

# Quality Matters

*Improving the Quality and Reach of Youth Programs and Policies*

## St. Louis Quality Counts Kick-off Event

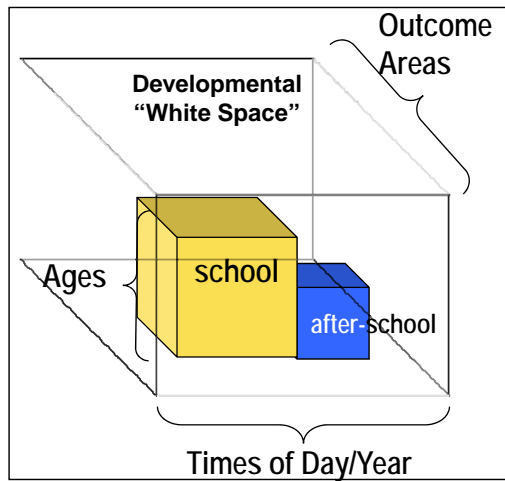
May 22 , 2008

St. Louis, MO



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## INTRO: Quality and Reach inside the white space



At best, schools fill only a portion of developmental "white space." Who fills the rest? And what is the "locally appropriate mechanism for monitoring the *availability, accessibility, and quality* of programs..." in school and out?

Saturating communities with "ample programs" requires improving the *quality and reach* of all the systems, settings and programs that touch young people's lives. Selective replication and improvement are not sufficient.

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## Activity #1 – Defining Quality

- Identify sectors three sectors by funding source
  - Department of Education
  - Department of Human Services
  - Juvenile Justice
  - Community based
- **Brainstorm:** For your organizational context, what is quality?
- What are your top three?
- Which do you measure well?

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## Objectives

- Understand how quality defined and measured by the *Youth Program Quality Assessment* and other quality assessment tools
- Practice collecting observational data and discuss how quality assessment can support changes in instructional practices
- Learn about quality improvement systems currently implemented in numerous statewide and place-based networks

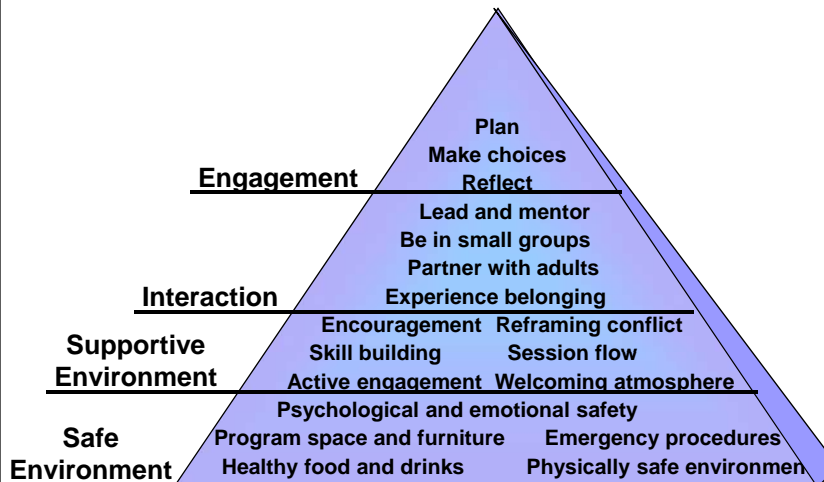
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## Agenda

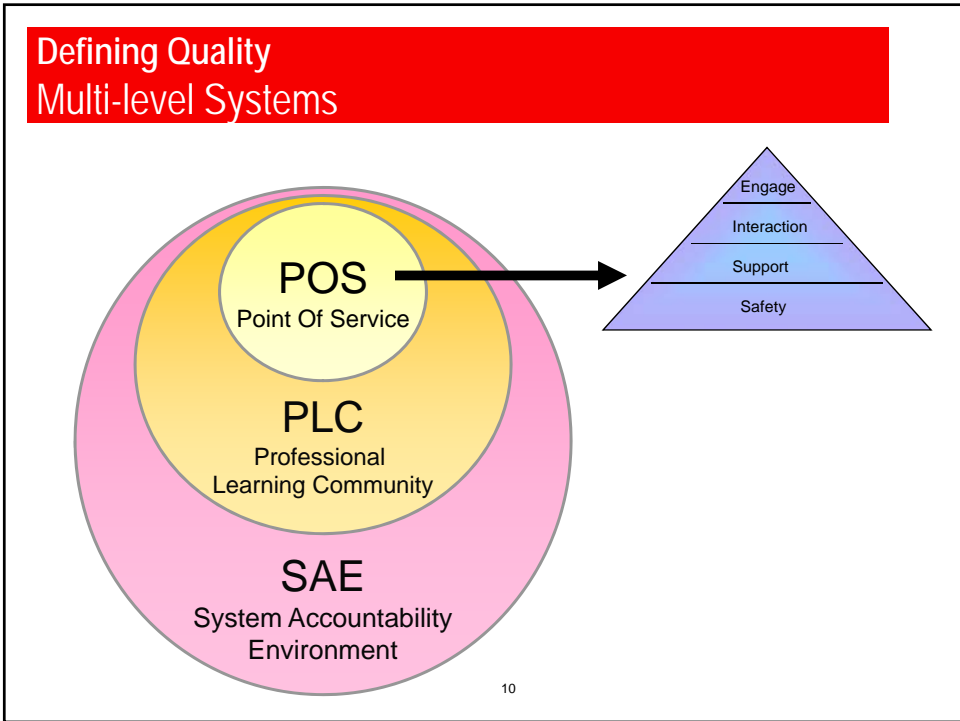
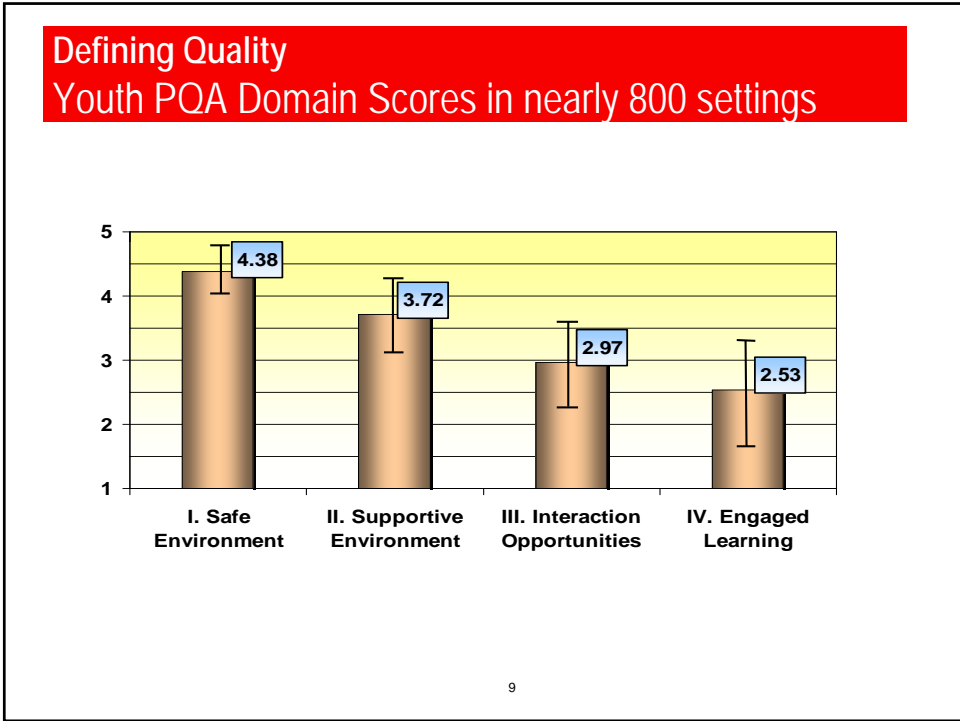
- Part I: Defining Quality at the Point of Service
- Part II: Assessing and Monitoring Quality
- Part III: Systems for Quality

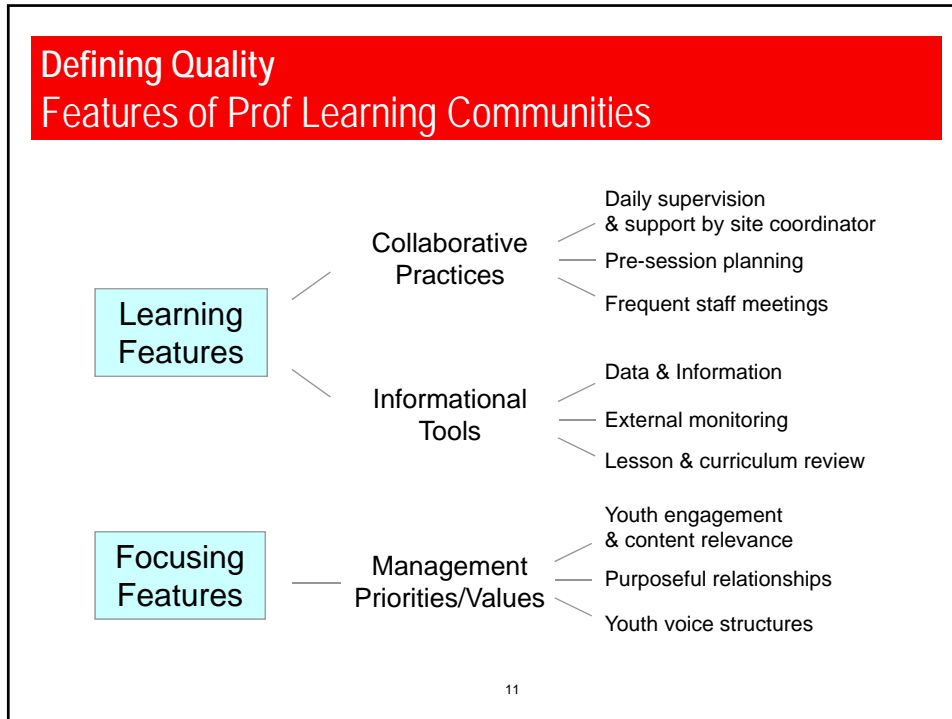
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## Defining Quality Point of Service Quality



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## Defining Quality PLC Features in 21<sup>st</sup> CCLCs

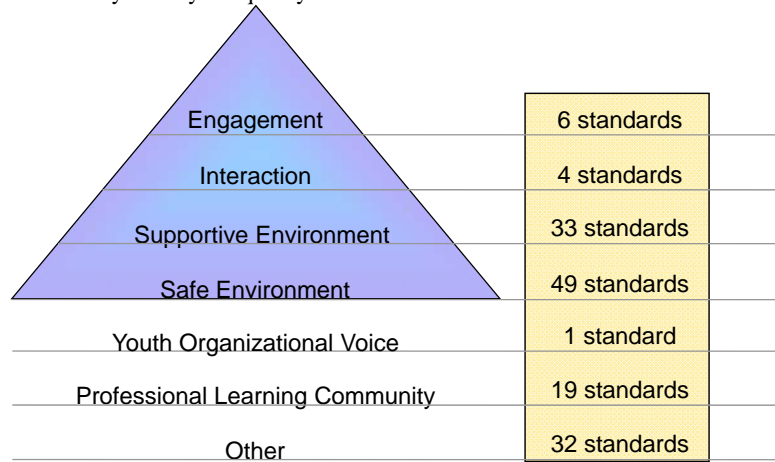
- **Information:** Over 80% of all staff regularly observe in classrooms, *however*, less than 10% have ever collected data while observing
- **Collaboration:** Over 50% of staff report substantial involvement in program planning, *however*, less than 20% of staff report ever using data during planning
- **Manager's Focus/Priority:** Nearly 50% of staff have experience with assessment and standards, *however*, less than 20% have ever seen the state model program standards

*Baseline results for the Michigan 21st CCLC Quality Systems Demonstration, N=425 staff*

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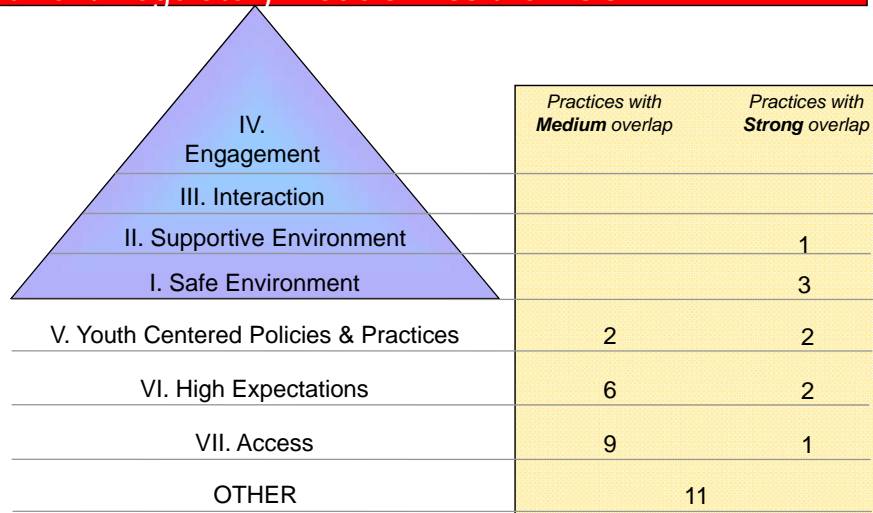
## Assessing and Monitoring Quality Current Regulatory Models Miss the POS

Source: (1998). *The NSACA Standards for Quality School-Age Care*.  
There are thirty-six keys of quality and 144 total standards



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## Assessing and Monitoring Quality Current Regulatory Models Miss the POS

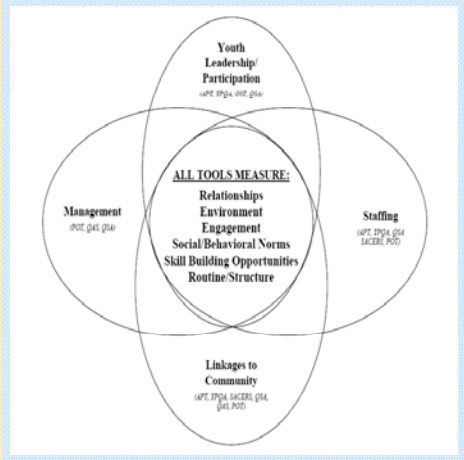


*\*The IL Teen Reach benchmarks contain 38 practices within 7 "Principles"*

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## Assessing and Monitoring Quality Converging ideas about quality

- Assessing Afterschool Program Practices Tool (APT)**  
National Institute on Out-of-School Time
- Out-of-School Time Observation Tool (OST)**  
Policy Studies Associates, Inc.
- Program Observation Tool (POT)**  
National AfterSchool Association
- Program Quality Observation (PQO)**  
Deborah Lowe Vandell and Kim Pierce
- Program Quality Self-Assessment Tool (QSA)**  
New York State Afterschool Network
- Promising Practices Rating Scale (PPRS)**  
Wisconsin Center for Education Research & Policy Studies Associates, Inc.
- Quality Assurance System™ (QAS)**  
Foundations Inc.
- School-Age Care Environment Rating Scale (SACERS)**  
Frank Porter Graham Child Development Institute & Concordia University, Montreal
- Youth Program Quality Assessment (YPQA)**  
High/Scope Educational Research Foundation



**Measuring Youth Program Quality: A Guide to Assessment Tools at [www.forumFYI.org](http://www.forumFYI.org)**

## Assessing and Monitoring Quality The Youth Program Quality Assessment (YPQA)

- Characteristics
  - Observation at *point of service*
  - Takes 1-2hours, training available but not required
  - Applies to across content areas
- Purposes:
  - Metric for most important part of education and human service programs – *point of service*
  - Increase access to experiences that motivate clients to attend and engage
  - Staff learning and performance change
  - Foundation for more effective accountability



## Assessing and Monitoring Quality: Sample Item from the Youth PQA

*“Domain”*

**III. Interaction** ← *“scale”*

**III-L. Youth have opportunities to develop a sense of belonging.** ← *“scale”*

Note: Structured refers to the quality of being intentional, planned, and/or named; it does not refer to informal conversation.

Indicators			Supporting Evidence
1 Youth have no opportunities to get to know each other (beyond self-selected pairs or small cliques).	3 Youth have informal opportunities to get to know each other (e.g., youth engage in informal conversations before, during, or after session).	5 Youth have structured opportunities to get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers, and a variety of groupings for activities)	<input type="checkbox"/>

*“item row”*

The Youth PQA consists of  
**7 Domains** (4 in A, 3 in B)  
**30 Scales** (18 in A, 12 in B); **103 item rows** (60 in A, 43 in B)

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## Assessment and Monitoring Quality Purposes for (YPQA)

- YPQA is a good example of new class of tools that:
  - Produce data that leads to real change in staff/teacher performance
  - Provide continuity that is place-based, not silo-based
  - Link accountability policy with workforce development policy
  - Offer a more efficient and effective use of resources than a sole focus on measuring child outcomes

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## Assessing and Monitoring Quality Practicing Observational Assessment

- Collecting objective anecdotal evidence
- Scoring rubrics
- Reliability

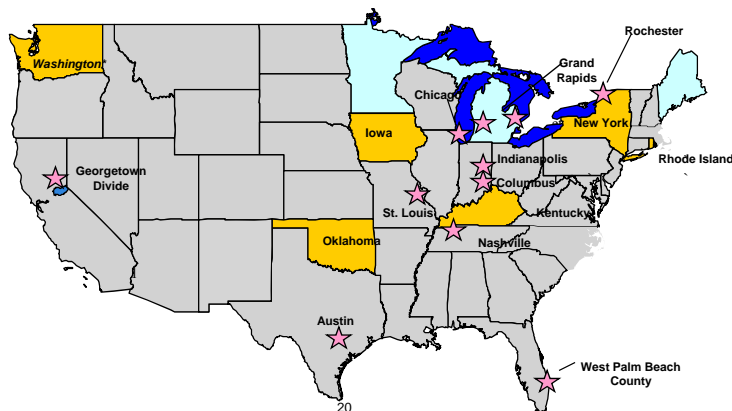
### Instructions

- In this activity you will watch a short (4 minute) video clip, take notes, and score a few indicators based on the video.
- Before you watch the video, get ready:
  - Make sure you have your hardcopy of Form A of the Youth PQA in front of you for this activity.
  - Make sure you have scrap paper and a pen or pencil handy
  - Review items II-J, III-M, and IV-Q (you will be scoring one indicator from each)
  - While you watch the video take notes by hand. Make sure your notes are as objective as possible. Try to capture actual quotes.

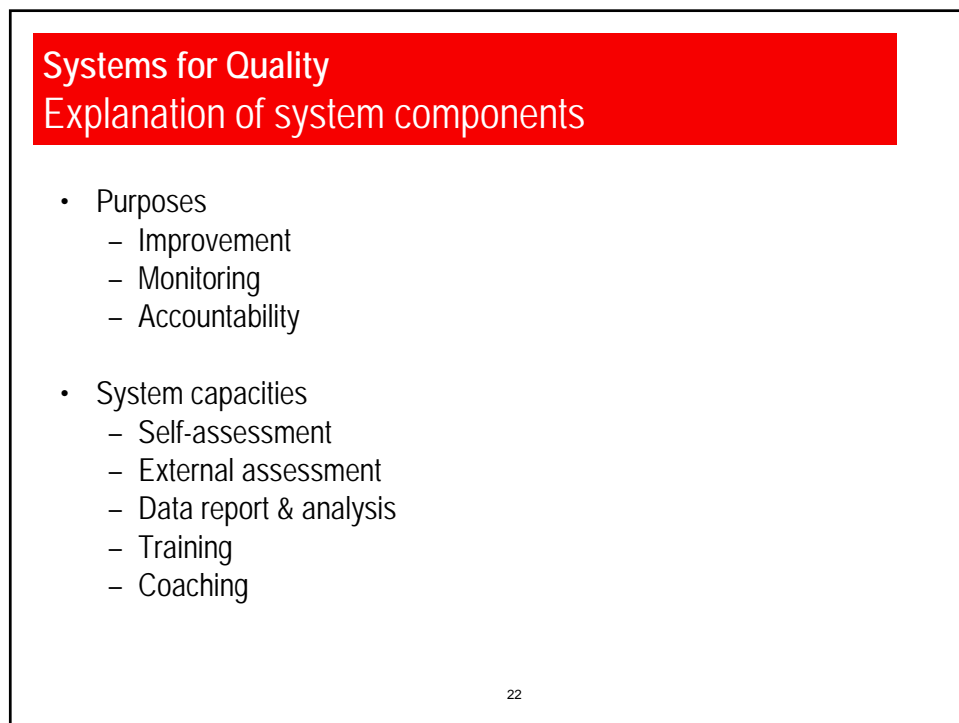
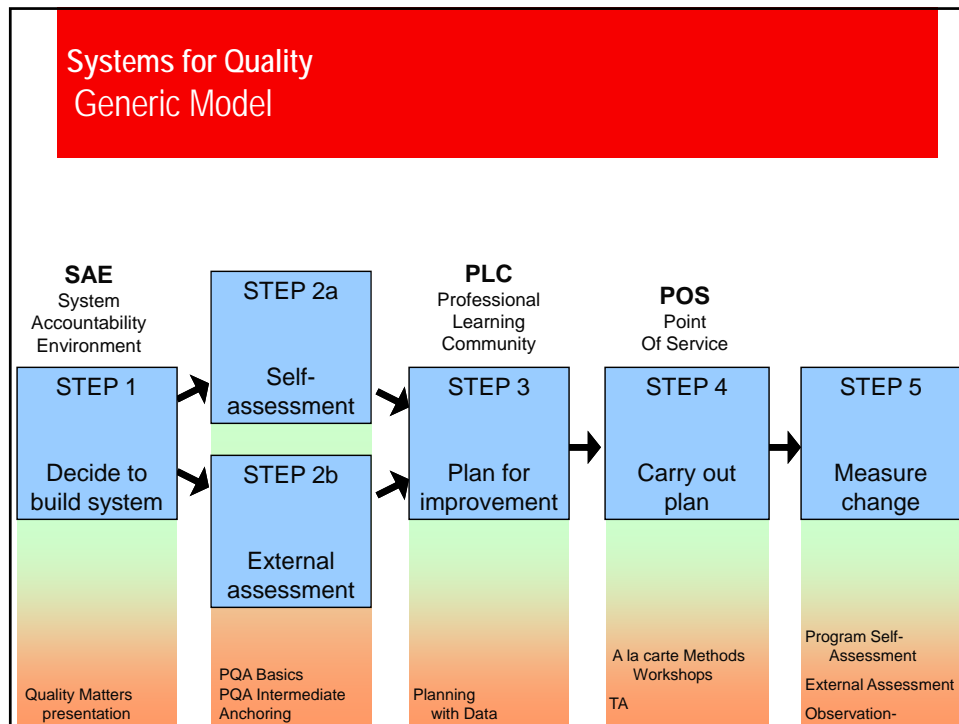
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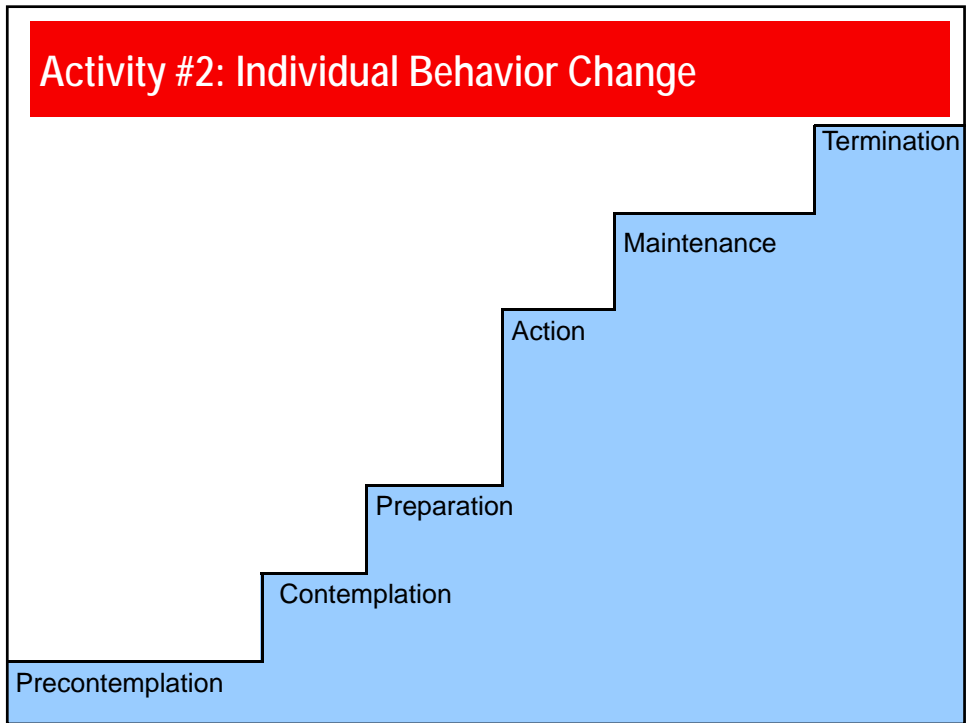
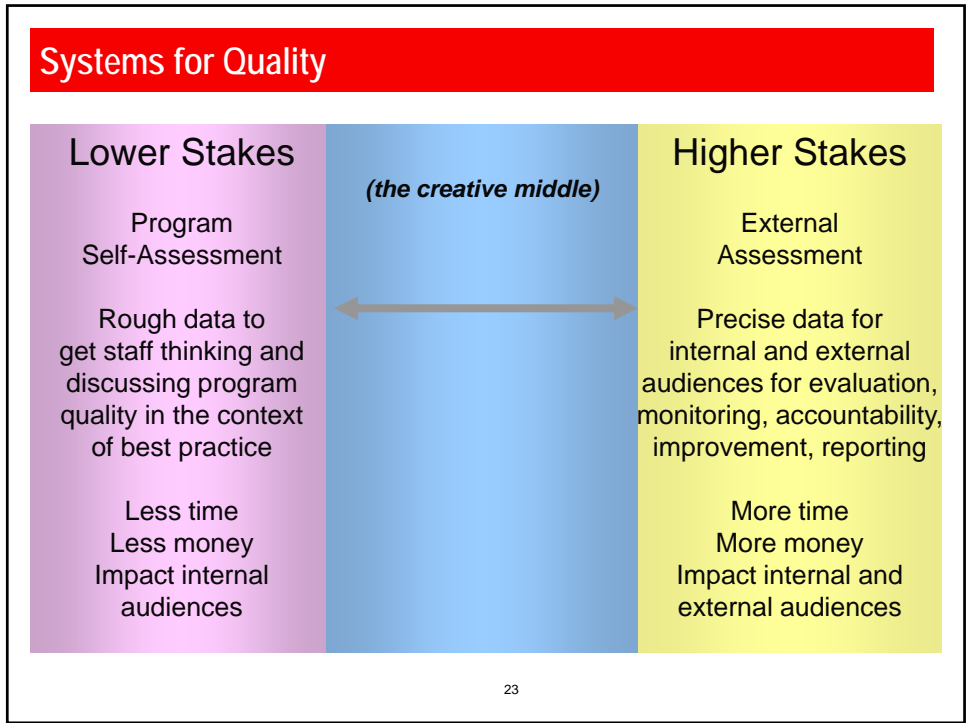
## Systems for Quality Accountability Policies in Places

- YPOA is part of state and county accountability policies:
  - Cross sector (DHS& DOE) snapshots: Iowa, Washington, Arkansas
  - Statewide 21st Century: Michigan, Maine, Minnesota, Rhode Island, New Mexico,
  - Cities and Counties: Rochester, Detroit, Grand Rapids, Palm Beach

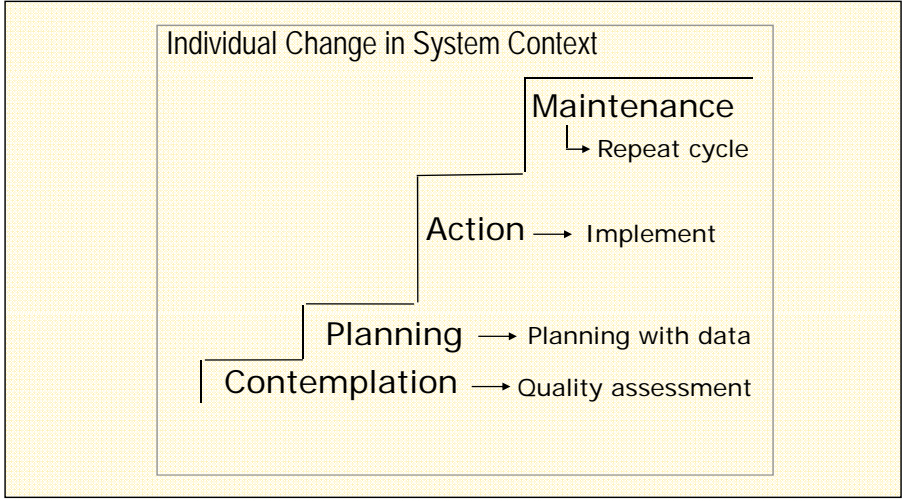


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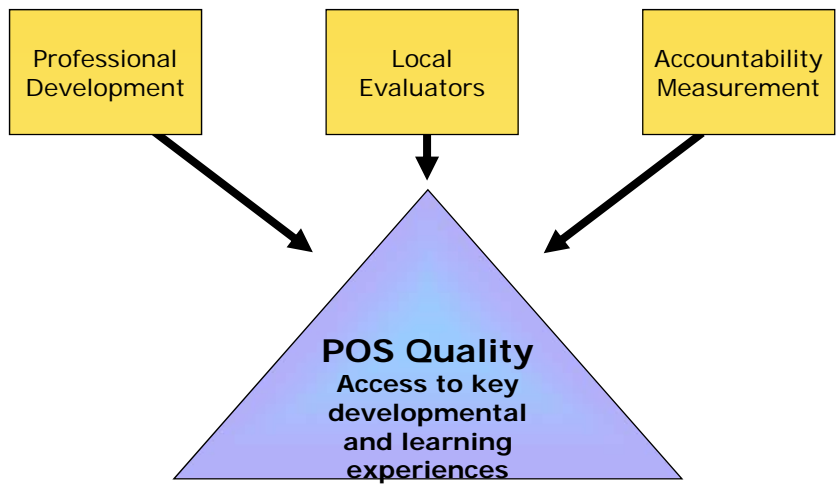


## Systems for Quality Scaffolding Performance Change



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## Systems for Quality Leveraging existing "change" resources



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## Conclusions

- Quality Matters
- Quality is Measurable
- Quality is Malleable
- Quality is Manageable
  
- POS is the place to focus

## POS Quality and Youth Outcomes: What Research Says

- Research on Quality in after-school settings :
  - SAFE (Durlak & Weissberg, 2007)
  - NRC Blue Book (2002)
  - BIG CAVEAT: “research specifically linking...[setting] features to outcomes is rare...”, that “we are only beginning to understand how the different combinations of features in organized activities interact to promote positive development...”, and finally that “precisely which features are involved and how they co-act to produce specific developmental change has not yet been evaluated” (Mahoney et al., 2005, p. 12-13).
- Research on Motivation (e.g., Deci & Ryan, 2000):
  - Relatedness, autonomy, and competence
- Research on Learning (e.g., Marzano, 2001):
  - Positive affect, active learning and meta-cognition

## Findings from Several Samples

- POS quality findings:
  - *Supportive environment* related to: Attendance
  - *Interaction* related to: Interest in program
  - *Engagement* related to: Sense of challenge, sense of growth, school-day reading, school-day suspension
  - Note: No offerings get to high *engagement* without high *support* and high *interaction*
- Quality Improvement (YPQI) Findings