: YPQI Fidelity and Satisfaction Survey 2016 (n = 56), YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey 2018 (n = 46), De-Identified Reference Sample 2017 (n = 362)

Organization-Level Effect

According to data obtained from 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 3.86 out of a possible 5, with 1 meaning “not at all” and 5 meaning “to a great extent.” This score is apparently higher than the 2015-2016 score, 3.72, and apparently lower than the 2016-2017 score of 4.06.

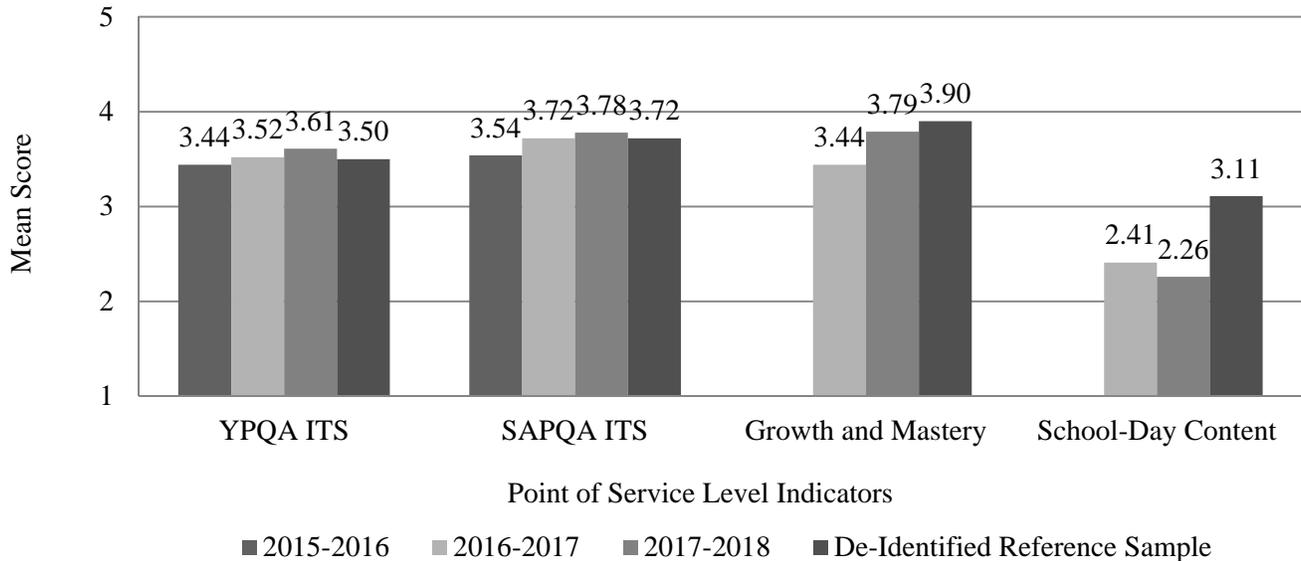
Point-of-Service Level

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: ITS, Growth and Mastery, and School-Day Content. The average performance on these indicators and a reference sample is provided in Figure 8. The domain scores that compose the ITS are provided in Table 6, and the average item-level scores for each of the indicators are provided in Tables 7 and 8. Growth and Mastery and School-Day Content scores were not collected in 2015-2016.

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



Source: YPQA 2016-2017 (n = 27), YPQA 2017-2018 (n = 28), SAPQA 2016-2017 (n = 50), SAPQA 2017-2018 (n = 49), YPQA De-Identified Reference Sample 2016 (n = 1626), SAPQA De-Identified Reference Sample 2016 (n = 2067), YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey 2018 (n = 36), YPQI Fidelity and Satisfaction Survey De-Identified Reference Sample 2017 (n = 362)

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

	YPQA			SAPQA			De-Identified Reference Sample Youth PQA	De-Identified Reference Sample SAPQA
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018		
Instructional Total Score	3.44	3.52	3.61	3.54	3.72	3.78	3.50	3.72
Supportive Environment	4.07	4.43	4.36	3.88	4.19	4.29	4.31	4.08
Interaction	2.99	3.38	3.68	4.01	3.85	3.73	3.35	4.05
Engagement	2.24	2.75	2.79	2.99	3.12	3.33	2.85	3.02

Source: YPQA 2015-2016 (n = 26), YPQA 2016-2017 (n = 27), YPQA 2017-2018 (n = 28), SAPQA 2015-2016 (n = 37), SAPQA 2016-2017 (n = 50), SAPQA 2017-2018 (n = 49), YPQA De-Identified Reference Sample 2016 (n = 1626), SAPQA 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>	2015-2016	2016-2017	2017-2018	De-Identified Reference Sample
We exposed students to experiences which were NEW FOR THEM.	N/A	3.83	4.23	4.19
Students had responsibilities and privileges that INCREASE OVER TIME (e.g., older youth allowed to used advanced art equipment).	N/A	3.55	4.00	3.98
Students worked on GROUP PROJECTS THAT TAKE MORE THAN FIVE SESSIONS to complete.	N/A	2.59	3.08	3.31
Participating children and youth were acknowledged for achievements, contributions and responsibilities (e.g. exhibitions of work).	N/A	3.83	4.23	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).	N/A	3.28	3.23	3.52
Students identified a skill/activity/pursuit that THEY FEEL they are uniquely good at.	N/A	3.59	4.00	4.07

Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey 2018 (n = 46), 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>	2015-2016	2016-2017	2017-2018	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.	N/A	3.10	3.08	3.79
I coordinate the activity content of afterschool sessions with students’ homework.	N/A	2.41	1.92	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).	N/A	2.24	2.62	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.	N/A	2.34	2.08	2.95
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program.	N/A	1.97	1.62	2.58

Source: YPQI Fidelity and Satisfaction Survey 2017 (n = 70), YPQI Fidelity and Satisfaction Survey 2018 (n = 46), 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 4.08 out of a possible 5.00, with 1 meaning “not at all” and 5 meaning “to a great extent.” In the 2016-2017 program year, BLOCS had an average score of 3.70, and in the 2015-2016 program year, the average score was 3.65.

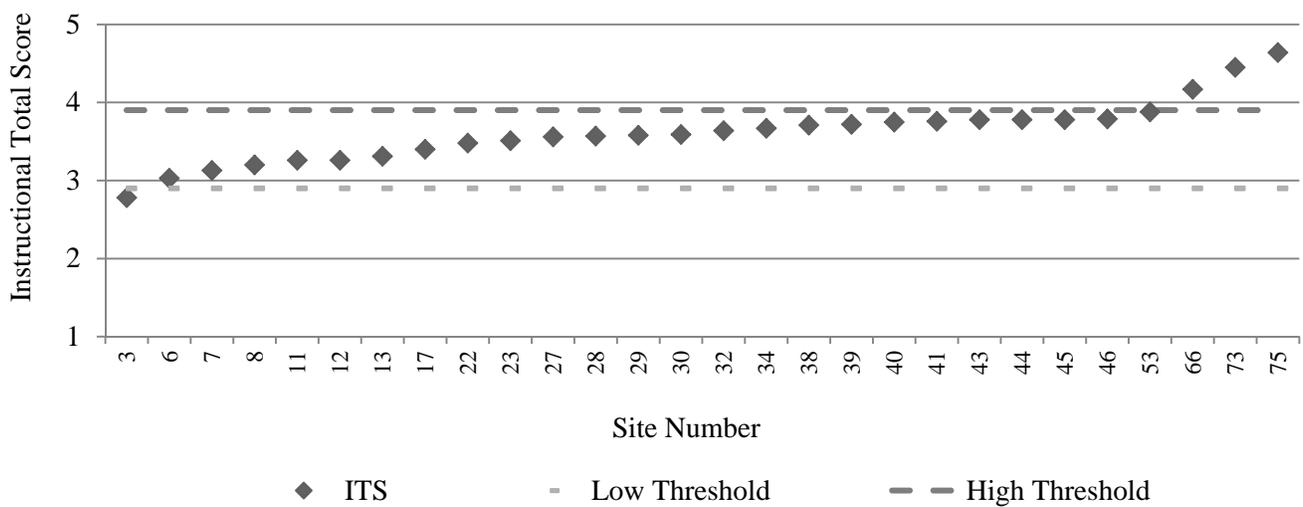
Program Quality Assessment

Quality of Instruction by Site

ITS on YPQA external assessments are presented in Figure 9 and ITS on SAPQA external assessments are presented on Figure 10. 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).

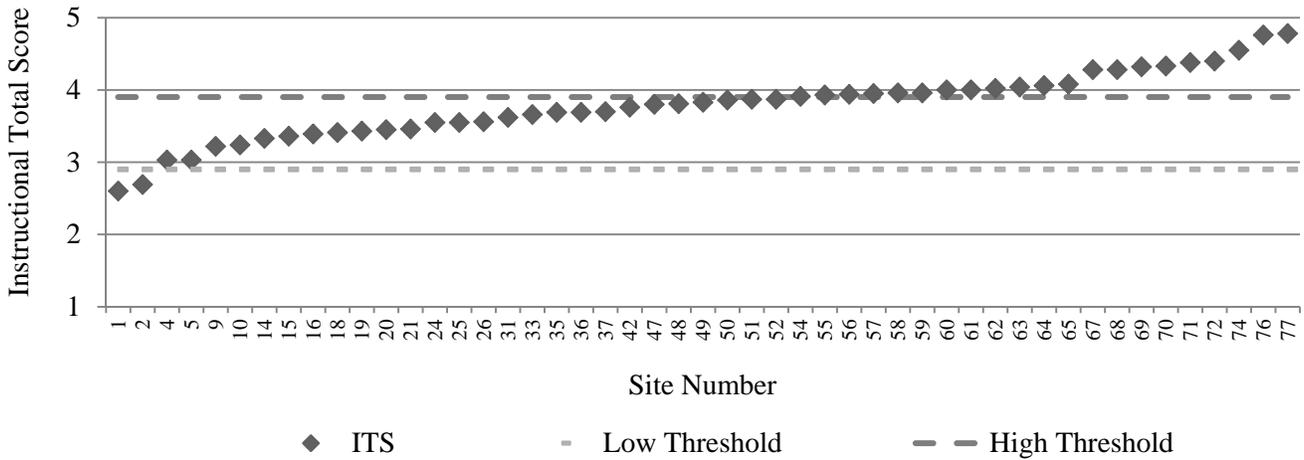
In the BLOCS network, 50 sites had an ITS between the high- and-low-engagement thresholds, 24 sites scored above the high-engagement threshold, and 3 sites scored below the low-engagement threshold.

Figure 9. YPQA ITS Results



Source: YPQA 2017-2018 (n = 28)

Figure 10. SAPQA ITS Results

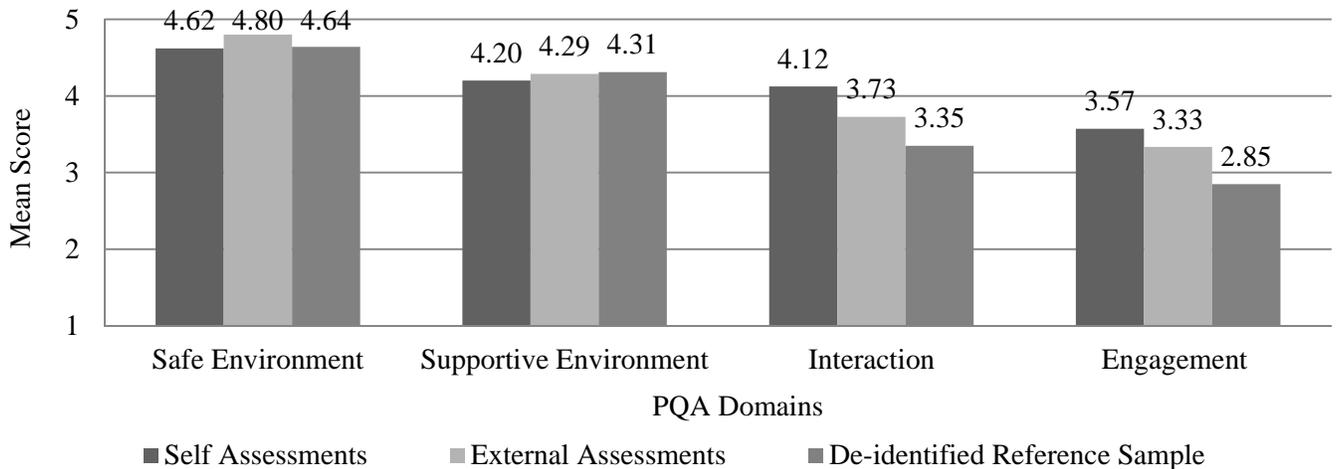


Source: SAPQA 2017-2018 (n = 49)

The average domain scores for both the self-scored and externally-scored YPQA domains across the BLOCS network, and a large reference sample are presented in Figure 11. These scores for the SAPQA are presented in Figure 12.

Sites using the YPQA tool had apparently similar self-and-externally-rated assessment scores on the Safe Environment and Supportive Environment domains. Self assessment scores were higher than external assessment scores on the Interaction Domain. Both External-assessment scores and self-assessment scores were higher than the large reference sample on the Interaction and Engagement domains.

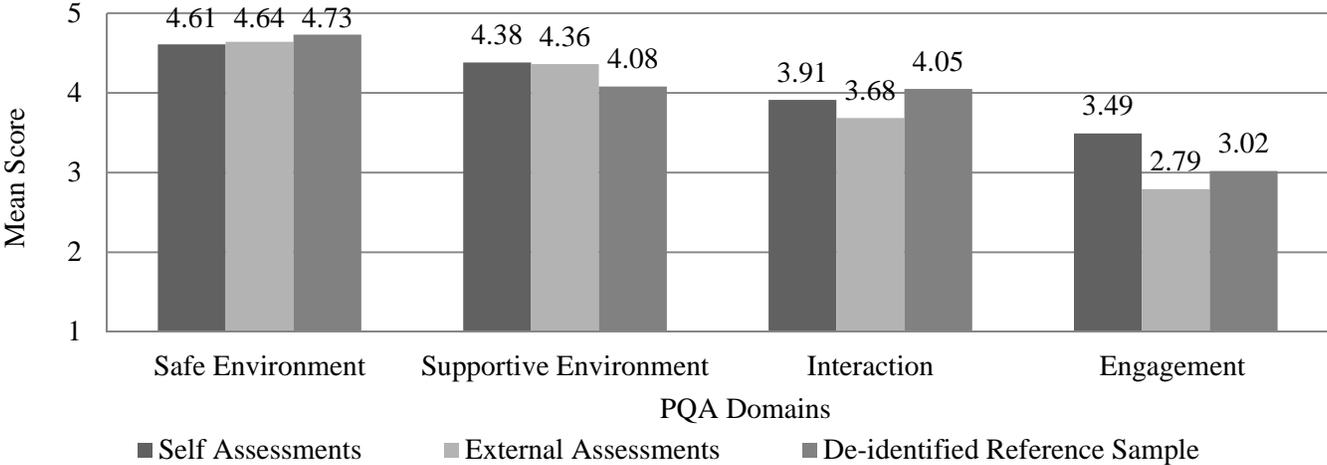
Figure 11. Self-Scored and Externally-Scored YPQA Compared to a Reference Sample



Source: Externally-Scored YPQA 2017-2018 (n = 28), Self-Scored YPQA 2017-2018 (n = 34), De-identified External Reference Sample 2016 (n = 1626)

Sites using the SAPQA tool scored apparently higher on self-scored assessments than externally-scored assessments on the Interaction and Engagement domains. Self assessment and external assessment scores were apparently similar on the Safe Environment and Supportive Environment domains. The de-identified reference sample was apparently higher than both the self and external assessment scores in the Interaction domain.

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



Source: Externally-Scored SAPQA 2017-2018 (n = 49), Self-Scored SAPQA 2017-2018 (n = 54), 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. Results are provided in Tables 9 and 10, and Figure 13.

Sixteen YPQA items and sixteen SAPQA items were identified as “low scoring,” meaning greater than 25% of all externally-scored assessments in the BLOCS network scored a “1” on these items. The Engagement domain has the majority of low-scoring items. Scales with the most low-scoring items include: Reflection, Planning, and Leadership.

Table 9. Youth PQA Low-Scoring Items

Youth PQA Items	Percent Scoring 1
III. Leadership 2 - Opportunities to mentor	70
III. Leadership 3 - Opportunities to lead a group	56
III. Collaboration 2 - Interdependent roles	54
IV. Reflection 3 - Youth provide feedback	54
IV. Reflection 4 - Youth present to group	52
IV. Choice 1 - Content choices	46
II. Active Engagement 4 - Tangible products and performances	44
IV. Planning 2 - Planning strategies	40
IV. Choice 2 - Process choices	40
III. Collaboration 3 - Shared goals	36

Table 9. Youth PQA Low-Scoring Items (continued)

IV. Planning 1 - Opportunities to make plans	34
IV. Reflection 1 - Youth reflect on what they are doing	34
III. Belonging 4 - Publically acknowledge achievements	34
III. Collaboration 1 - Opportunities to work collaboratively	30
III. Adult Partners 1 - Staff share control with youth	30
II. Skill Building 3 - Staff models skills	28

Source: Externally-Scored YPQA 2017-2018 (n = 28)

Table 10. SAPQA Low-Scoring Items

SAPQA Items	Percent Scoring 1
IV. Planning 3 - Staff encourages children to share plans in a tangible way	74
IV. Planning 2 - Planning strategies	67
IV. Reflection 1 - Children reflect on what they are doing	58
IV. Reflection 2 - Children reflect in multiple ways	54
III. Leadership 3 - Opportunities to lead a group	53
IV. Planning 1 - Opportunities to make plans	53
IV. Choice 1 - Authentic choice within activities	51
IV. Reflection 3 - Children provide feedback	50
II. Skill Building 1 - Learning focus linked to activity	43
II. Active Engagement 3 - Connection between activity and prior knowledge	42
III. Leadership 1 - Group process skills	36
II. Skill Building 4 - Staff break down tasks	33
IV. Choice 2 - Process choices, rather than choosing from limited options	32
II. Encouragement 2 - Staff asks open-ended questions	28
II. Active Engagement 2 - Youth talk about activities	28
III. Leadership 2 - Opportunities to help	25

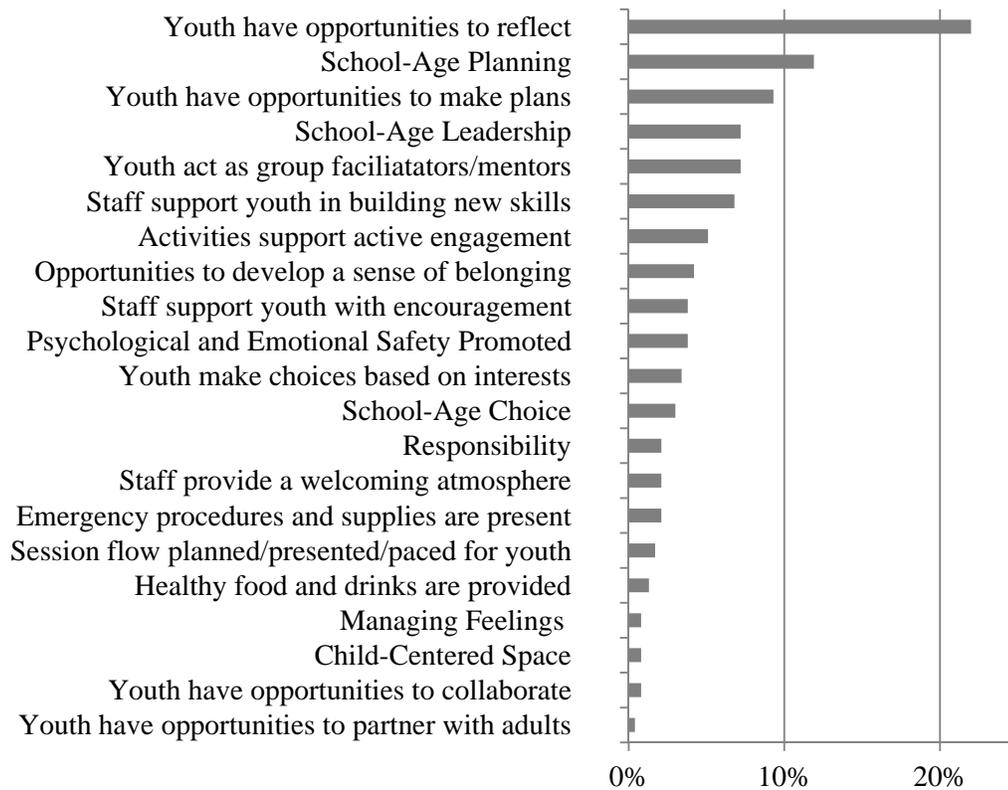
Source: Externally-Scored SAPQA 2017-2018 (n = 49)

Improvement Goals

Managers and staff enrolled in the BLOCS network 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. Seventy-six sites submitted program improvement plans, consisting of a total of 236 different program goals. The percentage of sites that selected each of the most common domains and scales across all selected improvement goals is summarized in Figure 13.

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

Figure 13. Program Improvement Goal Focus



Source: Program Improvement Goal Forms Spring 2018 (n = 76)

Youth Skills Effect

Where asked to reflect on what changed for youth participants as a result of their programs’ participation in the YPQI process, staff and managers in the BLOCS network reported that youth were more engaged and developed skills, with an average score of 3.98 out of a possible 5, with 1 meaning “not at all” and 5 meaning “to a great extent.” This score is apparently higher than the past two program years; in 2016-2017 BLOCS scored 3.72, and in 2015-2016 BLOCS scored 3.86.

Youth Surveys

Youth participating in programs within the BLOCS sites either completed SAYO-Y or had adults rate them on the SRYB. Seventeen sites submitted SAYO-Y data, and 58 sites submitted SRYB 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 2015-2016 and 2016-2017 are included in the table for general comparison, but these data represent a different sample of sites composed of a different group of youth; using different samples across time prevents us from determining whether apparent changes across time reflect individual-level growth or differential selection into the programs. Thus, these data should not be interpreted as reflecting longitudinal year-to-year changes.

Table 11. Network Aggregate SAYO-Y Scale Scores

SAYO-Y Scale	2015-2016	2016-2017	2017-2018
Youth enjoy and feel engaged in program	3.98 (n = 34)	4.02 (n = 45)	4.01 (n = 17)
Youth have choice and autonomy	3.53 (n = 34)	3.62 (n = 45)	3.50 (n = 17)
Youth feel challenged	3.79 (n = 34)	3.83 (n = 45)	3.93 (n = 17)
Youth believe they have a supportive adult	4.31 (n = 34)	4.31 (n = 45)	4.30 (n = 17)
Sense of competency as a learner	3.85 (n = 34)	3.94 (n = 45)	3.96 (n = 17)
Sense of competence socially	3.52 (n = 34)	3.67 (n = 45)	3.53 (n = 17)
Future planning	4.10 (n = 30)	4.06 (n = 45)	4.03 (n = 17)
Future expectations	4.38 (n = 30)	4.41 (n = 45)	4.36 (n = 17)
Future action	4.16 (n = 30)	4.14 (n = 45)	4.11 (n = 17)
Future adult collaboration	3.81 (n = 18)	4.13 (n = 22)	4.13 (n = 9)
Youth believe program has helped social/personal skills	4.28 (n = 34)	3.79 (n = 45)	3.88 (n = 17)

Source: SAYO-Y 2016 (n = 34), SAYO-Y 2017 (n = 45), SAYO-Y 2018 (n = 17)

The SRYB is a staff rating of youth social and emotional skills in four domains: Expresses Emotion Knowledge, Behaviorally Manages Emotions, Displays Social-Role Mastery, and Displays Goal-Striving Mastery. Sites submitted SRYB data at two time points, fall 2017 and spring 2018. The aggregated SRYB scores for all 58 BLOCS sites at each time point are presented in Table 12. All domain scores increased from Time 1 to Time 2.

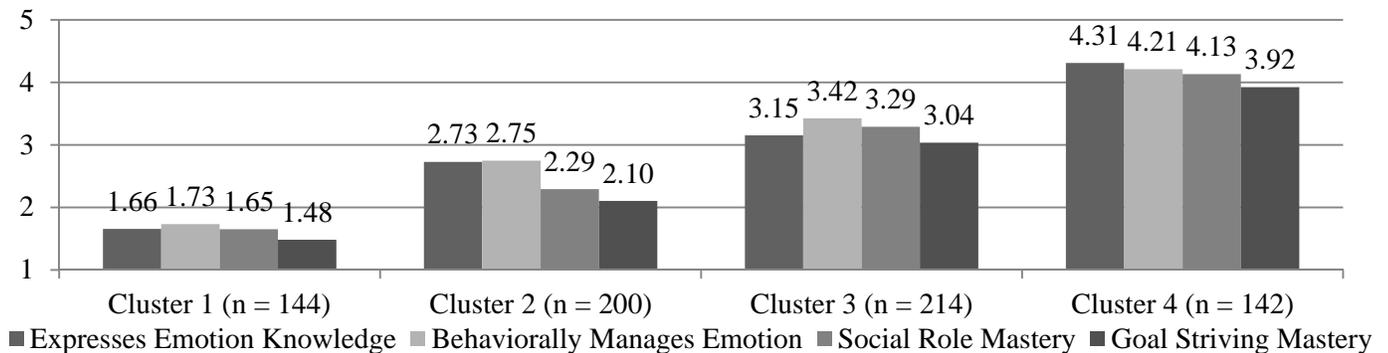
Table 12. Staff Rating of Youth Behavior Scale Scores

	Time 1	Time 2
Expresses Emotion Knowledge	3.00	3.43
Behaviorally Manages Emotion	3.00	3.44
Social Role Mastery	2.81	3.35
Goal Striving Mastery	2.67	3.19

Source: SRYB 2017-2018 (n = 58)

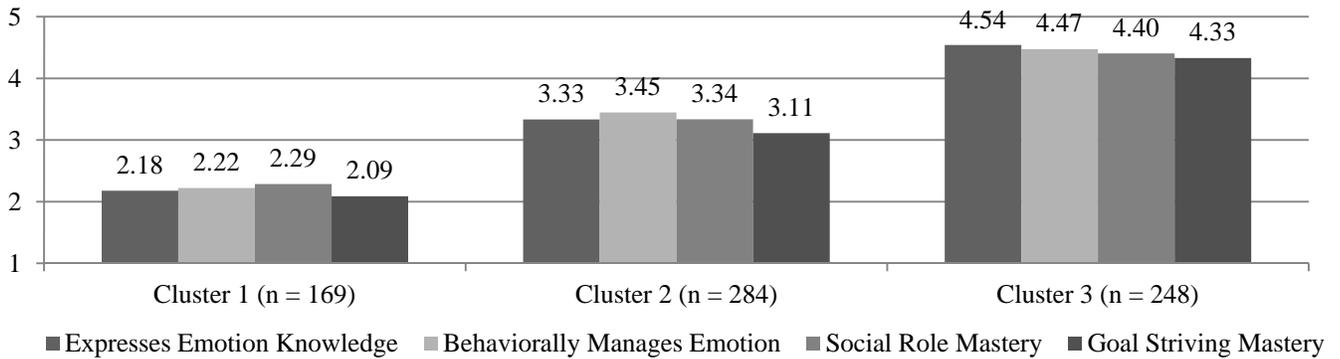
All youth were organized into SEL profiles using a statistical procedure known as cluster analysis. In this procedure, youth were grouped based on similarity of scores on the SRYB tool. Each cluster represents youth that were rated similarly in each SEL domain. Cluster groups for the Time 1 data collection are presented in Figure 14 and for Time 2 data collection in Figure 15.

Figure 14. BLOCS SRYB Time 1 Clusters



Source: SRYB 2017-2018 (n = 58)

Figure 15. BLOCS SRYB Time 2 Clusters

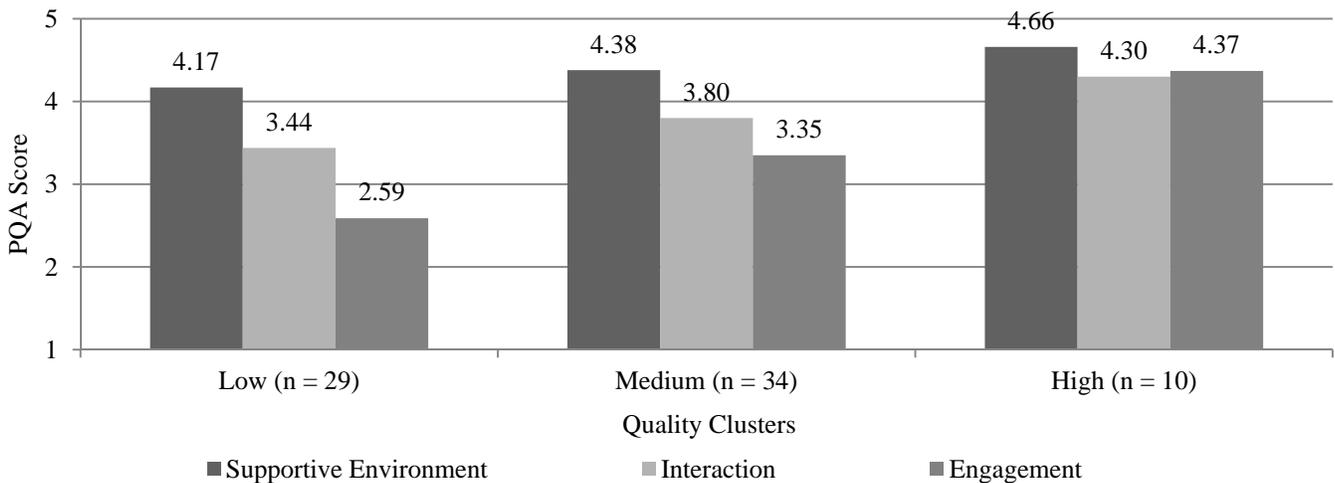


Source: SRYB 2017-2018 (n = 58)

Quality to Outcomes Results

Program instructional quality was also differentiated using the cluster analyses method. Three profiles of quality (Low, Medium, and High) were identified using the BLOCS PQA scores for the Supportive Environment, Interaction, and Engagement domains. The quality cluster profile scores across the three domains are provided in Figure 16.

Figure 16. Instructional Quality Profiles



Source: Youth PQA 2017-2018 (n = 28), SAPQA 2017-2018 (n = 49)

Youth SRYB scores were compared to the instructional quality of the program that the youth participated in to see if there was any association between program quality and youth improvement in SRYB scores. Improvement is defined as a youth moving to a higher quality cluster from Time 1 to Time 2. Youth who participated in the programs that fell in the lowest quality cluster did not improve as much on their SRYB scores from Time 1 to Time 2 as youth who participated in the highest quality programs, as shown in Figure 16. In the high quality cluster profile, 57% of youth improved their SRYB scores from Time 1 to Time 2. In the low quality cluster, only 41% of youth improved their SRYB scores from Time 1 to Time 2.

Figure 17. Quality to Outcomes Results



Source: SRYB 2017-2018 (n = 58)

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 externally-scored PQA 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 together 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 38 sites having no scores falling in the lowest quartiles and 4 sites having three indicators falling in the lowest quartile. Risk appears to be mostly distributed among the 77 sites.

Table 11 illustrates the prevalence of low performance across sites.

Table 11. Risk Index

<i>Number of Risk Indicators</i>	<i>Number of Sites</i>
0	38
1	24
2	11
3	4

Source: YPQI Fidelity and Satisfaction Survey 2018 (n = 46), YPQA 2017-2018 (n = 28), SAPQA 2017-2018 (n = 49)

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 Youth Voice as their top instructional skill priority followed by Science, Technology, Engineering, and Math (STEM). The top youth skill development interest areas were Teamwork, and Initiative and Responsibility. These selected skills align with the Program Improvement Plan goals. The top administrative skill interest area selected was Connections to Parents and Families followed by Coaching Staff on Instructional Quality. Skill priority results are presented in Table 12.

Table 12. BLOCS 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>	<i>Percentage of Sites</i>
Youth Voice	12
STEM	9
Planning and Reflection	8
Reframing Conflict	7
Cultural Competency	7
Building Community	6
Cooperative Learning	5
Homework Help	5
Structure and Clear Limits	5
Arts	5
Active Learning	3
Ask-Listen-Encourage	2
<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>	<i>Percentage of Sites</i>
Teamwork: Interpersonal skills, collaboration, flexibility; guiding and leading others	8
Initiative and Responsibility: setting and working toward goals, self-management, working independently, fulfilling roles	8
Communications: Self-expression, listening, public speaking and recognizing non-verbal cues	7
Problem Solving: Reasoning, making judgments and decisions, critical thinking, decision making, creativity and accessing, evaluating, and using information	7
Empathy: Valuing own/others perspectives and stories with sensitivity to context	7
Emotion Management: Self-awareness; identifying positive and negative emotions, reasoning about causes and uses of emotion, managing emotions for functional purpose.	7
Academics: Literacy	6
Arts	6
Engineering	5
Academics: Mathematics	4
Technology	4
Academics: Science	2

Source: YPQI Fidelity and Satisfaction Survey 2018 (n = 46)

Table 12. BLOCS 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>	<i>Percentage of Sites</i>
Connections to Parents and Families	46
Coaching Staff on Instructional Quality	40
Connections to School	36
Applying Quality Standards to Hiring and Supervision	32
Connections to School Day Curriculum	30
Incorporating the PQA into Standard Organizational Operations	29
Marketing Your Program	28
Creating Professional Development Plans Based on Data	23
Building Youth Governance	23
Communication with and Among Staff	22
Staff Evaluations	22
Partnerships with Community, Stakeholders, etc.	21

Source: YPQI Fidelity and Satisfaction Survey 2018 (n = 46)

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 sites that submitted PQA and survey data.

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 PQA.

Fidelity to the YPQI model was high. All of the sites in the YPQI implemented at least two of the four practices. All four practices were present within the BLOCS, and 33 of the 46 sites that completed the YPQI survey implemented all four fidelity practices.

Surveyed staff satisfaction was very high. Ninety-nine 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.

SRYB scores increased from Time 1 to Time 2. Every domain increased in their aggregate scores from the first collection to the second collection of SRYB.

Youth who participated in programming at higher quality sites improved on SRYB scores more than youth that participated in programming at lower quality sites. In the high quality cluster profile, 57% of youth improved their SRYB scores from Time 1 to Time 2. In the low quality cluster, only 41% of youth improved their SRYB scores from Time 1 to Time 2.

Appendix A. Program Quality Intervention Data Collection

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

Table A.1. Number of Participants by Instrument

Site ID	PQA Tool	Self Assessment	Fall External Assessment	Spring External Assessment	SAYO-Y	SRYB Time 1	SRYB Time 2	Program Improvement Plan	Manager Survey	Staff Survey	Risk Index
1	SAPQA	1	1	1	3	-	-	3	0	0	1
2	SAPQA	1	1	1	-	18	16	3	1	0	1
3	YPQA	3	1	1	59	-	-	3	2	0	1
4	SAPQA	1	1	1	12	-	-	3	0	0	1
5	SAPQA	1	1	1	-	15	15	3	1	0	1
6	YPQA	1	1	1	-	15	10	3	1	1	1
7	YPQA	1	1	1	18	-	-	3	0	0	1
8	YPQA	1	1	1	-	14	6	3	2	0	2
9	SAPQA	1	1	1	-	9	6	3	1	0	3
10	SAPQA	1	1	1	-	23	10	3	0	0	1
11	YPQA	1	1	1	-	10	10	3	0	0	1
12	YPQA	1	1	1	-	32	27	3	1	0	3
13	YPQA	1	1	1	-	42	34	3	2	0	2
14	SAPQA	1	1	1	0	0	0	3	0	1	3
15	SAPQA	2	1	1	-	8	3	3	1	0	1
16	SAPQA	1	1	1	10	-	-	3	1	0	2
17	YPQA	1	1	1	29	-	-	6	0	0	1
18	SAPQA	1	1	1	-	46	27	3	0	0	1
19	SAPQA	1	1	1	-	6	6	3	0	0	1
20	SAPQA	1	1	1	-	13	12	3	0	1	3
21	SAPQA	1	1	1	-	12	11	4	0	0	1
22	YPQA	1	1	1	-	17	15	3	1	1	1
23	YPQA	2	1	2	11	-	-	0	0	0	0
24	SAPQA	1	1	1	-	6	5	3	0	1	2
25	SAPQA	1	1	1	-	11	6	3	1	0	2
26	SAPQA	1	1	1	-	14	10	6	0	1	1
27	YPQA	1	1	1	14	-	-	3	0	0	0
28	YPQA	1	1	1	-	20	20	3	2	0	0
29	YPQA	1	1	1	8	-	-	3	0	0	0
30	YPQA	1	1	1	-	14	14	3	2	1	0
31	SAPQA	1	1	1	-	28	0	3	1	0	0
32	YPQA	1	1	1	-	8	8	3	1	1	0
33	SAPQA	1	1	1	-	25	19	3	2	0	0
34	YPQA	1	2	1	-	35	28	3	3	0	0
35	SAPQA	1	1	1	-	24	22	3	0	0	0
36	SAPQA	1	1	1	-	10	5	4	0	0	0
37	SAPQA	1	1	1	-	10	10	3	0	0	0
38	YPQA	1	1	1	64	-	-	3	0	0	0
39	YPQA	1	1	1	20	-	-	3	0	0	0
40	YPQA	1	1	1	17	-	-	3	1	1	2
41	YPQA	3	1	1	-	7	6	3	1	1	2
42	SAPQA	1	1	1	29	-	-	3	2	0	0
43	YPQA	1	1	1	11	-	-	3	2	1	0
44	YPQA	1	1	1	10	-	-	3	2	0	1
45	YPQA	1	1	1	-	5	4	3	2	0	0

Site ID	PQA Tool	Self Assessment	Fall External Assessment	Spring External Assessment	SAYO-Y	SRYB Time 1	SRYB Time 2	Program Improvement Plan	Manager Survey	Staff Survey	Risk Index
46	YPQA	1	1	1	-	103	98	3	1	0	1
47	SAPQA	1	1	1	-	10	10	3	1	0	0
48	SAPQA	1	1	1	-	14	10	3	0	0	0
49	SAPQA	1	1	1	-	9	9	3	0	0	0
50	SAPQA	1	1	1	-	12	10	3	0	0	0
51	SAPQA	1	1	1	-	16	15	3	0	0	0
52	YPQA	1	1	1	-	4	4	3	0	0	0
53	SAPQA	1	1	1	-	60	39	3	0	0	0
54	SAPQA	2	1	1	-	18	10	3	0	0	0
55	SAPQA	2	1	1	-	20	37	3	1	0	1
56	SAPQA	1	1	1	-	16	23	3	1	0	2
57	SAPQA	1	1	1	-	8	8	3	0	0	0
58	SAPQA	1	1	1	10	-	-	3	1	0	0
59	SAPQA	1	1	1	-	4	2	3	0	1	2
60	SAPQA	2	1	1	-	49	24	3	1	1	0
61	SAPQA	1	1	1	-	63	1	3	2	1	0
62	SAPQA	1	1	1	-	10	10	3	0	0	0
63	SAPQA	1	1	1	-	15	3	3	2	0	1
64	SAPQA	1	1	1	-	14	13	3	1	0	0
65	YPQA	1	1	1	-	11	10	3	1	0	2
66	SAPQA	2	1	1	-	28	25	3	1	0	0
67	SAPQA	1	1	1	-	15	10	3	0	0	0
68	SAPQA	1	1	1	-	10	10	3	0	0	0
69	SAPQA	1	1	1	-	0	39	3	0	1	1
70	SAPQA	1	1	1	-	23	10	3	0	0	0
71	SAPQA	1	1	1	-	16	8	3	1	0	2
72	YPQA	1	1	1	-	16	14	3	1	0	1
73	SAPQA	1	1	1	15	-	-	3	1	1	0
74	YPQA	1	1	1	-	18	14	3	1	0	1
75	SAPQA	1	1	1	-	28	25	3	1	0	0
76	SAPQA	1	1	1	-	11	11	3	1	0	1
77	SAPQA	1	1	1	-	52	51	3	0	0	0
Total		87	78	78	18	1170	918	236	55	16	-
Percent of sites		100	100	100	94	98	98	99	53	21	-

Appendix B. 2017-2018 Staff and Manager Demographics

	<i>Percentage by Respondent (n = 72)</i>
With which gender do you identify?	
Male	37
Female	63
None of the Above/Other	0
With which racial or ethnic group(s) do you most identify? (select all that apply)	
Asian/Pacific Islander	0
Black/African American	35
Hispanic/Latino	1
Middle Eastern/North African	0
Native American	1
White/Caucasian	58
Not Listed/None of the above	4
What is the highest level of education you have completed?	
Less than 12 th Grade	0
High School Diploma or GED	7
Some college, no degree yet	7
Associate's degree	3
Bachelor's Degree	45
Some graduate college credit, no degree yet	3
Master's Degree	28
Professional Degree or Doctorate	7
What population(s) of students do you serve? (select all that apply)	
Elementary School	35
Middle School	40
High School	25
Where is your program located?	
School	29
Community Center	35
Other (Please describe)	36
Do you hold a teaching credential or certification? (Yes)	14
Are you also a teacher during the school day? (Yes)	14
Are you a paid employee or a volunteer?	
Paid Employee	89
Volunteer	11
	<i>Mean Value (n =72)</i>
How many years of experience do you have in your position?	5.86
How many months out of the year do you work?	10.94
On average, how many hours do you work every week in your afterschool position?	27.45

Source: YPQI Fidelity and Satisfaction Survey 2018 (n = 46)

Appendix C. 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
Manager	All youth voices need to be heard.
Manager	As we seek to scale our program the assessment tool is great for training and for ensuring consistency in all classroom implementations.
Manager	Creating program plans and activities that align with outcomes and goals. It is important to be flexible and adapting to the dynamic of the students involved in the program, which requires ongoing evaluation of the effectiveness of planned activities.
Manager	Each staff member plans a different with a different age group. Last school year, the children planned in groups, but with the same staff member. This year each staff member brought a unique skill set and that made for a more diverse and wider array of Enrichment projects. We did a lot more Food focused activities. Children are more engaged and excited.
Manager	Giving our youth a voice and ways to distribute student leadership opportunities.
Manager	Having a consistent and high quality tool to use for assessing and improving our site instruction was very valuable.
Manager	Having the written learning objective helps guide the activity and gives a unifying theme to the lesson.
Manager	How important it is to establish a rapport with students.
Manager	How to analyze the differences between 1, 3, and 5 when some of the wording in the tool is somewhat questionable or able to be interpreted differently by the reader/viewer of the program.
Manager	How to assess our program and develop an improvement plan
Manager	I always enjoy learning new icebreakers/group formers/attention signals that will improve our program on a daily basis.
Manager	I appreciated accessing the tools to help my staff improve their program quality.
Manager	I believe that one of the most important things that I learned is the approaches used to manage conflict among the youth. Our youth program has an emphasis on conflict management using a tool called theBLUEPRINT. Reframing conflict only enhances our current programming and offers additional resolution approaches that our youth could relate. Additionally, while we pride ourselves on making certain our youth are safe, YPQI has caused me to stop and pay more attention to the surroundings, the safety equipment, and the evacuation plan while keeping the first aid kit well-stocked.
Manager	I developed better leadership skills. I learned how to lead staff and kids in a more effective way.
Manager	I did notice that our two sites made some tweaks to their daily routines after running through this process, for the better.
Manager	I gained a lot of knowledge that was applicable to our program through the planning and reflection training, the structure and clear limits training, and the ask listen encourage training.
Manager	I learned a lot more about what it means to be a safe environment for the kids.
Staff	I learned how to better organize our sessions and also how to give leadership opportunities to all of our boys.
Manager	I learned that even though we are a tutoring site it was beneficial for our students for us make time each day for us to have circle time where our students could share and learn about character building and strategies that help them control their behavior. As a result, the students seem to get along better with each other
Manager	It is important to engage kids with other kids and for the staff to talk with students about how to get along with each other in small group discussions.

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	Response
Manager	I think the single most important thing that I learned was the essential nature of reflection for the youth and for our staff. Prior to these trainings, we would conduct pre and post surveys with youth, but these tools helped us learn to infuse reflection throughout our activities. This was impactful for us and the youth we serve.
Staff	I've learned a great deal about the importance of planning and structuring out program so as to work towards specific learning objectives. I have attended quite a few BLOCS and Methods trainings and they all provide some useful and thought-provoking information which we work to incorporate into the SEL portion of our after-school program. Using the PQA and the program assessments, our organization has been working towards concrete improvements in program design and structure and implementation of tactics/methods to help improve and encourage youth leadership, student choice, and feedback.
Manager	I've learned to make sure the kids are involved in the day to day planning of activities and that they feel like staff are listening to their concerns and what it is that they want to do while at our center.
Manager	Our staff has developed an ability to create lessons and activities which engage youth and target certain skill developments. Planning lesson with specific objectives and goals has become more of a habit and a requirement among staff.
Manager	Overall I have learned how to implement the components.
Manager	Planning and the need for a youth decision based program
Staff	Planning for data collection and self assessments
Manager	Prior to fully engaging with this system, I struggled with allowing students to lead activities - finding a balance between ensuring they get what we hope out of the program and allowing them to really feel they have the freedom to take ownership of their involvement. We learned to set parameters around activities and discussions, and once those are set, allow the students at every opportunity to make decisions that cannot fundamentally change the activity. I also gained tools that can be used to structure intentional reflection with students.
Manager	Purposely ensuring student involvement in their instruction. Incorporating the use of more learning styles than we were currently using.
Staff	Recognizing youth students individual needs and creating an engaging environment that enforces fellowship and creativity.
Staff	Root cause analysis and evaluation. Became more familiar with OST programs in general and developed trauma informed care and mindfulness skills to work with youth
Manager	Self assessment
Manager	Soliciting feedback from the youth we serve.
Manager	targeting one small change to make a big impact
Manager	that engagement is a key builder
Staff	That we have to be observant and intentional when working with youth about including them and ensuring that were being effective. Engagement is key!
Staff	That youth planning and leadership is having them specifically plan the activity or project they're working on that day.
Manager	The ability to evaluate my effectiveness as an individual and as a program in whole.
Manager	The importance of continuous improvement
Manager	The importance of developing opportunities for youth to plan using multiple strategies. Also the importance of youth having the opportunities to have distinguished roles with in an activity.
Manager	The most important skill I developed was time management.
Manager	The most important thing I learned was how outsider viewed the program

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	Response
Manager	The information about mental health issues was very important for the work we do in our after school program. I was able to share with our teachers how they can improve the SEL for our students.
Manager	The most important thing learned was allowing youth more opportunities to plan. I believe it gave them more incentive to participate and helped increase overall engagement.
Staff	The most important thing that I learned from participating in the quality improvement system was how to make my program session more efficient but also more rewarding for the youth. I learned how to take what I wanted and liked away and made my program geared toward what my students like and want, sometimes.
Manager	The most important things I learned as a result of my participation in the quality improvement system is the value and efficacy of including youth in the process of selecting and planning enrichment activities. From selecting our semester theme to planning a community service project, we have included youth in all areas of planning for our program. Next year, we plan to have a youth advisory committee to allow upper grade students a chance to take on continued leadership and partnership within the program. Also, I found the training on active engagement to be very useful in helping me to rethink the way I offer students praise versus encouragement.
Manager	The most important things that came out of the Improvement Plan, were providing staff with materials on hand in backpack so that they had materials ready to go when they come to teach. Additionally staff received icebreaker & reflection tools and training to implement exercises for opening and reflection in the program
Manager	The proper program methodology for engaging youth. The need for training of staff to insure improvements are made.
Manager	The self-assessment was a valuable exercise in determining areas of strength and areas in need of improvement. It also required that you pay attention to even the smallest of details, and realize the importance of each portion of program and how it is facilitated.
Staff	They love getting the chance to lead things.
Manager	This year our staff is even more familiar with the YPQA approach to quality programming. We now look for the best opportunities for youth to participate, lead and increase their skills during our programming.
Manager	Trusting the long-term process.
Manager	We implemented some new routines into our class structures as a result of the quality improvement plan. These new routines have really helped with youth leadership and reflection!
Manager	We now use the PQA tool to assess ourselves even when we're not required by a grant cycle because the quality areas are nicely designed. It helps us help our staff keep up program quality.
Manager	We previously identified as a youth-led program, but the quality improvement system has really helped us learn from our strengths, pinpoint our weaknesses in youth engagement, and create concrete plans for measurable improvement. We have already implemented a number of our improvement plans and the changes have been really helpful for the youth. We've discovered all sorts of new areas of program facilitation that can be youth which is in turn helping the youth develop a whole range of new skills.
Manager	We the teacher do not have to micro manage once we explain and show the clients how to operate
Manager	We worked on reflection and positive reinforcement this year.
Manager	Youth engagement

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	All youth had the opportunity to create.
Staff	As I learn more about the most effective ways to work with children and youth and how to best design and tailor our program to their needs and learning styles, our participants are better off as a result of this work. We are focusing on providing more opportunities for students to make choices and take leadership roles, as well as to make their voice and opinion heard by implementing more opportunities for student feedback.
Manager	As I mentioned above, reflection infused throughout our programming made an impact on program quality. We were better in tune with our youth, their needs, and were able to better plan our activities based on their reflection. It was also helpful to us in making programming more engaging and interactive, which youth noted. The implementation of the PQA into the program made a lasting difference.
Manager	Better communication and relationships built
Manager	Better instructors, fewer behavioral interventions
Manager	Children learn to interact in groups and sometimes lead a group. We made an effort to teach our students how to interact with each other and how to resolve conflict. As a result the students seem to get along better with each other.
Manager	Consistency, training, and improved reflection strategies.
Manager	During our circle time, the students talked about and shared with the group how to handle certain emotions and conflict. The students even made a chart that they developed that list how they would handle conflict during our Tutoring sessions.
Manager	Emphasizing the importance of reflection, and its vital role in retention. We now incorporate reflection at the beginning, end, and when appropriate, in the middle of lessons/activities.
Manager	Having the youth lead with intentional focus and ownership.
Manager	I believe the quality improvement system is much too burdensome on the students, overall, especially for the size and length of our program.
Manager	I think the greatest improvement has been in reflection. We have incorporated quick, fun, and frequent reflection activities. This allowed our students to challenge their thinking, think critically, and connect deeper to activities. It opened up more conversations and allowed students to engage deeper conversation and learning.
Manager	I was very impressed with the answers the youth gave as a result of being given the opportunity to reflect and share that reflection. It provided great insight for the staff on how the youth were perceiving the program activities. It was also valuable for the youth to share their successes and struggles.
Manager	Incorporating the reflection piece really helped with group feedback, which helped us as a site better understand and respond to the needs of our youth. The planning aspect allowed youth more ownership of the program which results in greater participation and overall interest.
Manager	I've seen the confidence of some of the youth change drastically when given a leadership role. Youth who were shy and slow to speak are now leading group discussions and providing feedback to staff on how to make the program better.
Manager	Moved to allow more youth choice
Staff	Our boys are learning how to rely on each other and to root for each other.
Manager	Our focus has been on academic instruction in order to improve student test scores and classroom performance. We are moving toward enrichment activities that address leadership, career exploration and community consciousness that will demonstrate to students the importance of lifelong learning from cradle to adulthood.
Manager	The children have become more self supportive, needs little or no help with daily activities
Manager	Re-structure of our youth council.

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	Response
Manager	Our participants are better off now that we have included our objectives because during sessions in the past, we received questions from the students during workshop time about what are they going to be doing today and other small questions as well. Implementing the reflection piece is also great due to them being able to recall what events they participated in during their workshop hour.
Manager	Our site saw many shy and reserved students open up by the end of the year, which were undoubtedly made possible by improved group dynamics and a safe environment.
Manager	Our students are now receiving various classes in mindfulness, Random Acts of Kindness, girl talk, Boys club, and much more to improve their SEL and gain self-esteem and become leaders.
Manager	Planning is one of the most important changes in our youth program. Due to effective planning, our youth receive nourishment that consist of food that is healthy and satisfying; we are able to secure adequate space for discussions and activities; we are prepared with the material needed for the session, and weekly assessments are printed and prepared. If there is a change in programming due to unforeseen circumstances, we are able to proceed with offering quality programming to our youth without interruption. Our youth are better off because we are still prepared to engage, educate, and empower them.
Manager	See answer above. It was an all-in year. We all broaden our prospective of education. Children happier.
Manager	The ability to be a listener. Allowing the kids to express and lead. It allowed me to be a great listener and take the time to understand what the true needs of the youth is.
Manager	The most important changes from the quality improvement system have been the consistent implementation of structured activities of which include opportunities for school-age feedback and leadership.
Manager	The staff were able to assess their work in improving curriculum and student engagement.
Manager	The youth have noticeably liked attending after school care better.
Manager	There are two specific changes that we're really excited about. Our youth do multi-month art projects and we used to plan the timeline out for the youth. After participating in the quality improvement system, we now start a new project by brainstorming, ordering and scheduling the steps with the youth. Then each class, they assess where they are in relation to the timeline for completion and set goals for what they need to accomplish during the class period. It has been so helpful for everyone and the students really like setting the timeline and having a much clearer big picture of the arc of the project. They other thing that has been really helpful is having reflection during snack at the end of each class where each student shares a personal success and challenge from the class. The have improved their ability to identify and share skills as well as be real with themselves about their struggles with participation, mastering new skills, and self-regulation.
Staff	They are better as we will continue to implement ways to lift youth voice. In addition, the plans for improvement strengthen sustainability efforts therefore improving the quality of services provided overall to our children and youth.
Manager	They are is a better stable environment due to the workshops, assessments, and understanding of the improvement plan. Staff and I like how each component is broken down into smaller, clearer components.
Manager	they opened up a lot more in sharing what is that they many need as a person to grow
Manager	They understand the importance of planning, taking time our for reflection after executing the plan and time management; skills that will equip them for success in college and in careers.
Staff	They were empowered and excited about their goals! I could see the light ignite in them it was the most inspiring.
Manager	We practice a warm welcome daily.

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	Response
Manager	Through participation in the program we really tried to find new and different ways for youth to participate and guide activities and discussion making.
Manager	Understanding how to connect intimately to each students helps our instructors to give more specialized training.
Manager	We have seen student GPA improvement and/or stability for those who were doing well when they joined the program; self-confidence in students' ability to articulate their feelings in a constructive manner and improved social skills overall.
Manager	We really tried to work on how we talk and react to the kids. It's made for better relationships with the kids.
Manager	Working more utilizing group work. We serve around 80 students a day.
Manager	Youth are able to relate planning strategies they learn through staying sharp activities in the program to other aspects of their life.
Staff	Youth are better leaders and planners because I provide opportunities to them in a more youth centered planning approach which I learned from BLOCS.
Manager	Youth are learning how to verbalize their feelings more and in appropriate ways.
Manager	Youth are more engaged in program objectives and activity.
Manager	Increase in program attendance, more substantive involvement in program activity, interpersonal skill development as a result of participation, and hopefully increase in academic achievement.
Manager	Youth are more involved in decision making and planning during program activities.
Manager	Youth have been given a much broader range of opportunities to take ownership in their participation with the program, and as a consequence they feel more closely connected. I believe, in the long run, this will mean a higher retention into next year and ultimately a greater impact on those students and the program.
Manager	Youth have been more engaged overall in our program as a result of our participation in the quality improvement system. We have been able to give youth more voice in planning and executing activities, which has given them more ownership. Also, the incorporation of structured planning and reflection activities has allowed for a more engaged, interactive learning process for students.
Manager	Youth have been more engaged with some of the materials and class offerings we have at as a result of the program.
Manager	Youth thrive when we implement practices developed through BLOCS. Our program runs more smoothly with more positive interactions. They develop confidence
Staff	Youth were better off as a result of the quality work because with improved leadership and instruction, along with engaging activities and reflections the youth were able to gain more from programming than before.
Manager	Youth were better off, because staff were highly focused on meeting the YPQI criteria; ultimately in improving the delivery of our program.
Staff	Youth were given more leadership opportunities which helped develop their autonomy, accountability, and confidence.

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

Role	Response
Manager	My staff is aware that emergency procedures are a necessity. So they are very aware of all of our emergency procedures. The staff is more aware of implementing strategies that have students leading activities and working with each other in engaging conversations. We have in our tutoring program implemented a circle time where we have discussions and learn about character building and how to solve a conflict.
Manager	100% of the plan has been implemented
Manager	A lot. It was great information and helped to guide us through our first year with BLOCS and five student interns.
Manager	At this time, our staff has successfully completed the Program Improvement Plan that we created in the fall. There were a few suggested revisions made by supervisors, and we tried to complete those along the way as well.
Manager	Better prepared tutors
Manager	Encouraging youth to participate and engage in activities.
Manager	Good progress, program is running smoothly
Manager	I am one of the managers over several after school sites and was not directly the one to complete the assessments or the improvement plans stemming from the assessments, but rather the manager of those site staff from the administration office. Sorry if my ratings aren't so helpful due to this.
Manager	I have more staff that understand the process.
Manager	Implemented a lot of changes in processes, modeling at staff meetings.
Manager	Improving student engagement in leadership and program planning.
Manager	Our PIP is based on feedback from the lead instructors at both sites along with observations I have made during my visits/participation with the program. The goals are unanimous for both sites; however the pathway to carry out the mission of those goals is a bit different based on the audiences (K-5 and 6-8), our younger students are receiving a more variety-based learning experience as we have incorporated storybook time; additional guest facilitators and increased one-on-one tutoring time versus the group approach. Our middle school students have been able to help plan the workshop segments of their day versus our planning them without their input. They have also been given a bit more latitude in the flow of their afternoon as we allow them flexibility in seating arrangements, timeframes for homework helper and incorporating more dialogue-based teaching methods.
Manager	Our staff has worked hard to implement the changes suggested in the PIP regarding students having opportunities to facilitate and lead discussion, have choice in activity and have written learning objectives for sessions.
Manager	Our staff is doing training to involve our client. We are allowing the clients to take a leadership role to encourage self-worth and allowing the children to think outside of the box.
Manager	Program Improvement plan will be discussed at our Quality Insurance staff meeting to update all staff on what the plan entails and to get management support on what needs to be done to implement.
Manager	Started on new protocols outlined in the improvement plan
Manager	Started on protocols that are part of the improvement plan
Manager	Started on protocols that are part of the improvement plan
Manager	Started on protocols that are part of the improvement plan
Manager	The team has worked to implement more opportunities for planning in addition to training interns and volunteers in effective means of communication, using divergent questions and statements.

What progress has your site made on your Program Improvement Plan?(continued)

Role	Response
Manager	The programs have become more engaged and more student voice on what they need help with
Manager	The youth are receiving nourishment that consists of well-balance meals, and the mentors/facilitators are making certain that the youth are given opportunities to provide feedback about the program/session.
Manager	Through our performance improvement plan we have been able to identify areas of growth to allow for group reflection, youth opportunities to plan lessons as well as act as facilitators.
Manager	Train staff on ice breakers and conflict resolution.
Manager	We are continuing to improve our volunteer training and to attract instructors with better experience managing children.
Manager	We are in the process of implementing the plan.
Manager	We are understanding the importance of each piece of the process. It is critical to improving what we do by using all tools.
Manager	We began implementing our PIP immediately after completion. We have been successful in incorporating our PIP goals into our program activities. Our agency saw improvements in our spring external assessment scores, which we attribute to our continued progress on our program improvement plan.
Manager	We completed our PIP
Manager	We have begun implementing our discussion of the objectives of each workshop, giving student leadership opportunities, and reflection.
Manager	We have begun progress and are two weeks into our program for this year.
Manager	We have changed our activity plan template for staff to use more of the techniques learned in this process.
Manager	We have completed all 3 goals for our quality improvement plan.
Manager	We have completed feedback plan. We think it is working. Children find it fun. It was easy to implement. Simple and is helping with future planning of Enrichment activities. We are still working on a more comprehensive and detailed Emergency Plan. Staff has shown marked improvement in engaging children with more detailed responses to their needs. Instead of saying "you did a great job," I hear, "I like what you did here, how did you do that?" Then wait for a response and continue a conversation, if the child wants to share more details.
Manager	We have fully implemented our Program Improvement Plan. It is difficult to estimate the hours, so I left those blank. That was tracked by our Lead and she also responded to the survey.
Manager	We have implemented tools and practices from BLOCS workshops and trainings focused specifically on planning and reflection and student leadership. We have made changes to both the structure and implementation of activities in our program. We are looking forward to our Spring assessment.
Manager	We have included more time for reflection. Students assist in leading activities and students lead the creation of one student success story each month using technology (tablets), the stories are shared with the program.
Manager	We have made great progress implementing our improvement plan by getting the youth involved more in the planning process. They recently created a full concert and picked all of the songs they would sing and perform and opened to a crowd of 200 that came to see them. The youth also were very hands on with the choreography for the event. In the past staff was very adamant about doing it "my way or no way" but it's been extremely helpful to have the youth just as involved in the planning process as the staff.
Manager	We have set goals and action plans, as well as, reviewed and revised a few.
Manager	We have trained our team on the Program Improvement Plan and implemented improvements accordingly.

What progress has your site made on your Program Improvement Plan?(continued)

Role	Response
Manager	We have made solid progress in implementing our Program Improvement Plan this spring. We have worked on improving the flow of our activities, which has improved our time management during the program.
Manager	We have made substantial progress with student leadership and emergency procedures.
Manager	We have met and discuss next steps and have implemented those steps.
Manager	We have not assessed improvement since implementing the program improvement plan
Manager	We made a lot of progress. We restructured our program to better reflect Reflection, Planning, and Leadership as laid out by YPQI. We will also continue to make these improvements as we establish a new curriculum for our program.
Manager	We now have an area to display youth work.
Manager	We've really made an effort to follow our improvement plans.
Manager	Yes.

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

Role	Response
Staff	Additional staffing
Staff	Additional supports that could improve my ability to implement the continuous improvement practices are additional staffing and group staff training on YPQA practice, so everyone is understanding of how YPQA operates.
Manager	As a tenured youth service worker; the YPQI can be helpful to avoid being in a 'rut' or succumbing to being blind-sided by the way you've always done things to be a working model. It is also a little cumbersome as we need to dedicate time to utilize the YPQI properly to obtain optimal results per the tool's expectations. It would be nice to have a simpler checks/balances system in place.
Manager	Funds to hire additional staff.
Manager	Having maybe quarterly or twice a year meetings with a site coach so we have a designated time to focus on our ongoing growth and improvement.
Manager	Having more time with staff to plan and having deadlines for improvement in the project spread more evenly.
Manager	I feel like the monthly workshops and performance feedback is very adequate.
Manager	I will adopt this as our main framework and get LEAD staff on board with it as well.
Manager	I wish my Executive Director was more involved.
Manager	I would like take offered opportunities to have a Youth Worker Mentor who can help me implement even more positive changes to our programs.
Staff	I would like to see more specific SEL resources available. When I look on the website, I find a great many articles, but not much in the way of concrete, applicable activities. While I do appreciate the books I receive at trainings, I would like to be able to access a single, comprehensive online compendium where everything is in one place.
Manager	If some of the training could be after school hours so I could send some of my staff to training sessions. Most of my staff are certified teachers so they can't attend the Block activities during the day time.

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

Role	Response
Manager	If our Executive Director could attend a training dedicated to what their role could be during PIP time.
Manager	If I had dedicated full-time personal specifically for programming.
Manager	It would be helpful if I knew what level staff should attend workshops or trainings.
Manager	It would be helpful to receive a calendar of all trainings at the beginning of each school year so that we could intentionally plan to have more staff participate.
Manager	It would be nice to have a leader of BLOCs come to the site and help with the improvement plan. I really struggled with writing it out.
Manager	More evaluations. Maybe an eval every quarter. Just to continue to track more growth throughout the school year.
Manager	More overall communication
Manager	More resources on enrichment activity curriculum development for quality after-school programs. Perhaps this could be in the form of a best practices facilitation or training.
Manager	More staff
Manager	More training around actively gathering data.
Manager	More training available to my staff.
Manager	More trainings focused on programming tips and ideas, as well as more time interacting with other organizations to talk through ideas and best practices. We are thankful for the good program offerings that are currently given.
Manager	More variety of trainings and professional development would be helpful.
Manager	Most of my staff are certified school teachers. It has been very difficult for me to get training for my staff because all the BLOCS training are done during the day. I have suggested that some training needs to be done after school or some of the training sessions taped so that my staff could watch them at home or during a training session that we put together.
Manager	One-on-one sessions for consultation and feedback in the implementation of quality improvement systems that are specific to our program sites.
Staff	Receiving individualized specific trainings from observer for our program staff based on YPQA or a separate observed time with program. A talk out session of what they saw, specifics on how we might improve in the areas we're lacking. <ul style="list-style-type: none"> - Training session on how to create a feedback piece for staff where Staff observe and provide feedback to staff or have conversation with staff on what they want to improve upon.. How do we create a learning environment for staff where they can constructively learn from the work they do with youth? - The ability to have an observer come in and to observe and help develop plan for a specific issue within the issue that may be different then something highlighted by YPQA.
Manager	Staff retention to insure that information learned can be implemented. Agency will need resources to provide better pay and work resources to insure retention.
Manager	The support is already adequate.
Manager	The trainings were a great help and continuing to offer them would be greatly appreciated.
Staff	Training that matches my schedule.
Manager	Tutor online training
Manager	Volunteers are having a difficult time attending YPQI training during the workday (8 am to 5 pm). Additional support in the form of evening and or weekend meetings would be most useful.
Manager	We could always use more staff!
Staff	We get all the support we need from this great initiative.

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

Role	Response
Manager	We are a unique site. Our kids and families are pretty close. Most of the parents know each other either from coming to school or live in same neighborhood now. Our staff, parents, principal and teachers are all when it comes to these children. We take our lead as to their needs from them. We are pretty self-contained. Totally transparent. Our parents and teachers, principal there to lend support. We listen and make changes to program as need present themselves. What works one day make work the next for all children. We are flexible. Support needed: Let us continue to be flexible and unique.
Manager	We feel very supported by the team at Metro United Way who provides us with technical assistance. The difficulty this year has been internal organizational staff changes which lowered our capacity at times. We are now fully staffed in our youth development and education department and our programs will reflect our increased capacity in the 2018/2019 school year.
Manager	You all were really helpful and flexible in working with a two woman team. We couldn't have done it without your support and flexibility. I can't think of any additional support that could have been given. All of our struggle came from our end, just in finding time to accomplish everything.

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