

A Quality Culture Shift: From Compliance to Continuous Improvement

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Our Agenda

- What does quality mean to you?
- How a good theory of action underlies a shift from compliance to continuous improvement
- Finding your frame
- Managing your measures
- Where do you go from here?

Getting to know each other

- Who you are, where are you from, what does your program do?
- How are you thinking about program quality?
- How are you assessing program quality?

Compliance Reports: Often Necessary but Never Sufficient



- Compliance reports are important.
- Performance reports against external standards are important.
- Both are ways to assure funders and customers that you're providing what's expected.
- Collecting data once or twice a year for compliance reports isn't enough.

- Assessments give you a baseline to work from, but you'll need more and more frequent information to improve.
- Even when you agree with the standards, assessment data has to be collected at the right time.
- And it has to answer questions that matter to you, so that it can be analyzed and used to make plans that help you implement small but important changes **in your work**



Moving from a Compliance to an Improvement Mindset Takes Time and Effort

- COMPLIANCE**
- MINDSET**
- **Who uses the data?** **Not us.**
 - **What's measured?** **Nothing relevant or right.**
 - **Where does the data go?** **Outside of our program, never to return or return with instructions on how to analyze.**
 - **When is it collected?** **When convenient for others, not us.**
 - **Why is this done?** **So others can assess how well we're doing (even central office)**
 - **How is it collected?** **In ways that take too much time or feel unreliable.**

- If your organization has been operating in the Red Zone (compliance is necessary but not useful), you don't always need new measures, you need a new organizational mindset.
- The best way to move from compliance to improvement is through transparent discussion, staff involvement, and shared, voluntary ownership of the process.

12 Tips for Moving from Compliance to Continuous Improvement

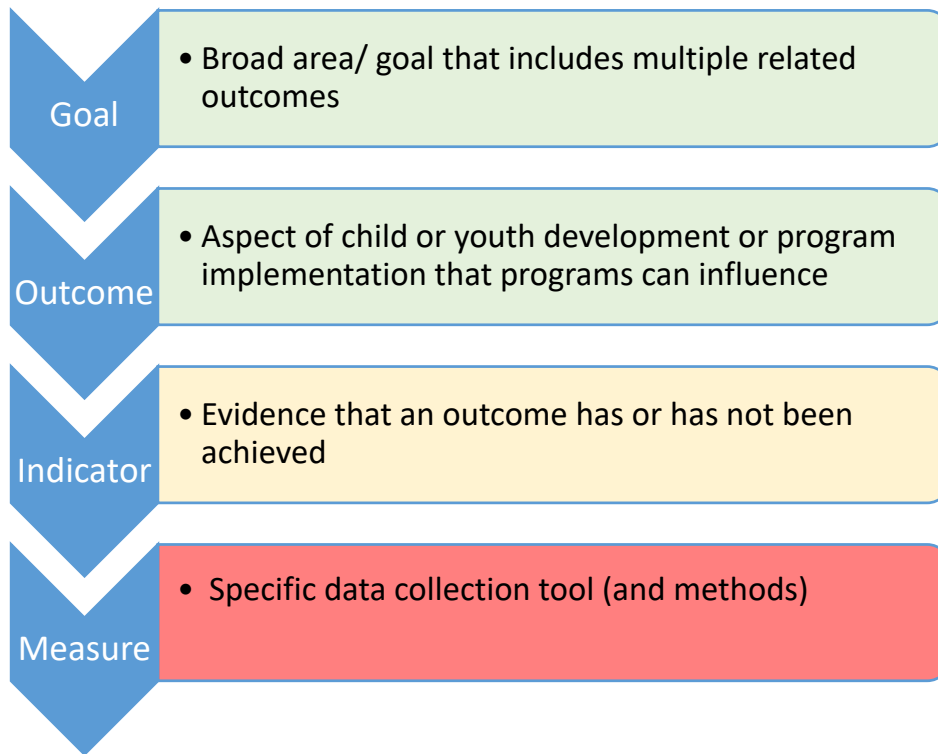
Get Started!

| | | | |
|---|---|---|---|
| <p>Find Your Frame</p> | <p>1. Reinforce the distinction between goals, outcomes, indicators and measures.</p> | <p>2. Agree on a frame that connects youth outcomes to program inputs</p> | <p>3. Name the goals and outcomes under each component in your frame.</p> |
| <p>Manage Your Measures</p> | <p>4. Think about what types of info you currently have, how you get it, how you use it, whose perspectives it represents.</p> | <p>5. Map the indicators and measures you currently use (e.g., those built into external tools)</p> | <p>6. Create simple measures for indicators of things you want to track, but don't need to prove or compare.</p> |
| <p>Make Your Improvement Plans</p> | <p>7. Think about how and why you would use this info to make small changes</p> | <p>8. Prioritize a few places where small changes would make a big difference or require light lifts</p> | <p>9. Design your assessments. Make improvement plans that make sense and are manageable.</p> |
| <p>Discuss Your Progress</p> | <p>10. Make at least some of the improvement goals public. Discuss the goal and the plan.</p> | <p>11. Chart and discuss basic indicators you can track monthly or quarterly to maintain momentum.</p> | <p>12. Make sure you're not just tracking outcomes, but the things youth and staff can do to contribute to them.</p> |

Find Your Frame

1. Reinforce the distinction between goals, outcomes, indicators and measures.
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1. Distinction between Goals vs Measures



If your team is in compliance mode, they may be reacting to using external measures or reporting against external indicators. These could come from a funder, from the national program office, or even from the local central office. Push the conversation back up to the top.

- Make sure everyone understands the difference between goals, outcomes, indicators and measures. Then ask:
 - What are the goals and outcomes you all agree with?
 - Why is it important to agree on indicators for these?

2. Agree on a Frame. Quality is more than content

Changes in youth skills, mindsets and outcomes are the result of changes in things *you* can control and see.

Quality is determined by:

- The stability and preparation of your **staff**.
- The relevance and rigor of the **content** you introduce
- The instructional **approaches** you use (e.g. active learning)
- The supportiveness of the environment or **context** you create

• Engagement.

Not just attendance but full engagement of youth & staff).

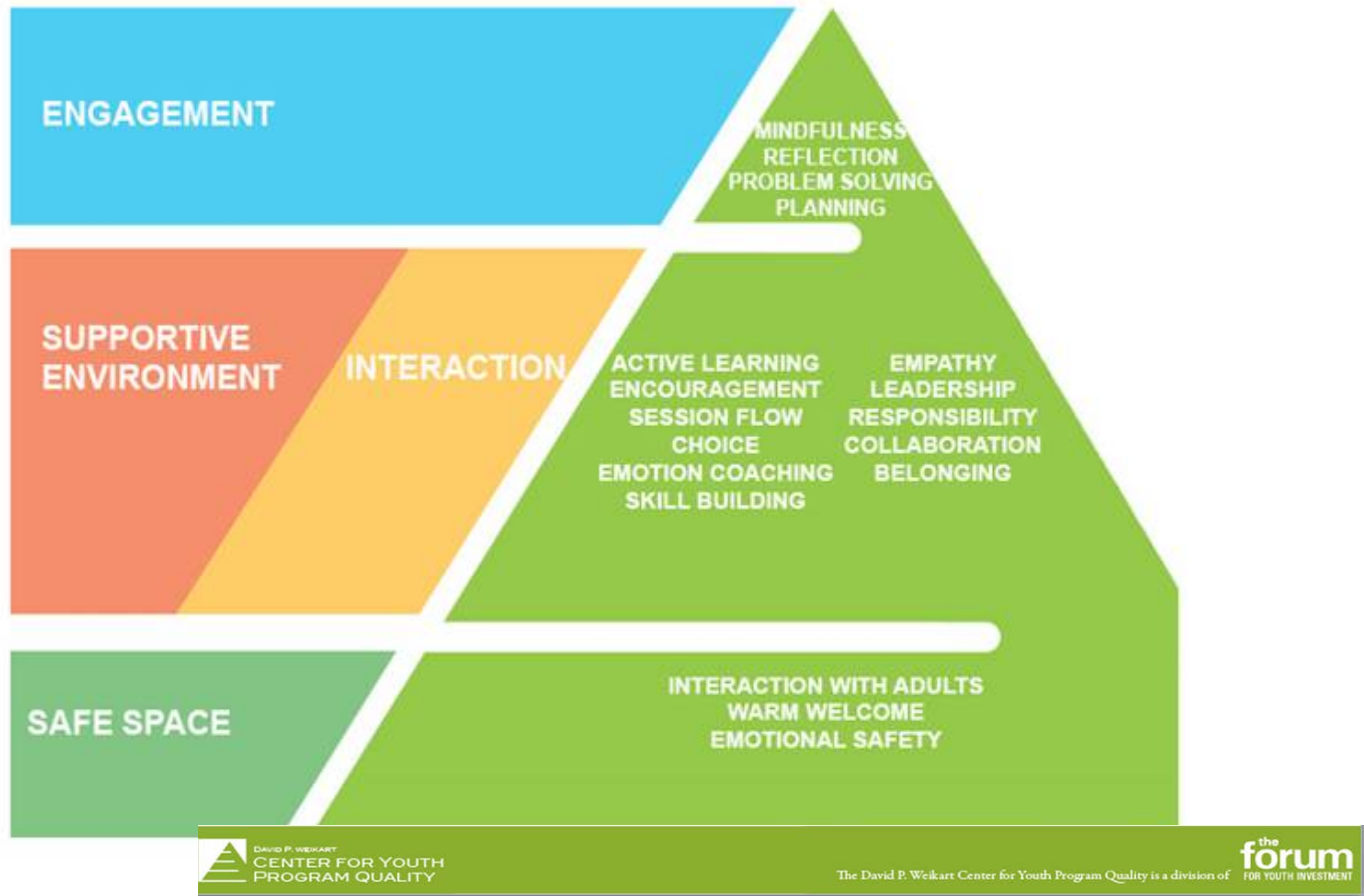
• Skills.

SEL skills are best built through intentional practice.

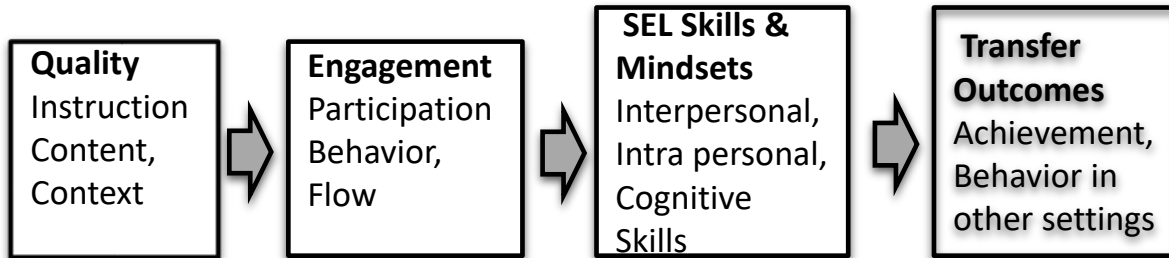
• Transfer Outcomes.

Once mastered, youth transfer these skills and mindsets to other systems and use them to achieve desired outcomes.

Quality → Engagement → Skills → Transfer Outcomes



Finding your Frame: Connecting Quality to Outcomes



Quality → Engagement → Skills → Transfer

QuEST Model.

The Forum's Weikart Center for Youth Program Quality

Changes in youth skills, mindsets and outcomes are the result of changes in things you can control and see. Changes in the quality of:

- The relevance and rigor of the content you introduce
- The instructional approaches you use (e.g. active learning)
- The supportiveness of the environment or context you create

- High quality programs solicit higher levels of engagement (of youth and staff). Engagement requires presence (attendance) but doesn't stop there.
- Engagement with content, peers, staff is the ingredient that triggers skill use and skill building. SEL skills & mindsets are best built through practice.
- Once mastered, youth transfer these skills and mindsets to other systems and use them to tackle hard tasks related to those systems' desired outcomes.

3. Name the Goals and Outcomes--

Playing with the QuEST Model

- Using the QuEST model, design a theory of action for a youth development program.
- What does the program do? Who does the program serve?
- Now use the model to develop specific outcomes and indicators for quality, engagement, skills, and transfer outcomes.
- Create a flip chart for your model.

EXAMPLE: Name the outcomes and indicators under each part of your frame

| QUALITY | ENGAGEMENT | SKILLS (& MINDSETS) | TRANSFER OUTCOMES |
|---|---|---|--|
| <p>Strong Staff (e.g. strong instructional & relationship skills)</p> <p>Intentionally Diverse Content (e.g. addressing interests and skill needs)</p> <p>Well-Equipped Facilities (e.g. inviting buildings, adequate space, equipment & fields, transportation)</p> | <p>Regular Participation (e.g. days a week, months a year, years of renewals)</p> <p>Relational Engagement (e.g. in activities, informal groups, pro-social behaviors)</p> <p>Activities Engagement (participation in desired range or depth of activities and programs)</p> | <p>Strong Core Skills (e.g. reading, language arts)</p> <p>Strong SEL Skills (e.g. goal-setting, problem-solving, initiative, empathy, emotion-management, teamwork, responsibility)</p> <p>Strong LIFE Skills (e.g. financial literacy, health/risk management, job interviewing, leadership)</p> | <p>Education</p> <ul style="list-style-type: none"> • Acad. Achievement • HS graduation • Post-Sec completion <p>Employment</p> <ul style="list-style-type: none"> • Job readiness • Early work experience • Employment <p>Life</p> <ul style="list-style-type: none"> • Independence • Delayed Family formation • Limited system involvement <p>Community</p> <ul style="list-style-type: none"> • Civic engagement & voice • voluntary residency in community |

Starter List

The simple outcome statements and sample indicators under each of the four broad goal areas in the QuEST frame are offered as a starting point for discussion.

Group Discussion

- How hard/easy was it for you to make a through-line from quality to outcomes?
- Lessons from BGCMR on developing their model.

Manage your Measures... Before they manage you.

What gets measured Often gets done, but what happens when you're not measuring the things that matter?



- 4. Think about what types of info you currently have, how you get it, how you use it, whose perspectives it represents.*
- 5. Map the indicators and measures you currently use (e.g., those built into external tools)*
- 6. Create simple measures for indicators of things you want to track, but don't need to prove or compare.*

4. Think about the data you currently collect.

- What external assessments do you use? (e.g. YPQA, DAP, NYOI)
- What externally defined measures do you report on? (e.g. optimal club participation rates)
- What measures do you use in reports to external audiences (e.g. funders)?
- What information do you collect to help you manage your work? (e.g. staff qualifications, staff turnover, club and activity participation rates)
- What information do you try to get from others? (e.g., from students, families, schools)
- How do you use this information to assess and improve performance within and across sites and programs?
- How do you use all of this information to plan? prove? improve?

What information and data do you collect?

Use? Report?

- Most organizations collect data to fulfill external requirements. Most also collect data using externally developed surveys & tools. Sometimes these are required. Sometimes they were selected by the organization.
- Either way, these external measures and tools are sometimes seen as the primary and sometimes as the only data sources an organization has to work with.

THEY AREN'T.

- Organizations collect, request and compile lots of data for administrative uses – from hiring staff to tracking attendance to coordinating with partners.

The External Surveys & Assessments BGCMR Already Uses

- **Youth Outcomes Initiative (BGCA)**
 - Survey of 256 youth.
 - 4 categories of questions (Club Experience, Good Character & Citizenship, Academic Success, Healthy Lifestyles)
 - 68 total questions administered to youth.
 - Data returned for BGCMR, by club, and as raw data
 - Latest data provided to Forum was 2015.
- **Developmental Assets Profile (Search)**
 - Survey of 249 youth.
 - 58 total questions administered to youth.
 - Data returned to BGCMR, not divided by club.
 - Latest data provided to Forum was November 2016.
- **Youth & Program Strengths Survey (Search)**
 - Survey of 249 youth.
 - 37 total questions administered to youth.
 - Data returned to BGCMR in report, not divided by club.
 - Latest data provided to Forum was November 2016.
- **Youth Program Quality Assessment (Weikart)**
 - Self- or External- Assessment
 - 4 categories of measures (Safe Environment, Supportive Environment, Interaction, and Engagement)
 - 64 total individual measures.
 - Data returned for BGCMR in report, not divided by club.
 - Latest data provided to Forum was November 2016 and May 2017.

4a. Map your data

| Source | Name (and collected for/by whom?) | Who compiles/completes? | Who/what is the subject? | Method? | Frequency ? | Purpose? Use? |
|------------------------------------|-----------------------------------|---|---|---------------------------------------|-------------------------------|--|
| External Assessments | YPQA (Weikart Center) | External evaluators Trained Staff | Staff practices | Observation | Twice yearly | Compliance (selected & required* by funder) |
| | NYOI (BGCA) | Participating youth (w/ staff support) | The youth, the club. | Survey | Annually | Compliance (developed & required by BGCA) |
| Externally Defined Measures | BGCA | Local sites and central office | Participating youth | Calculation from survey data | Annually | Report against national organizational goal |
| Required Reports | Individual funders | Local central office staff | Varies | Compiled | Annually | Report against deliverables & goals |
| Administrative Data | Internal | Sites & central office | Staff, youth, partners | Varies (e.g. forms filled out) | Varies (daily to “as needed”) | Check qualifications, offerings, frequency of attendance |
| 3rd party data | Varies | Other orgs | Usually youth, but could be families, neighborhoods | Individual or aggregate data requests | Varies | Supplement info about participants, benchmark progress against others, create profiles |

Group Discussion

- What data are you currently collecting?
 - External assessments
 - Pre-determined measures
 - Required reports
 - Administrative data
 - 3rd party evaluation data
 - Other
- How are you currently using it?
 - Compliance?
 - Continuous improvement?

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Closing Discussion

- How can you see using this approach in your programs?
- What are some challenges you anticipate in trying to shift from compliance to continuous improvement, using this model?
- Lessons from BGCMR