

Deconstructing YPQI Part 1: Meaningful Assessment and Data Collection

Krista Collins

Forum's Weikart Center for Youth Program Quality

May 19, 2021



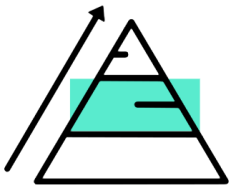
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Improving & Aligning
Policies



Planning and Partnering
for Impact



Strengthening Practices
and Programs

About the Forum

The Forum is committed to changing the odds that all children and youth are ready for college, work and life.

We connect leaders to ideas, services and networks that can help them make more intentional decisions that are good for young people, even in the face of limited resources.

We help leaders who are trying to improve & align policies, plan & partner for impact, and/or strengthen programs & adult practice.



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is the proud home of...



Helps leadership groups build broader partnerships, set bigger goals, use data better and implement bolder strategies.



Builds quality improvement systems to strengthen practices and programs serving young people



Supports state and local policy leaders.



Mobilizes action by and for young people.



Works to expand economic mobility and close the opportunity gap in America.



Seeks to change the odds for youth through a commitment to upend inequities, embrace science informed strategies, and accelerate progress.



Welcome & Introductions

Panelists

John Lewis



Yvonne Mejias



Youth Development
Resource Center

Jocelyn Wiedow



In the chat box,
please share...

- Name, pronouns
- Organization
- Role



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Acknowledgements



<https://native-land.ca/>



The land of the Dakota
and Anishinaabe



The land of the
Meškawahki-aša-hina



The land of the Cheyenne



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Objectives

- Review **purpose and utility of assessment**
- Hear from Weikart Center partners who **explored modified assessment plans** in response to program changes resulting from the COVID-19 pandemic.
- Share **best practices and lessons learned** related to assessment and data use
- Provide updates on **Weikart's research and evaluation agenda**



Agenda

- ✓ **Welcome & Introductions**
- **Group Agreements**
- **Opening Activity**
- **Hear from Denver Afterschool Alliance, Detroit Youth Development Resource Center, and Sprockets**
- **Small Group Discussions**
- **Reflections & Closing**



Group Agreements

- Learning is **social**—we will be learning from one another as a community.
- Learning is **emotional**—we honor the emotions that we bring into this space as we engage in learning.
- Learning is **cognitive**—we focus our attention and fully engage our minds.
- We also recognize that—in varying ways—life experiences, bias, racism, geography, cultural backgrounds, age, gender, etc., can affect our learning experiences today.



Reflecting on Assessment Strategies

Using Annotate

The image shows a software interface for participants. On the left, a purple rounded rectangle contains the text: "Instructions for Participants", "Click 'View Options → Annotate'", "Click on 'Text' to type", and "Click on 'Format' to change the font size or font color". To the right of this text is a dark grey menu titled "View Options" with a dropdown arrow. The menu lists: "Fit to Window" (checked), "50%", "100% (Original Size)", "150%", "200%", "300%", "Request Remote Control", "Annotate", and "Side-by-side Mode". Below the instructions is a horizontal toolbar with icons for "Mouse", "Select", "Text", "Draw", "Stamp", "Spotlight", "Eraser", "Format", "Undo", "Redo", "Clear", "Save", and a close button. Red circles highlight the "Text", "Stamp", and "Format" buttons in the toolbar, and the "View Options" menu header and "Annotate" option in the menu.

Instructions for Participants

- Click "View Options → Annotate"
- Click on "Text" to type
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View Options

- ✓ Fit to Window
- 50%
- 100% (Original Size)
- 150%
- 200%
- 300%
- Request Remote Control
- Annotate
- Side-by-side Mode

Toolbar: Mouse, Select, Text, Draw, Stamp, Spotlight, Eraser, Format, Undo, Redo, Clear, Save, Close



Compared to previous years...

How important was data collection to your decision-making process this year?



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Compared to previous years...

To what extent were program goals aligned with program implementation?



Much less

About the
same

Much more



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Compared to previous years...

How many staff were involved in the assess-plan-improve process?



Much less

About the
same

Much more



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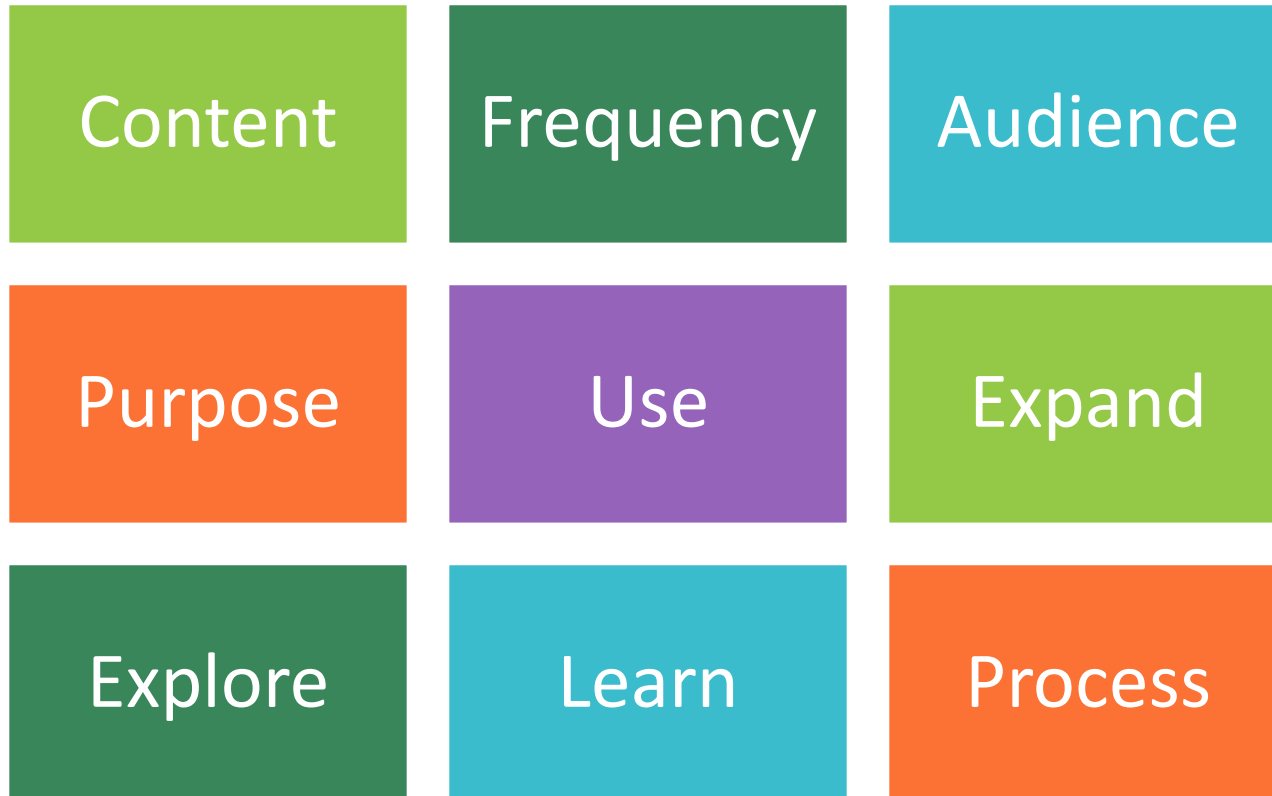
YPQI is Flexible

Priorities:

- Goal setting
- Shared vision of high quality
- Commit to Assess-Plan-Improve process
- Provide training, resources and support
- Stay open to learning



Deconstructing Assess and Improve



Adapting Standards for Virtual Assessment

John Lewis
Quality Counts Lead
Denver Afterschool Alliance

- Brief history of quality improvement system
- What conversations and decisions contributed your modified approach to assessment?
- What lessons did you learn?
- How will this experience impact your approach to assessment moving forward?



Rapid Improvement Cycles

Yvonne Mejias

**Senior Manager, Improvement and
Impact**

**Detroit Youth Development
Resource Center**

- Brief history of quality improvement system
- What conversations and decisions contributed your modified approach to assessment?
- What lessons did you learn?
- How will this experience impact your approach to assessment moving forward?





Youth Development Resource Center

The Youth Development Resource Center (YDRC) supports a network of Detroit area youth development providers to strengthen their individual and collective impact on youth through shared measurement, continuous quality improvement, professional development, and advocacy.

We accomplish this through efforts to:

- ***Measure***
- ***Improve***
- ***Connect***
- ***Advocate***



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Acting with Data (AWD)

What is AWD?

Acting with Data is the YDRC's signature learning community designed to help youth development teams reach the highest level of quality and impact for the youth they serve.

Benefits to Providers:

- *Learn the continuous improvement cycle*
- *Community building*
- *Peer learning*
- *Data collection and analyzation skills*
- *Planning and goal-setting skills*
- *Adult social emotional skills (leadership, reflection, relationship building, empathy, emotion coaching)*



Acting with Data (AWD)



How did we shift AWD?

- 8-week rapid improvement cycles
- Collect data that is relevant to current programming
- Build community, learn, and grow with peers
- Align network wide professional development with AWD cycles

Who informed how we shifted?

- Weikart staff
- Peers in the field
- Improvement and Impact Advisory Committee
- Coach/Assessors

Our lens:

RELEVANT - TIMELY - USEFUL - ACCESSIBLE

- What do our providers need and want?
- What can be assessed?
- What data will add value to our partners and their stakeholders?
- How can we allow for humanity and flexibility?



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Acting with Data (AWD)



- Virtual meetings and professional development workshops
- Rapid cycle: Four 8-week cycles
- Two improvement data tracks
 - Youth Program Quality Assessment (YPQA)
 - Social Emotional Learning Program *Quality Assessment (SELPQA)*
- College Success planning sessions
- Learning pods



Rapid Improvement Cycle



- Two 1.5-hour virtual meetings per 8-week cycle
- Assessment tool training
- Creating improvement goals
- Submission of a mini self-assessment and one improvement goal each cycle
- Participation in all four cycles
- Optional participation in Skill Improvement Workshops (open to the network)



Rapid Improvement Cycle



Youth Development
Resource Center

IMPROVE

OPEN TO THE NETWORK

Quality Topic: Active Engagement

Date: Feb. 10, 2021

Time: 10:00 a.m. - 11:30 a.m.

SEL Topic: Acknowledging and Naming
Emotions

Date: Feb. 17, 2021

Time: 10:00 a.m. - 11:30 a.m.

College Success/Access Topic:

Focus-Focus-Focus

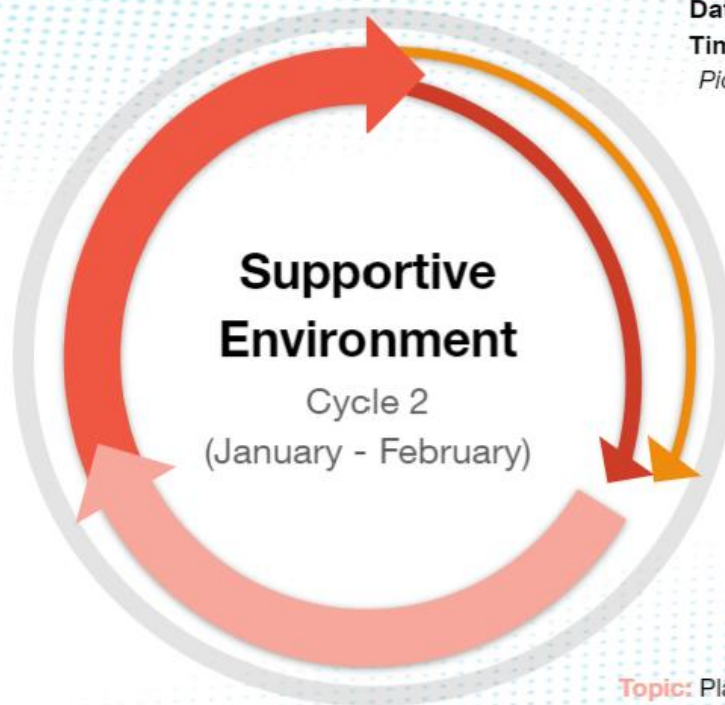
Date: Feb. 24, 2021

Time: 10:00 a.m. - 11:30 a.m.

[Click here](#) or visit

www.detroitydrc.org/get-involved

to register for Skill Improvement Workshops!



ASSESS

YPQA Topic: Active Engagement

SELPQA Topic: Emotion Coaching

Date: Jan. 5, 2021

Time: 10:00 a.m. - 11:30 a.m.

Pick one track or send staff to both!

ONGOING COACHING

Schedule your one on one
coaching session anytime
throughout the cycle.

PLAN

Topic: Planning with Data

Date: Jan. 19, 2021

Time: 10:00 am - 11:30 am

Topic: College Success Planning (*invite only*)

Date: Feb. 2, 2021

Time: 10:00 a.m. - 11:30 a.m.



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Rapid Improvement Cycle



BENEFITS

- Access to 30 hours of professional development
- 1 hour of one-on-one improvement coaching every cycle (4 sessions)
- Ability to assess with multiple PQA tools at once
- Community building
- Community sharing and problem-solving
- Easier to take back and discuss as a team
- Increased adult self-awareness, especially as it relates to social emotional competency

CHALLENGES

- Learning a new model
- Meeting more frequently
- Scaffolding activities for organizations with different experience with continuous quality improvement efforts
- Monitoring engagement
- Creating more flexible backend processes
- Inconsistent program facilitation
- Inconsistent data collection/submission



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Exploring Quality Standards for SEL

Jocelyn Wiedow
Network and Quality Coordinator
Sprockets, Saint Paul's Out of School
Time Network

- Brief history of quality improvement system
- What conversations and decisions contributed your modified approach to assessment?
- What lessons did you learn?
- How will this experience impact your approach to assessment moving forward?

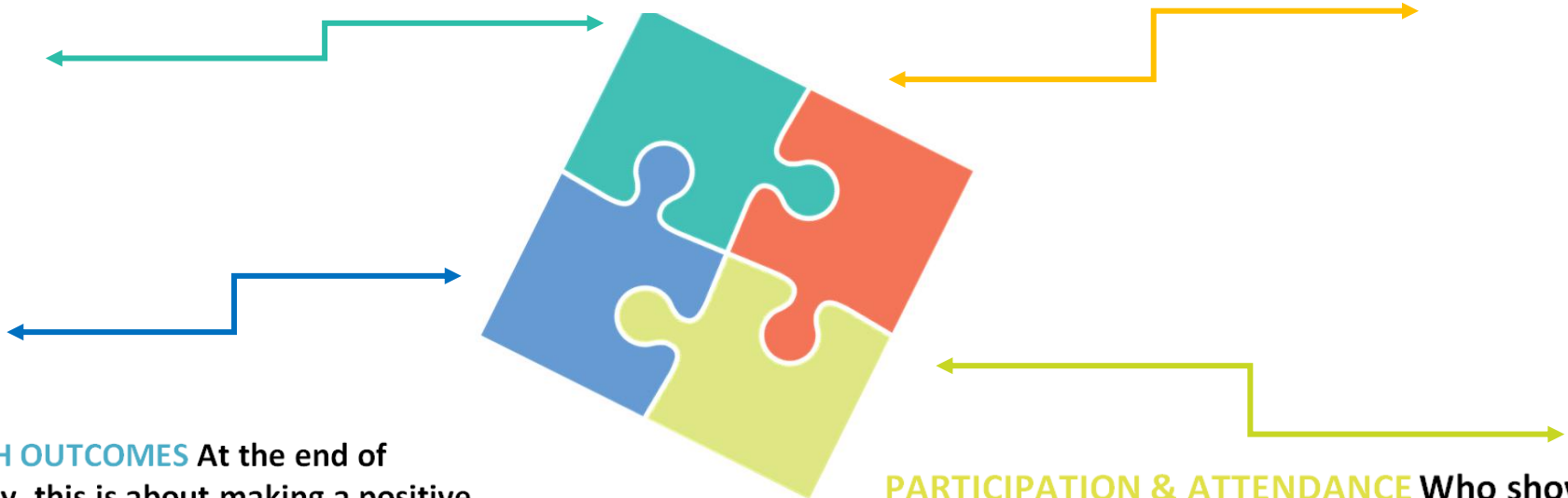


The Data Puzzle

Consistent **Participation** + High **Quality** + Positive **Experiences** =
Positive **Youth Outcomes**

QUALITY PRACTICES - What you can see happening in a program. Sometimes called point-of-service quality, this is about measuring what can be observed during a youth program.

PROGRAM EXPERIENCES What young people think and feel about their experience is important. This data is based on the firsthand reports of people participating in the learning.



YOUTH OUTCOMES At the end of the day, this is about making a positive difference. What difference did you intentionally design your program to make? Always start there. It might be learning new skills, changing behaviors, or building competencies. It might include success in formal education.

PARTICIPATION & ATTENDANCE Who shows up, how often, and for how long reveals a lot. The more often young people participate in high-quality afterschool, the better the outcomes.



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2020-2021 CPI Cycle and Supports

"How do we support programs in continuous program improvement amidst so much disruption, uncertainty, multiple demands, and little to no data?"

What's the Same?

- Core values that guide work
- Young people
- Quality still matters
- Assess/Plan/Improve - commitment to use data for improvement

What Changed

- How, where, & when programs were happening
- How, where, & when data were collected & used
- How we engaged in CPI



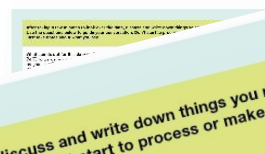
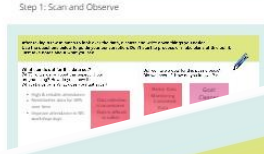
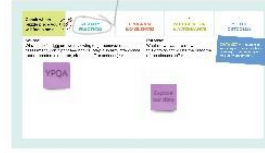
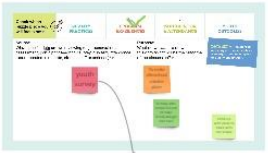
Modifications

- Start with what's important – what was helpful
- PD that modeled PQA practices in virtual settings
- Choose your own PQA adventure
 - SEL & PQA options
 - Permission & Qualtrics access to narrow focus
- Rapid Cycle Reflection
- M3 Huddle Options & "Work With What You Got"



"Work with What You Got!"

tinyurl.com/MNWWWYG



After taking a few minutes to look over the data, discuss and write down things you notice.
Use the questions below to guide your conversation. Don't start to process or make plans at this point.
Just take notes about what you see.

What stands out for this data set?
What do we know about this aspect of our programming? How do you know it?
What stands out? What does your gut say?

some kids feel safe and welcome

100% of k-4 graders know how to use the technology

100% of 5-8 graders feel like they can make decisions

kids can make decisions

kids feel like there good with tech

67% of people feel like are treated with respect

100% of students in k-4 know how to use their technology but not 5th-8th graders

Did we have a goal for this puzzle piece?
Did we meet it? How do you know it?

use students experience to improve after school programming

Identify and talk about things that can help you make sense of the data given your circumstances.

How do we feel about this data?
What are we proud of or excited about?
What's concerning?

33% of k-4 don't feel welcome but 100% like coming to after school

a lot of people like going to there after school program

more people feel welcome in the higher grades

most of them feel like there treated with respect

Why might the data be the way it is?
What's happening that's influencing it?
What do we know about when and how it was collected?
Can we compare it to earlier data? What's changed?

low number of students took the survey

how can someone get the real experience of afterschool in virtual programming?

Collected through a Google Form sent out to students

STUDENTS MAY PREFER IN PERSON AFTER-SCHOOL



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What questions do you have?



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What's new with Weikart's Research and Evaluation team?



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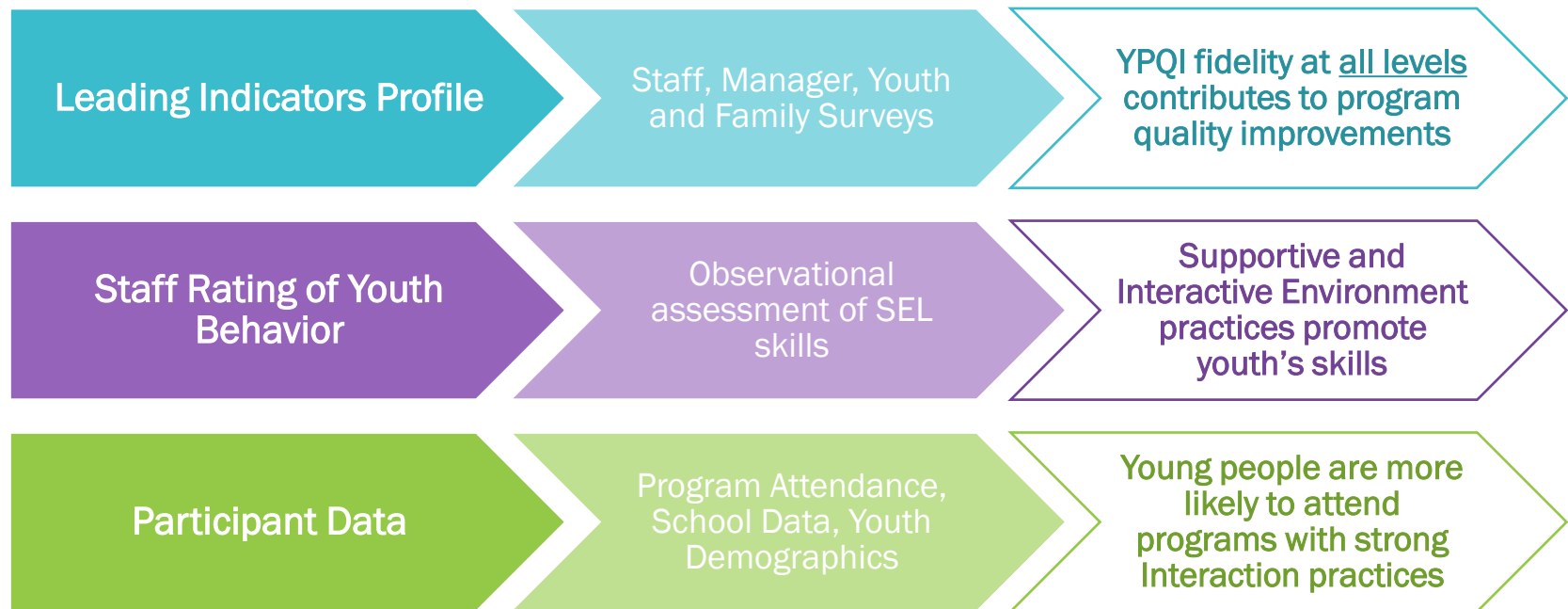
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Expanding Research and Evaluation: Program Quality Assessment

- National Reference Samples
- Validation Analyses
- Advancing Use and Usefulness of PQAs
- Incorporating Youth and Staff Demographics
- Real-time, interactive reporting



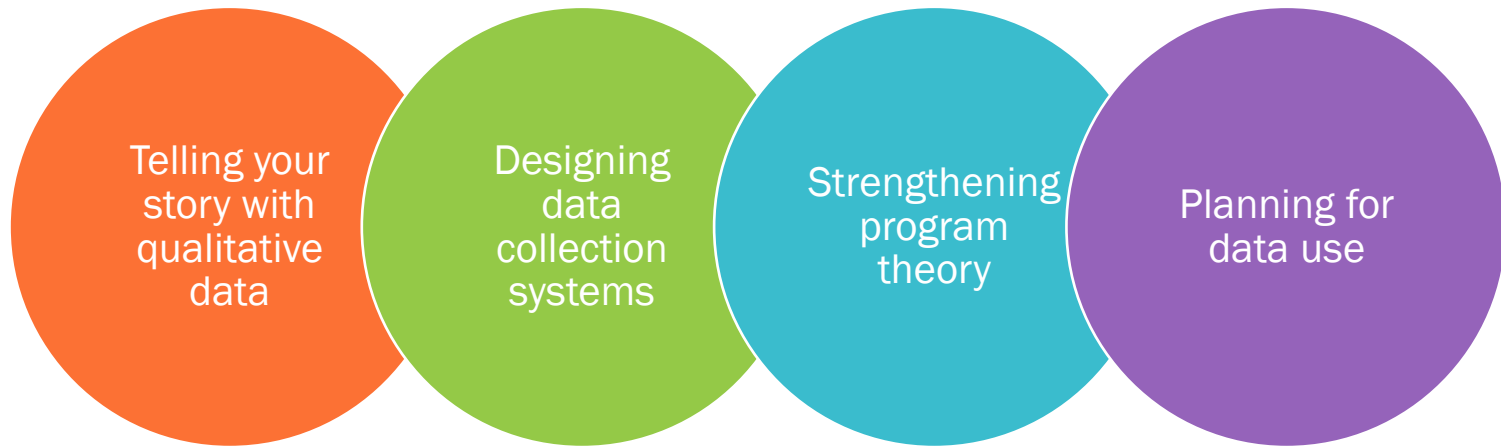
Expanding Research and Evaluation: Measuring QuEST



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Expanding Research and Evaluation: Solutions for Current Challenges



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