

United Way of Greater Kansas Out-of-School Time Quality Matters 2010-11 Project Report



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Introduction and Background

Beginning in the fall of 2009, the United Way of Greater Kansas City partnered with the David P. Weikart Center for Youth Program Quality to continue implementing a quality improvement system in United Way afterschool sites across greater Kansas City. This Quality Improvement model was based on the *Youth Program Quality Intervention*, an assessment-driven continuous improvement process designed to: (a) build managers' continuous quality improvement skills; (b) increase the quality of instructional practices delivered in afterschool programs; and, ultimately, (c) increase students' engagement with program content and opportunities for skill-building.

When United Way's Quality Matters Project was launched in fall 2009, it included an initial pilot sample of 10 organizations and 24 of their sites participating in improvement efforts throughout the 2009/2010 project year. The second wave of the Quality Matters Project took place during the 2010/2011 project year, and is the focus of this report. In addition to the original 24 sites (Cohort 1) who focused on a second round of quality improvement during the past project year, a new batch of 19 additional sites (Cohort 2) began their first round of quality improvement, for a total of 43 sites engaging in the Quality Matters Project during the 2010-2011 project year. Beginning in the fall of 2011, another new batch of sites (Cohort 3) will join Cohorts 1 and 2 in the ongoing Quality Matters Project.

The Youth Program Quality Intervention

The *Youth Program Quality Intervention* model defines instructional quality as a set of practices summarized in Figure 1 and assessed by the Youth Program Quality Assessment (Youth PQA), a standardized measure of instructional practices. These practices are drawn from developmental science (Durlak & Weissberg, 2007; Eccles & Gootman, 2002; Gambone, Klem, & Connel, 2002) and the ongoing research around the *Youth Program Quality Assessment* (Youth PQA; High/Scope Educational Research Foundation, 2005; Smith & Hohmann, 2005). The Youth PQA is composed of four domains, 18 scales (summarized in Figure 1) and 60 observable items. Higher scores on the instrument are associated with higher levels of youth engagement defined as belonging, interest and challenge, while very low scores are associated with youth disinterest. In addition, programs with high quality instruction provide youth with opportunities to practice emerging social and emotional skills (e.g., efficacy, communication, empathy, problem solving) that support success in adolescence and early adulthood.



Figure 1 – Pyramid of Instructional Quality

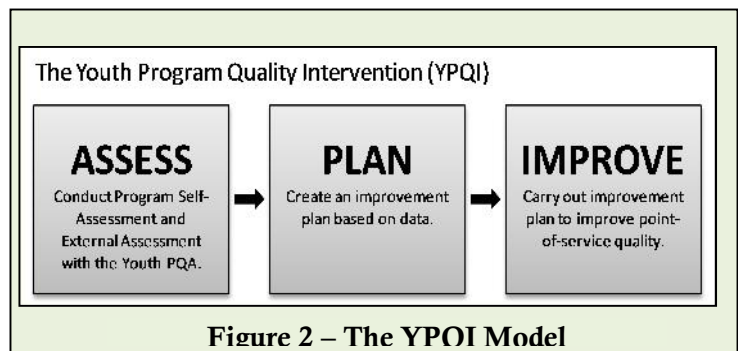


Figure 2 – The YPOI Model

The *Youth Program Quality Intervention* (YPQI) follows the Assess-Plan-Improve sequence depicted in Figure 2 to help program staff improve the quality of instruction that they provide for youth. While the sequence is designed to produce changes in both policies and organizational settings, the ultimate goal is to improve quality at the point of service – the place where instruction and youths' program experiences occur. This approach to quality improvement and workforce development is currently being implemented in several thousand agency, school, and community-based settings in over 38 states.

Findings and Recommendations

The findings below are described in detail throughout the remainder of the report.

Summary of Findings

The quality of instruction improved overall.

On average, quality of instruction increased over the course of the initiative, with substantial increases in the frequency of several quality practices that were rare at the baseline. Seven sites moved from the medium into the high level of instructional quality and seven sites moved from low into the medium level of instructional quality. Two sites experienced substantial improvement and moved from the low into the high level of instructional quality.

- **Consistent with findings from other evaluations, sites scored highest in the safe and supportive environment domains.**
- **Both cohorts showed the most improvement in the supportive environment and engagement domains.**
- **More sites were at or above the threshold for medium instructional quality post-intervention** and the instructional total score increased from 2.09 to 2.10 for Cohort 1 and 3.11 to 3.64 for Cohort 2.

Managers became more effective change leaders.

Managers' ability to produce accurate appraisals of instructional practices improved and sites' quality ratings increased substantially in areas that site managers targeted for improvement.

- **Program self assessments became more accurate from pre-intervention to post-intervention.** The gap between ratings produced by trained external raters and programs' self assessment scores grew smaller across time, with the exception of the Engagement domain for Cohort 1 and the Safe Environment domain for Cohort 2. Upon participation in further rounds of the Quality Matters process, we would expect these gaps to continue shrinking and for the gaps to narrow more consistently across all four domains.

Management reported high satisfaction with the Quality Matters process overall.

- **Management found the process useful.** All respondents said that they developed new skills, that the quality of services improved and that the quality improvement sequence was a worthwhile use of their time.
- **Managers reported that they saw positive improvement in staff and youth as a result of the Quality Matters process.**

Recommendations

To support quality improvement in United Way of Greater Kansas City sites in the coming year:

Invest in professional development to improve the quality of instructional experiences available to children and youth. Instructional quality ratings improved substantially for Cohort 2 and remained stable for Cohort 1. Several areas of instructional practice, however, were still relatively infrequent in United Way of Greater Kansas City afterschool settings. Workforce development is recommended in the following areas:

- **Planning and Reflection:** The skills of making plans for the future and learning from the past can help youth succeed in school and in life. These skills are tied into what brain scientists call executive functions, and play an important role in directing attention to tasks and decision-making that connects with consequences.
- **Voice and Choice:** Providing young people with chances to make decisions about their activities and how they carry them out can improve motivation and buy-in, and more importantly, offering choices in the solace of a youth program space gives youth a chance to practice for the bigger choices they'll make outside of the program.
- **Leadership and Communication Skill building:** All youth have the potential to be leaders and to use their words and ideas to shape their reality. Providing youth with opportunities to lead, to mentor other youth, and to make presentations can make the youth program a context in which leadership and communication skills can emerge.

Continue to focus on the core management skills that support a manager to enact continuous quality improvement through clear expectations, training, and ongoing coaching supports. Building the continuous improvement skill set for managers takes time and requires attention to adult learning practices

- Intensify and target services by differentiating programs that need more or less support and reduce coaching costs by constantly working to transfer skills from coaches to site managers.
- **Ensure that the YPQI elements of Program Self Assessment and Program Improvement Planning are the minimum requirements for participation.**
- **Consider further integration of youth level or other data sources to increase data power in the planning process, especially for sites that are interested in intensifying the process.**
- **Continue to strengthen the ongoing communication and coordination between the various partners.** It is important that there be clear, consistent, common goals and messaging around all aspects of the project.
-

Simplify and streamline data collection protocol and infrastructure. As the number of sites participating in Quality Matters increases, the amount and complexity of data increases. It is important to design data collection systems to ensure accuracy and maximize impact of data.

- Have each site choose *either* the YPQA *or* the SAPQA and use the SAPQA in its entirety. This is particularly important for ensuring that measures of quality are developmentally relevant for planning purposes.
- With the addition of Cohort 3 sites, think about the goals for data as you make decisions about external assessment. It may be more cost effective to stagger external assessments across years, instead of having every site conduct them annually. This way, change across time can still be accurately measured.

Generic recommendations based on best practices/policies in other systems that apply to the Quality Matters Initiative:

- Keep the stakes low for empowerment and change. There is a temptation to increase the stakes associated with assessment, such as using quality scores to make funding or personnel decisions or making the scores public for consumer choice. Our research suggests that holding programs accountable for lower stakes deliverables, specifically completion of the Youth Program Quality Intervention elements named in Table 1, can also produce positive impacts on the quality of instruction.

Fidelity and Participation

In a recent randomized field trial, funded by the William T. Grant Foundation, the *Youth Program Quality Intervention* model produced positive and sustained effects on both managers' continuous improvement practices and the quality of instruction delivered by individual staff. Notably, these effects were strongest in sites that implemented the YPQI with high fidelity to both the training and technical assistance (T&TA) support model and the intervention components (Smith et al., in preparation). For field demonstrations like the *United Way of Greater Kansas City Quality Improvement*, to the extent that both T&TA supports and intervention components are implemented well, inferences about changes in quality are strengthened.

Table 1 describes primary components of the YPQI in comparison to the United Way of Greater Kansas City 2010/2011 Quality Matters intervention. The right-hand column provides details regarding fidelity to both the T&TA model and implementation of YPQI practice components. In the United Way of Greater Kansas City Quality Matters intervention, 35 sites implemented all seven of the primary components of the YPQI. This relatively high level of fidelity strengthens our inference that any positive effects were actually caused by the adoption of the YPQI. Notably, correspondence with network leads indicated that, although both cohorts participated in all seven of the intervention components, the level of participation between the cohorts was uneven, with Cohort 2 engaging in higher levels of participation than Cohort 1. However, the fidelity data does not corroborate this, so the degree of difference between cohort participation levels cannot be confirmed with certainty.

Table 1 - Alignment between Youth Program Quality Intervention & United Way Intervention

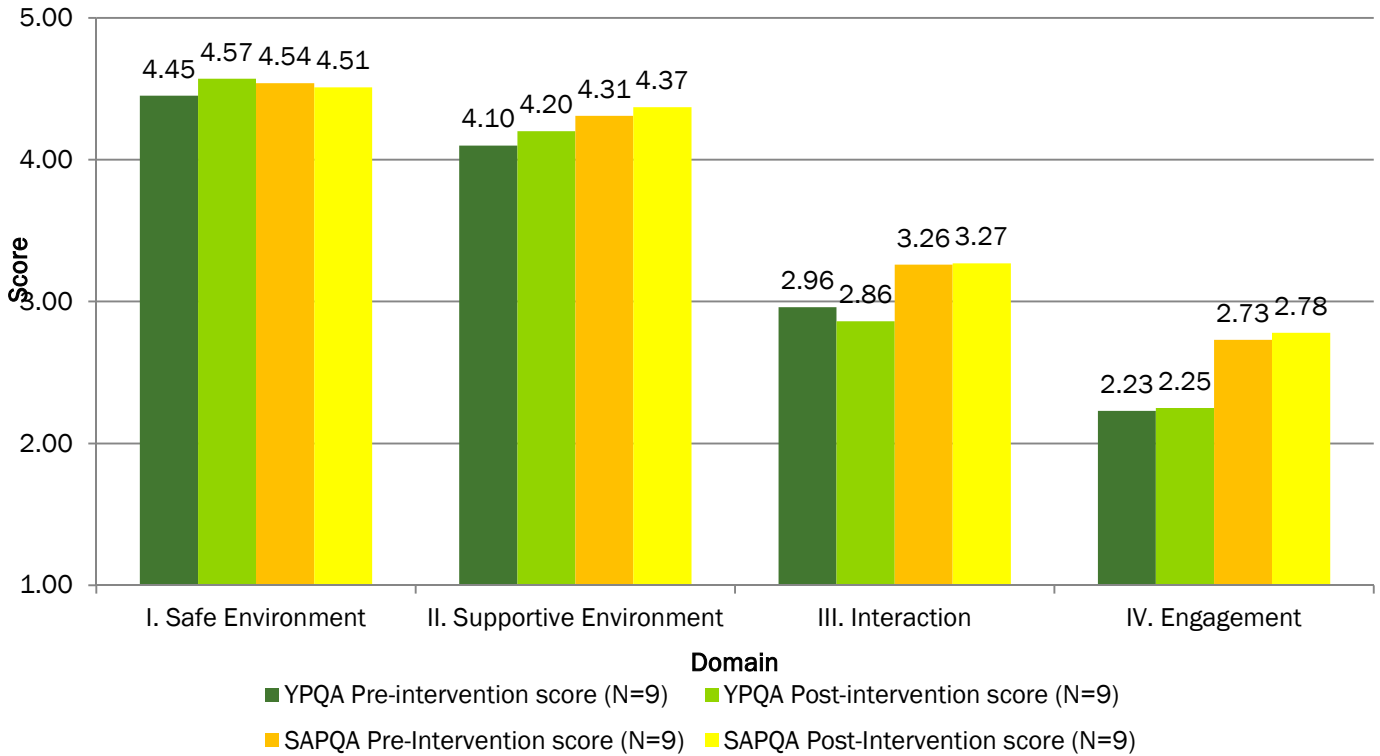
YPQI Primary Components	UWGKC Quality Matters	Fidelities: T&TA and Implementation
YPQI Kick Off	✓	<i>Local leaders attended a presentation in August 2010</i>
External Assessment (Youth PQA)	✓	<i>PQA Basics Training was given in September 2010 External assessments were completed in Fall 2010 and Spring 2011</i>
Program Self Assessment at Baseline (Youth PQA)	✓	<i>Fall 2010 and Spring 2011</i>
Improvement Planning	✓	<i>Managers and youth workers attended a Planning with Data Workshop in December 2010</i>
Youth Work Methods trainings (High/Scope Active Participatory Approach aligned to Youth PQA)	✓	<i>Winter and Spring 2011</i>
TA Coaching for site managers (focused on continuous improvement practices)	✓	<i>On site coaching was provided by the Francis Institute</i>
Instructional Coaching for staff (focused on instruction)	✓	<i>Cohort 1 Managers participated in half day Quality Coaching Workshop.</i>

Instructional Quality Improvement

Quality improved in several of the Youth and School-Aged PQA domains across both Cohort 1 and Cohort 2.

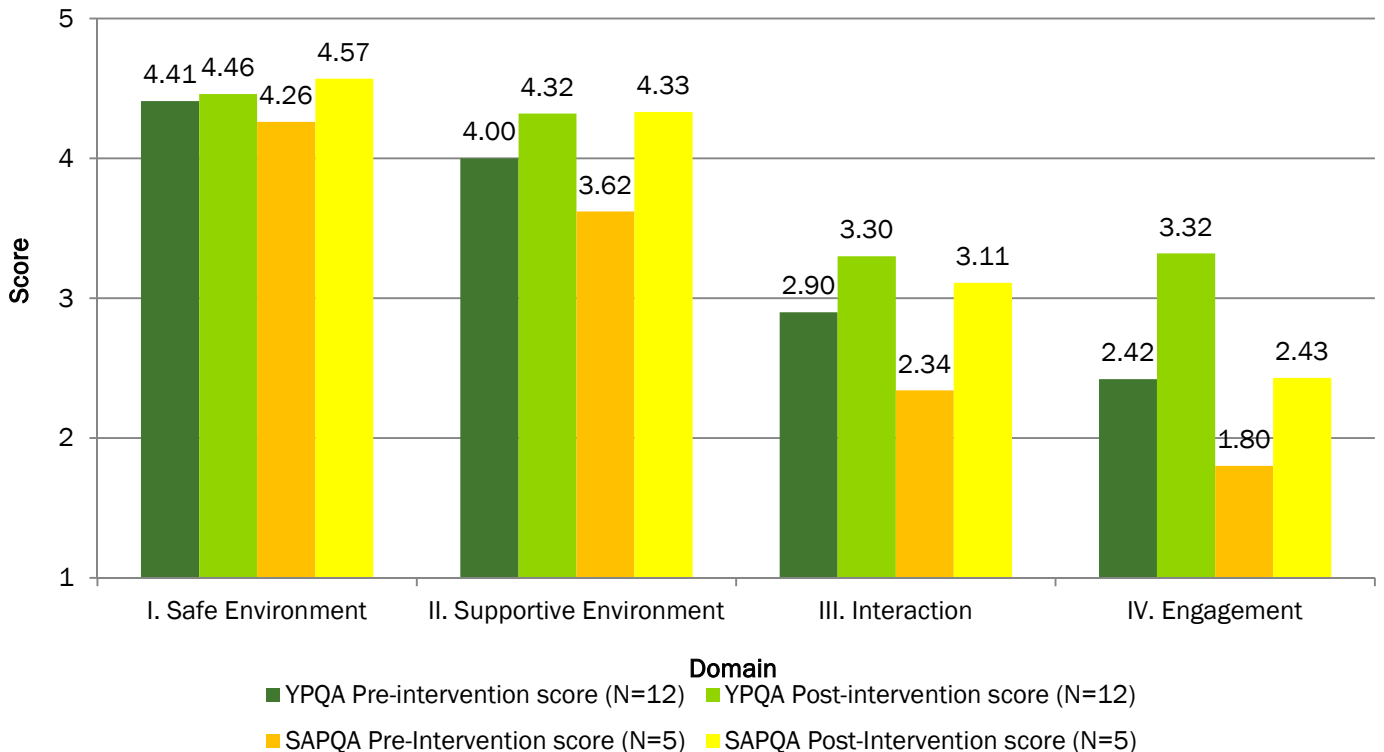
Figure 3 and Figure 4 represent pre- and post-intervention scores for each of the four domains in both the YPQA and SAPQA assessments. These domains include: Safe Environment, Supportive Environment, Interaction and Engagement. As shown in Figure 3, Cohort 1 scores remained relatively stable over time showing only little increase or decrease in both the YPQA and SAPQA assessment. However, Cohort 2 experienced significant improvement in both SAPQA and YPQA scores for all four domains. The most improvement was in the Engagement domain, which is represented by Figure 4.

Figure 3 – Youth Program Quality and School-Aged Program Quality Pre-Intervention and Post-Intervention External Assessment Scores for Cohort 1



*The sample for this analysis consisted of only of those sites with both pre- and post-intervention external assessment scores. Not all sites had external scores across both years.

Figure 4 – Youth Program Quality and School-Aged Program Quality Pre-Intervention and Post-Intervention External Assessment Scores for Cohort 2

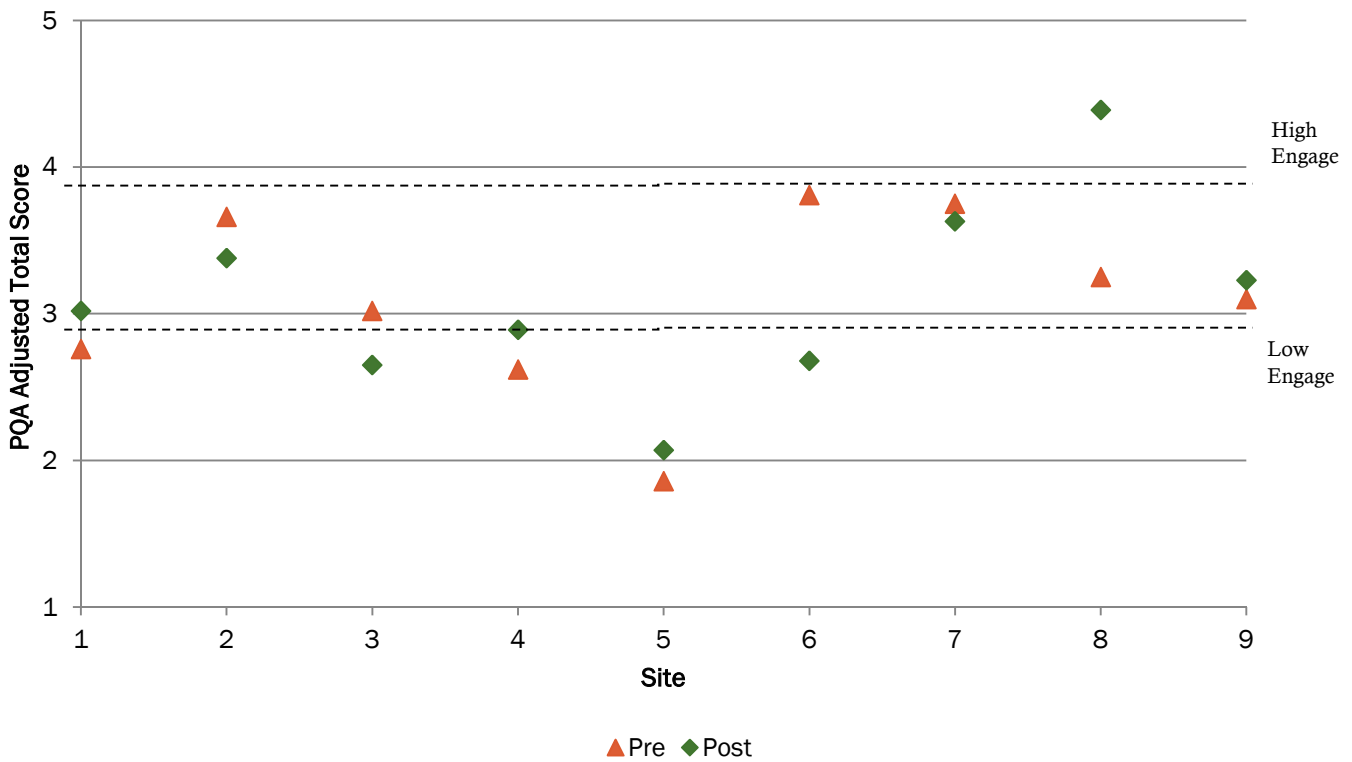


*The sample for this analysis consisted of only of those sites with both pre- and post-intervention external assessment scores. Not all sites had external scores across both years.

Instructional quality improved in 25 of 35 participating youth programs between pre- and post-intervention assessment periods.

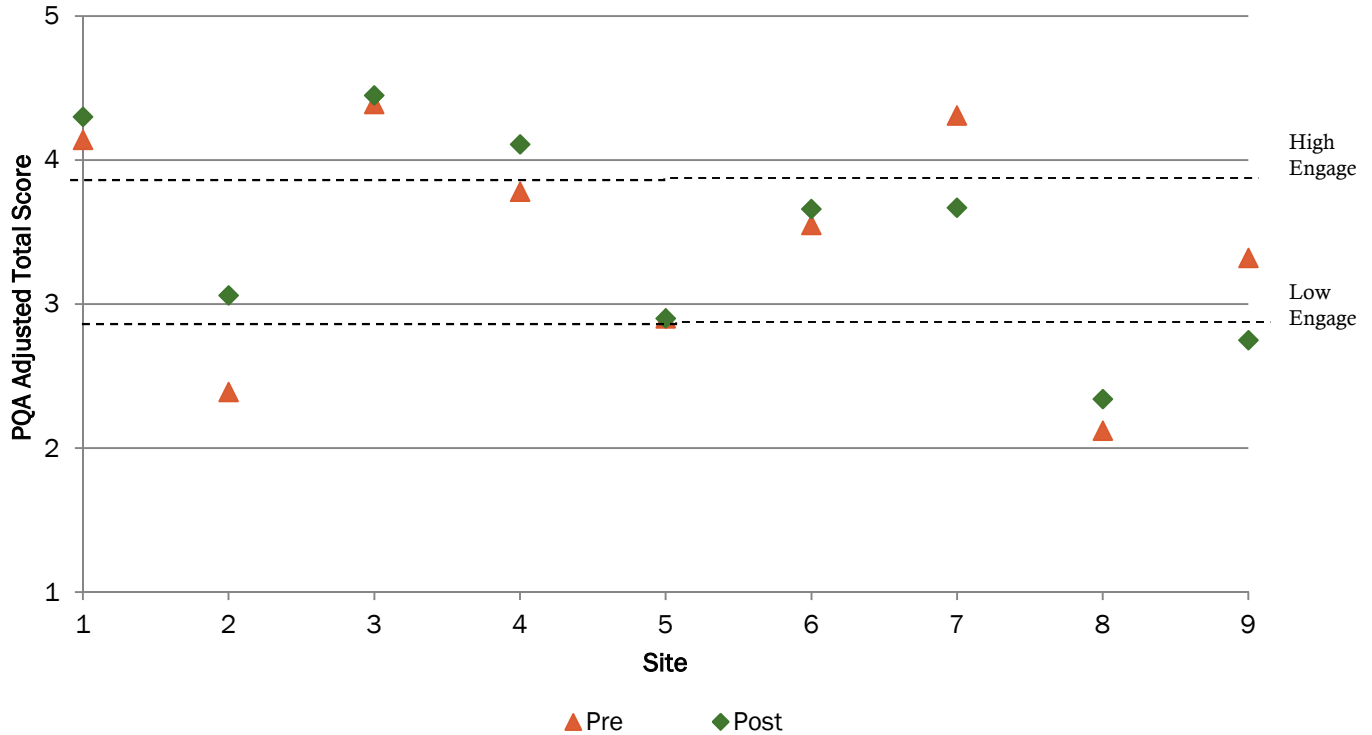
Figures 5-8 present pre-and post-intervention Instructional Total Scores for each participating site (data collected by endorsed external raters). Youth PQA and School-Aged PQA assessments along with both Cohorts are represented in the figures below. The data reveal that assessed levels of quality improved in 25 of 35 sites. Importantly, many sites now exceed the threshold for “Medium Engagement” and “High Engagement.” In Cohort 1, two sites broke the threshold for “Medium Engagement” and “High Engagement.” Two sites in Cohort 2 showed substantial improvement and went from exhibiting “Low Engagement” to exceeding the threshold for “High Engagement.” Additionally, several sites now exceed both “Medium Engagement” and “High Engagement.” Analysis of other similar Weikart Center data indicates that Total Instructional Scores above the high threshold are strongly associated with youth reports of strong engagement in the form of interest, challenge and belonging. (Akiva, Pearson, Sugar, Peck, Smith, & Denault, 2010). Total Scores below the “Low Engagement” threshold are associated with little to no youth sense of belonging, interest or challenge at the program.

Figure 5 – Instructional Practices Total Scores Pre-Post Compared to Thresholds of Instructional Quality Associated with Youth Engagement in Prior Research* based on YPQA for Cohort 1



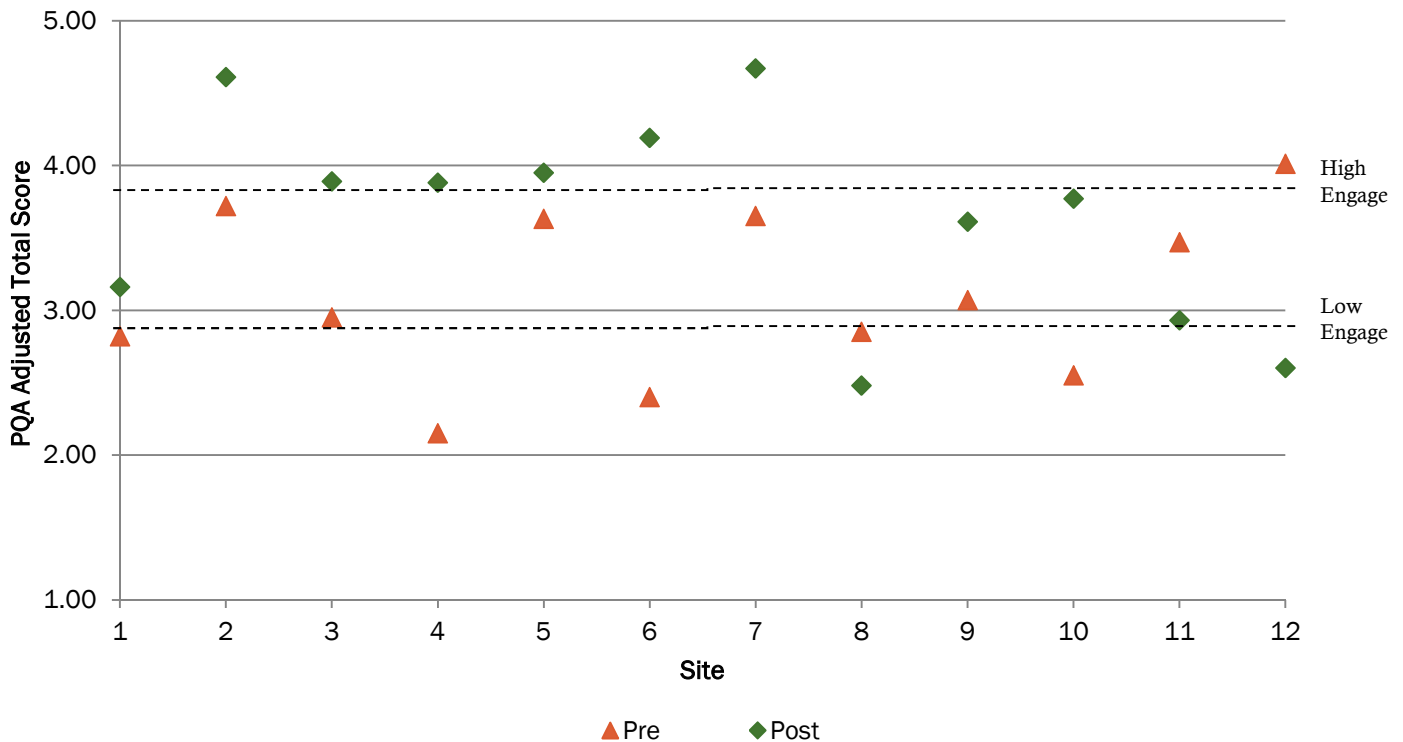
*The sample for this analysis consisted of only of those sites with both pre- and post-intervention external assessment scores. Not all sites had external scores across both years.

Figure 6 – Instructional Practices Total Scores Pre-Post Compared to Thresholds of Instructional Quality Associated with Youth Engagement in Prior Research* based on SAPQA for Cohort 1



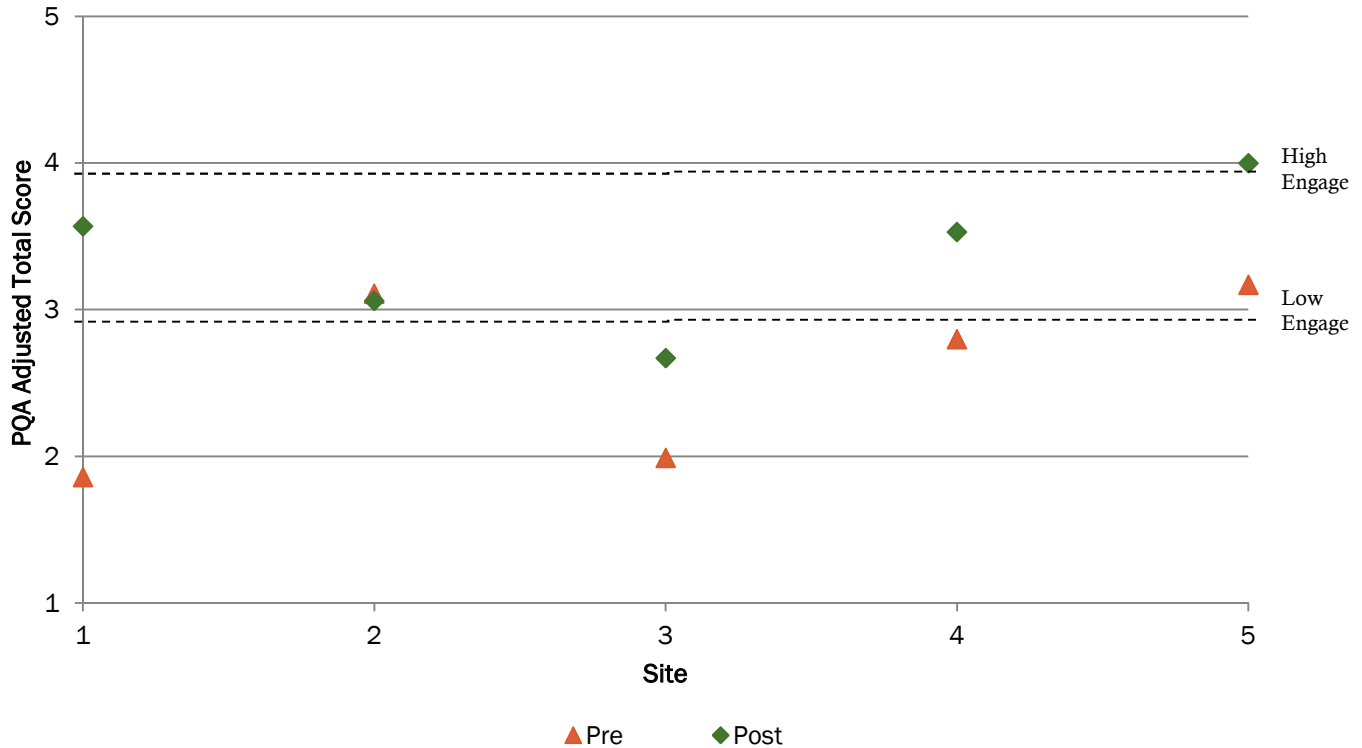
*The sample for this analysis consisted of only of those sites with both pre- and post-intervention external assessment scores. Not all sites had external scores across both years.

Figure 7– Instructional Practices Total Scores Pre-Post Compared to Thresholds of Instructional Quality Associated with Youth Engagement in Prior Research* based on YPQA for Cohort 2



*The sample for this analysis consisted of only of those sites with both pre- and post-intervention external assessment scores. Not all sites had external scores across both years.

Figure 8 – Instructional Practices Total Scores Pre-Post Compared to Thresholds of Instructional Quality Associated with Youth Engagement in Prior Research* based on SAPQA for Cohort 2



*The sample for this analysis consisted of only of those sites with both pre- and post-intervention external assessment scores. Not all sites had external scores across both years.

The incidence of high quality instructional practices increased during the intervention period.

During the pre-intervention data collection, external assessors identified practices that scored a “1” on the Youth PQA in several of the observed offerings. Scoring a “1” on the Youth PQA means that particular practice was not present during the observed offering, so having a high percentage indicates that this practice needs improvement. As depicted in Tables 2-5, many of these practices had a decreased percentage of low scores post-intervention, indicating positive change that was often substantial. This finding suggests that the *United Way of Greater Kansas City Quality Improvement* increased staff capacity to carry out new instructional practices.

Table 2 – Change in Lowest Scoring Youth PQA Items for Cohort 1

Item	% Sites Scoring “1”		
	Pre (n=23 obs)	Post (n=22 obs)	Change (Pre to Post)
IVR3. Youth make presentations to the whole group	80.0	76.5	-16.5
IVQ2. Youth make open-ended process choices	75.0	70.6	-4.4
III01. Staff share control of the activities with youth	70.0	70.6	0.60
IIIN3. Youth lead a group	65.0	70.6	5.6
IVP2. Two or more planning strategies are used	60.0	64.7	4.7
IIIN2. Youth mentor individuals	55.0	64.7	9.7
IVP1. Youth make plans for projects/activities	55.0	64.7	9.7
IVQ1. Youth make open-ended content choices	50.0	58.8	8.8

Table 3 – Change in Lowest Scoring Youth PQA Items for Cohort 2

Item	% Sites Scoring "1"		
	Pre (n=23 obs)	Post (n=41 obs)	Change (Pre to Post)
IVP2. Two or more planning strategies are used	58.3	40.5	-17.8
IVQ2. Youth make open-ended process choices	58.3	16.7	-41.6
IVR3. Youth make presentations to the whole group	57.1	42.5	-14.6
IIIN3. Youth lead a group	50.0	52.4	2.4
IVP1. Youth make plans for projects/activities	50.0	40.5	-9.5
IVQ1. Youth make open-ended content choices	47.2	26.2	-11.0
IIIN2. Youth mentor individuals	44.4	35.7	-8.7
IIIO1. Staff share control of the activities with youth	44.4	45.2	0.8
IVR1. Youth reflect on what they are doing	44.4	35.7	8.7
IIIM2. Two or more ways to form small groups	44.1	35.0	-9.1

Table 4 – Change in Lowest Scoring School-Aged PQA Items for Cohort 1

Item	% Sites Scoring "1"		
	Pre (n=17 obs)	Post (n=16 obs)	Change (Pre to Post)
IVR3. Youth make presentations to the whole group	73.3	61.5	-11.8
(SAPQA) IIK3. Children's work make up most of the display	64.3	61.5	-2.8
IVQ2. Youth make open-ended process choices	46.7	38.5	-8.2
IIJ3. Staff make frequent use of open-ended questions	43.8	35.7	-8.1
IIIN1. Youth practice group-process skills	43.8	35.7	-8.1
IIIN2. Youth mentor individuals	43.8	35.7	-8.1
IVR1. Youth reflect on what they are doing	43.8	35.7	-8.1
IVR2. Youth reflect in two or more ways	43.8	35.7	-8.1

Table 5 – Change in Lowest Scoring School-Aged PQA Items for Cohort 2

Item	% Sites Scoring "1"		
	Pre (n=10 obs)	Post (n=20 obs)	Change (Pre to Post)
(SAPQA) IIK3. Children's work make up most of the display	100	66.7	-33.3
(SAPQA) IVQ1. Children make goals and set plans	88.9	66.7	-22.2
IIIO1. Staff share control of the activities with youth	80.0	55.6	-24.4
IVP1. Youth make plans for projects/activities	80.0	77.8	-2.2
IVQ1. Youth make open-ended content choices	80.0	44.4	-35.6
(SAPQA) IVR1. Children involved in activities based on interest.	77.8	11.1	-66.7
IIIM2. Two or more ways to form small groups	70.0	33.3	-36.7
IIIM3. Each group has a purpose	70.0	33.3	-36.7
IIIN3. Youth lead a group	70.0	88.9	18.9
IVP2. Two or more planning strategies are used	70.0	77.8	7.8
IVR1. Youth reflect on what they are doing	70.0	44.4	-25.6
(SAPQA) IIK1. Well-defined interest areas in the program space	66.7	22.2	-44.5
(SAPQA) IVQ2. Staff use range of strategies to support children's learning	66.7	33.3	-33.4
(SAPQA) IVR2. Children make authentic choices	66.7	22.2	-44.5
(SAPQA) IVR3. Children make open-ended choices	66.7	22.2	-44.5
(SAPQA) IVS2. Staff encourage children to carry out activities independently	66.7	11.1	-55.6
IIIN1. Youth practice group-process skills	60.0	33.3	-26.4
IVQ2. Youth make open-ended process choices	60.0	33.3	-26.4
IVR2. Youth reflect in two or more ways	60.0	22.2	-37.8
(SAPQA) II K2. Physical environment can be modified to meet needs	55.6	55.6	0.00
(SAPQA) IIL1. Each interest area contains sufficient materials	55.6	22.2	-33.4
(SAPQA) IIL3. Learning materials are accessible to children.	55.6	44.4	-11.2
IIIL4. Activities publicly acknowledge the achievements of youth	50.0	44.4	-5.6
IIIM1. Activities carried out in three different groupings	50.0	55.6	5.6
IIIN2. Youth mentor individuals	50.0	66.7	16.7
IVR3. Youth make presentations to the whole group	50.0	77.8	27.8
(SAPQA) IIP2. Staff help children respond appropriately to strong feelings	50.0	0.00	-50.0

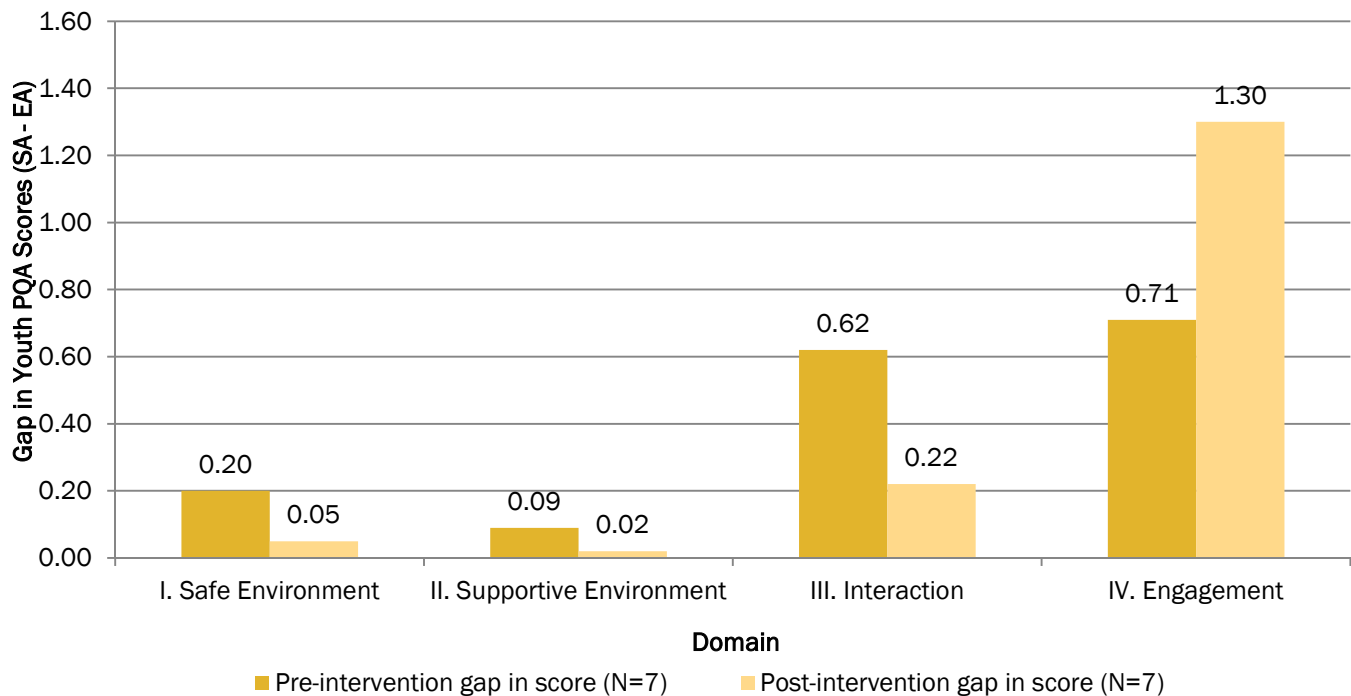
Management Practices

Convergence Between Program Self and External Assessment YPQA Scores

In nearly all quality improvement initiatives supported by the Weikart Center, when managers conduct program self assessment using the Youth PQA, scores on the four domains are higher (more positive) than ratings for the same program conducted by endorsed external assessors. The magnitude of gaps between self and external assessment scores offer some insight into program managers' (a) understanding of program quality and the standardized observational method used to complete the Youth PQA; and (b) "buy in" into data-driven continuous improvement. We understand large gaps to signal weaker understandings of and/or engagement in the process by site managers; smaller gaps indicate the opposite.

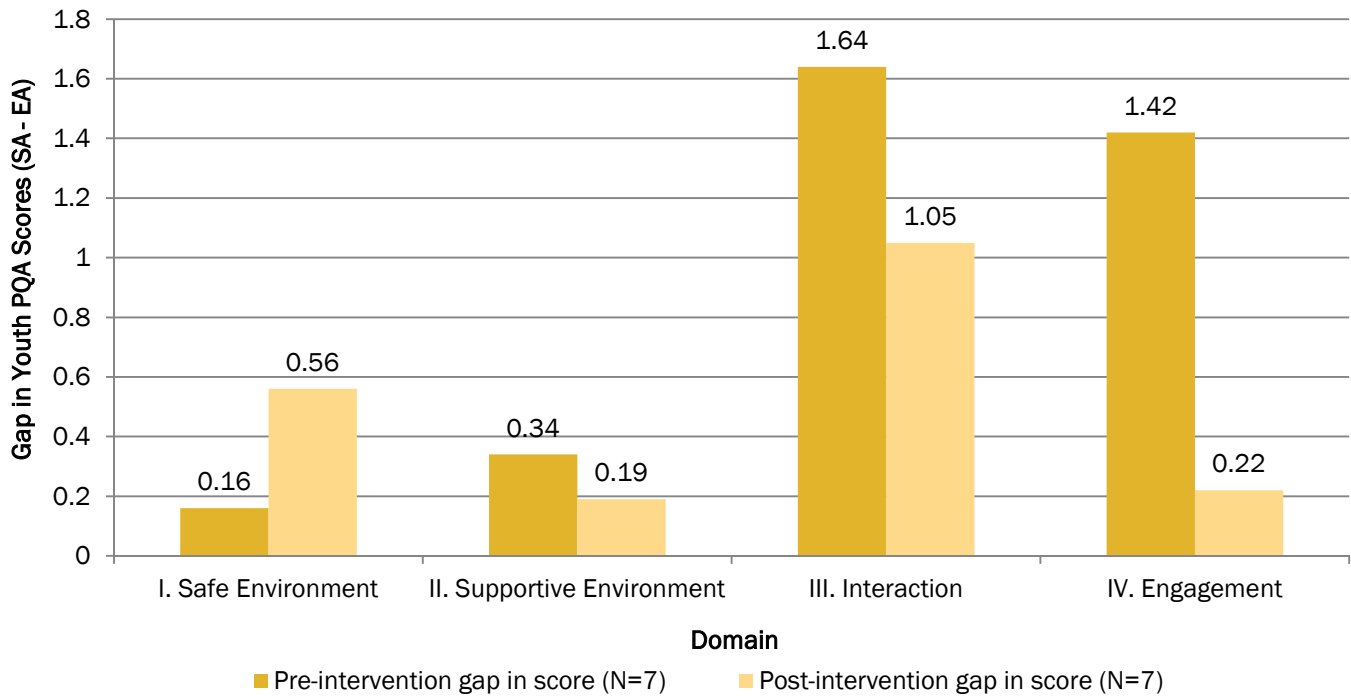
The following data (Figure 9 and Figure 10) show the gap between self and external assessments for SAPQA data. Domain-level gaps for United Way of Greater Kansas City shrank in all but two domains. Cohort 1 experienced a decrease in the gap between self and external assessments in all domains except for the Engagement domain. Similarly, Cohort 2 experienced decrease in domain-level gaps except in the Safe Environment domain. Upon participation in further rounds of the Quality Matters process, we would expect these gaps to continue shrinking and for the gaps to narrow more consistently across all four domains.

Figure 9 – Pre-Intervention and Post-Intervention Gap in SAPQA Scores Between Self Assessment and External Assessment* for Cohort 1



*The sample for this analysis consisted of only of those sites with both pre- and post-intervention external and self assessment scores. Not all sites had external and self assessment scores across both years.

Figure 10 – Pre-Intervention and Post-Intervention Gap in SAPQA Scores Between Self Assessment and External Assessment* for Cohort 2



Satisfaction with the Quality Matters Process

Managers and direct staff involved in the United Way of Greater Kansas City Quality Matters process were invited via e-mail to complete a satisfaction survey online in May 2011. By the end of survey administration, seven managers from each cohort and nineteen total staff members had completed the survey.

Site managers and youth workers are satisfied with the Quality Matters process.

One hundred percent of managers in both cohorts claimed that they learned something important, they saw improvements in the program, their site benefited, they improved as a manager, and the process was worthwhile. The majority of managers also said that they acquired new skills. Direct staff surveys yielded similar responses. Eighty-five percent of direct staff respondents in Cohort 1 agreed with the given areas of satisfaction and felt that they improved as a youth worker. Direct staff in Cohort 2 also showed satisfaction with the process and experienced improvement as a youth worker.

In addition to their satisfaction with the process, managers were asked to report whether they saw any positive changes in either staff or youth as a result of the Quality Matters process. Tables 4-11 show open-ended responses.

Figure 11 – Management Survey Results Cohort 1 (N = 7)

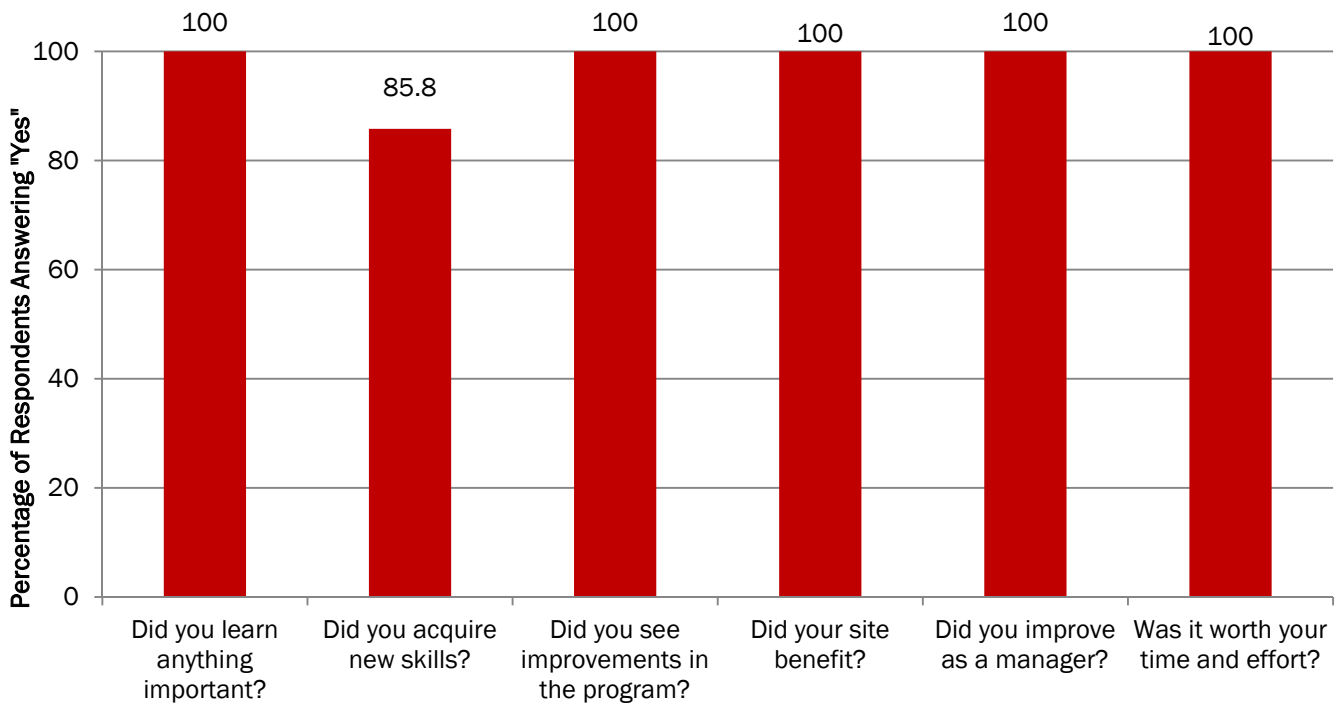


Figure 12 – Direct Staff Survey Results Cohort 1 (N=7)

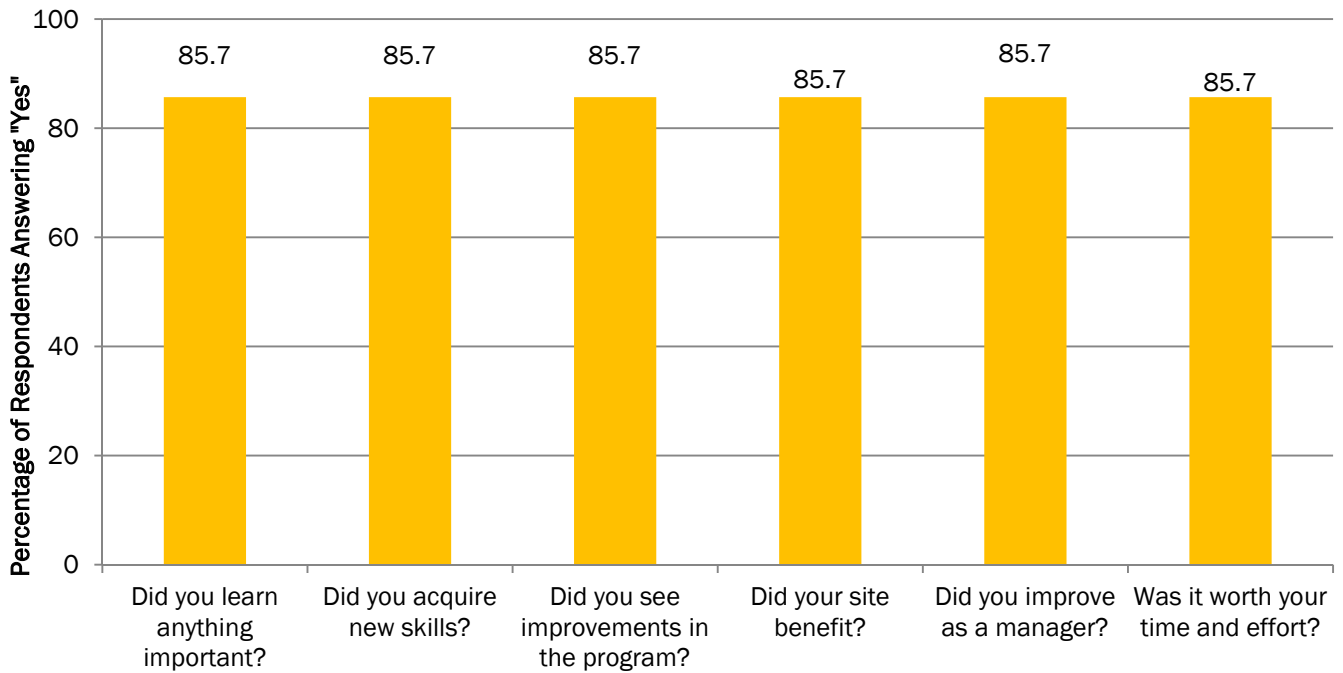


Figure 13 – Management Survey Results Cohort 2 (N=7)

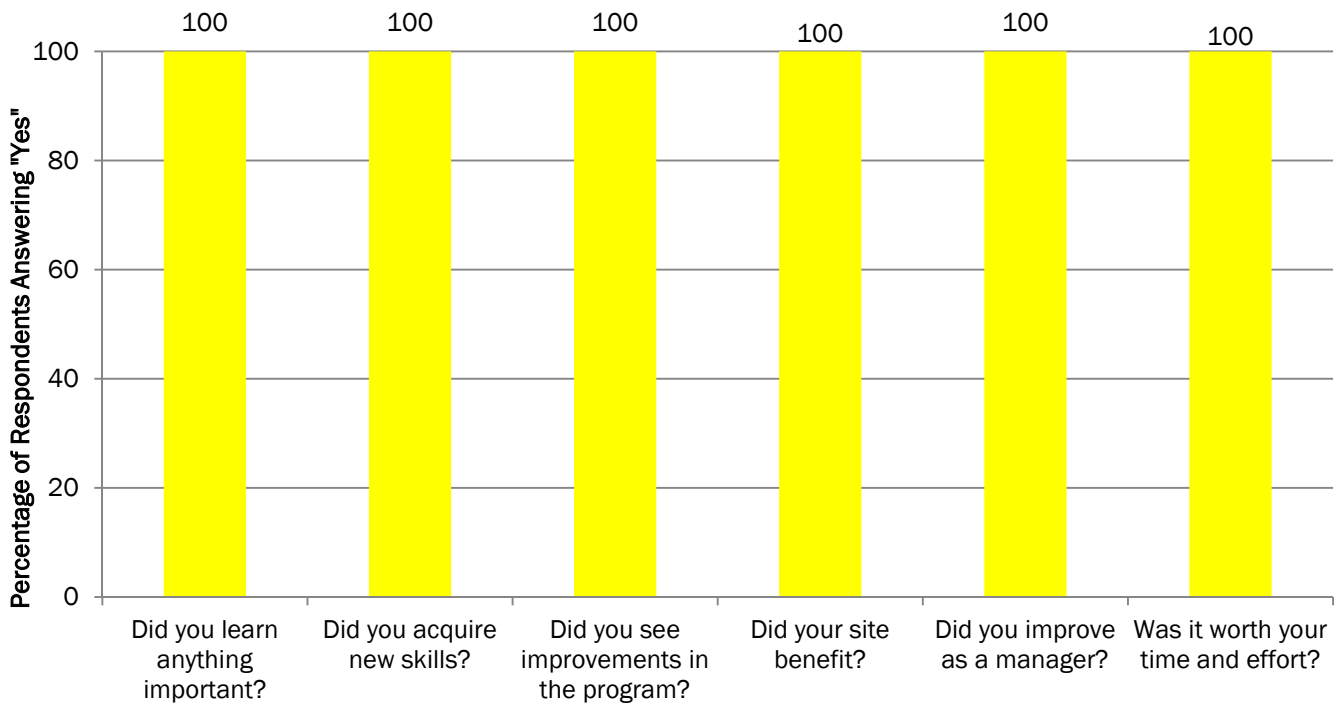
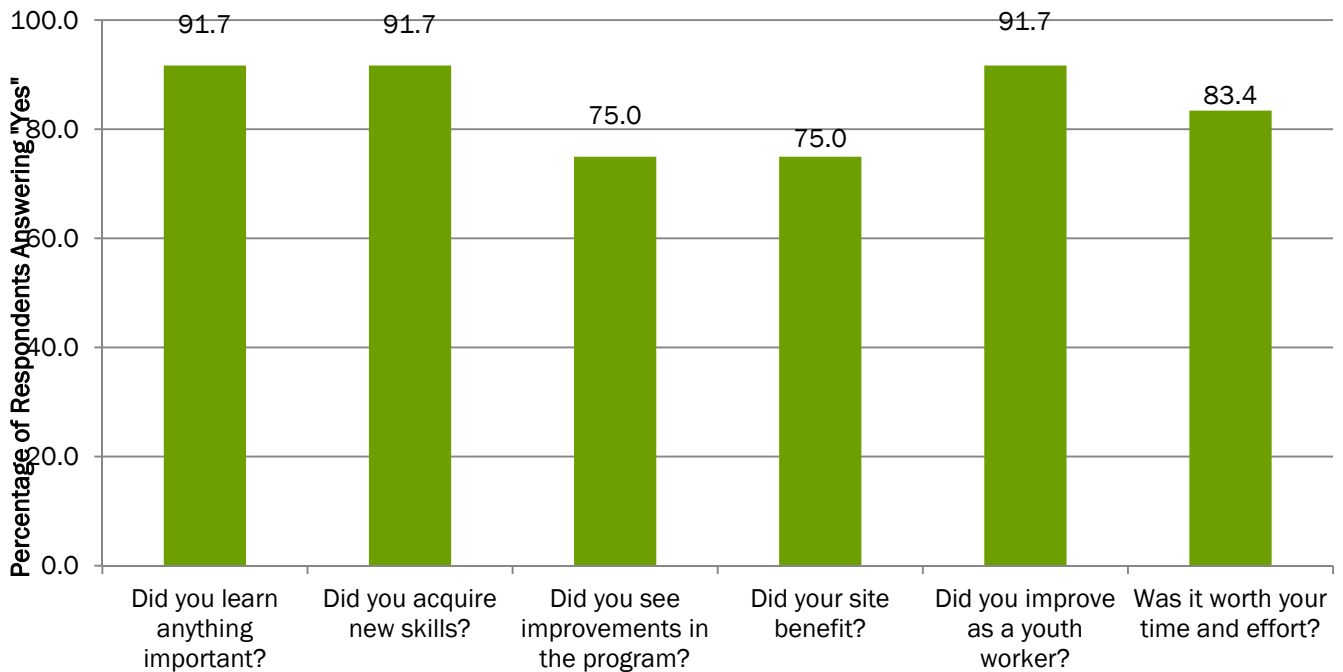


Figure 14 – Direct Staff Survey Results Cohort 2 (N=12)



“What Changes have you Seen in Staff as a Result of the Quality Matters Process?”

Table 6- Responses from Manager Survey Cohort 1

“Turnover was the most it has ever been. Expectations became higher and more involved. When the improvement plan involved various players, then more people were able to influence the quality.”
“They have given the power back to the children.”
“We incorporate reflection and group activities more, and often engage in conversations around quality.”
“Definitely the quality of instruction from staff!”

Table 7- Responses from Direct Staff Survey Cohort 1

“New staff had to learn the way we do things. We had to encourage the students much more than I thought.”
“I have seen the quality of instruction improve. Trainings are motivating and help keep staff focused on quality.”
“I have seen an increase in self-confidence, creativity, and consistency in my staff's abilities as Youth Workers.”
“I was encouraged to see my ideas on youth development validated. It was also a great networking opportunity. The activities we did helped broaden my effectiveness as a group leader and program facilitator.”
“Quality of instruction [has improved] and there is increased engagement with students.”

Table 8- Responses from Manager Survey Cohort 2

“I have seen an increase in enthusiasm and appreciation for engaging young people in leadership development.”
“Turnover is about the same, staff self-motivation is a little bit better, quality of instruction is better for some staff and the same for others.”
“[The staff] is more confident.”
“There is more applicable information.”
“The staff have taken elements from the trainings and applied them to different things within the program (made them more applicable).”
“Quality of instruction has improved.”

Table 9- Responses from Direct Staff Survey Cohort 2

“The quality and morale of the staff has improved; they have a more positive outlook towards the program.”
“The staff is planning projects and really interacting with children more.”
“Everyone is working together as a team.”
“Some of the tools have improved interest and new options for dealing with youth.”
“[Staff] allows the youth to take a more activity role in planning for the program.”
“Our participation was minimal at best.”

“What Changes Have You Seen in Youth as a Result of the Quality Matters Process?”

Table 10- Responses from Manager Survey Cohort 1

“Some of the youth became very involved in the processes and couldn't wait to attend sessions. Their encouragement of other students became more evident. Students that were not often asked to participate became leaders. These students became our biggest advocate and marketing strategy! They began to feel a sense of ownership to the program and loyalty to staff. Unfortunately, a few students did not take it as well as they just wanted to be "told" what was next and their attendance dropped.”
“[The youth] are more motivated.”

Table 11-Responses from Direct Staff Survey Cohort 1

“The same small group takes on the leadership roles.”
“Since attending the Ask, Listen, and Learn, I have been asking more open ended questions and listening to what youth have to say. I notice a stronger relationship and less discipline problems.”
“When staff apply the methods and techniques taught in the Quality Improvement program, the students we serve tend to become more engaged and motivated. Teaching staff to empower the youth to participate as partners and leaders has been a tremendous asset.”
“I personally have not seen significant changes apart from what I have implemented since my supervisor and I were the only staff to attend. We did, however, agree on involving the youth in decision-making processes at a higher level would improve program effectiveness, but to do so requires that all staff gain a greater understanding of the importance of buy-in.”
“The youth’s attachment to the program [has improved].”

Table 12-Responses from Manager Survey Cohort 2

“It has been reported to me that [the youth] are more motivated and engaged.”
“The students like having choices, but as a result struggle to commit to an activity for longer than 2 weeks. Students have started to have more leadership roles in the decision making.”
“Youth know what is expected of them. They know where to be.”
“Attachment to program and motivation have both increased.”
“Program numbers have doubled, and the youth are taking ownership and excited to come to group. They arrive sometimes before the staff :).”
“Attachment to program has improved.”

Table 13-Responses from Direct Staff Cohort 2

“There is more motivation for projects with children.”
“There are more thing for the youth to do.”
“When I use the skills learned I find that the kids really do have a better time and become closer with each other. Following these activities, learning becomes more fluid.”
“Youth more motivated to attend the program. They take a more active role in helping the program staff.”

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Appendix: Data Table and Notes on Measures

Descriptive Analyses for United Way of Greater Kansas City	Cohort 1 External Pre	Cohort 1 External Post	Cohort 2 External Pre	Cohort 2 External Post	National Sample	Cohort 1 External Pre % Score 1	Cohort 1 External Post % Score 1	Cohort 2 External Pre % Score 1	Cohort 2 External Post % Score 1
	N = 9	N = 9	N = 12	N = 12	N = 902 obs	N= 19 obs	N = 10 obs	N=23obs	N=29obs
I. Safe Environment	4.45	4.57	4.40	4.46	4.42	.	.	.	.
IA. Psychological/emotional safety promoted	3.92	4.39	4.38	4.58	4.35	8.7	8.7	8.7	0.0
IA1. Emotional climate is positive	3.61	4.11	4.00	4.61	4.18	4.3	13.8	4.3	13.8
IA2. No evidence of bias	4.22	4.67	4.75	4.56	4.52	4.3	6.9	4.3	6.9
IB. Physical environment is safe/free of health hazards	4.81	4.92	4.73	4.83	4.73	.	.	.	.
IB1. Program space is safe/free of health hazards	4.78	4.89	4.50	4.67	4.72	4.3	6.9	4.3	6.9
IB2. Program space is clean/sanitary	4.67	4.78	4.75	4.75	4.62	0.0	0.0	0.0	0.0
IB3. Ventilation/lighting are adequate	4.89	5.00	4.92	5.00	4.83	0.0	0.0	0.0	0.0
IB4. Temperature is comfortable	4.89	5.00	4.75	4.92	4.74	4.3	0.0	4.3	0.0
IC. Emergency procedures/supplies present	4.08	4.12	3.77	4.00	3.96	.	.	.	.
IC1. Written emergency procedures in plain view	4.17	4.11	3.33	4.17	3.86	30.4	13.8	30.4	13.8
IC2. Fire extinguisher is accessible/visible	4.17	4.00	3.67	3.83	3.90	13.0	6.9	13.0	6.9
IC3. Complete first aid kit is accessible/visible	3.06	3.44	3.25	3.50	3.55	18.2	10.3	18.2	10.3
IC4. Other appropriate safety/emergency equip	.	.	5.00	5.00	4.72	0.0	0.0	0.0	0.0
IC5. All entrances supervised	4.89	4.78	4.75	4.28	4.32	4.3	13.8	4.3	13.8
IC6. Access to outdoor space is supervised	5.00	5.00	5.00	5.00	4.50	0.0	0.0	0.0	0.0
ID. Program space/furniture accommodate activities offered	4.61	4.61	4.63	4.69	4.68	.	.	.	.
ID1. Space allows youth/adults to move freely	4.72	4.67	4.42	4.61	4.60	8.7	6.9	8.7	6.9
ID2. Space is suitable for all activities offered	4.50	4.44	4.50	4.78	4.69	4.3	0.0	4.3	0.0
ID3. Furniture is comfortable/sufficient	4.89	4.88	5.00	5.00	4.80	0.0	0.0	0.0	0.0
ID4. Physical environment can be modified	4.33	4.44	4.75	4.33	4.73	4.3	15.4	4.3	15.4
IE. Healthy food and drinks are provided	4.83	4.81	4.53	4.19	4.30	.	.	.	.
IE1. Drinking water is accessible	4.83	4.78	4.67	4.28	4.49	4.3	1.0	4.3	0.0
IE2. Food/drink plentiful and at appropriate times	5.00	5.00	5.00	5.00	4.67	0.0	1.0	0.0	0.0
IE3. Food/drink are healthy	4.80	4.86	3.40	3.67	3.67	20.0	1.0	20.0	0.0
II. Supportive Environment	4.09	4.20	4.00	4.32	3.84	.	.	.	.
IIF. Staff provide a welcoming atmosphere	4.31	4.50	3.94	4.33	4.29	.	.	.	.
IIF1. Youth are greeted within 15 minutes	3.81	4.22	3.17	3.69	3.63	31.8	28.6	31.8	28.6
IIF2. Staff use warm tone/respectful language	4.39	4.44	4.50	4.69	4.55	4.3	0.0	4.3	0.0
IIF3. Staff smile/make eye contact	4.67	4.67	4.17	4.69	4.56	13.0	0.0	13.0	0.0
IIG. Session flow is planned, presented, paced for youth	4.28	4.38	4.23	4.62	4.41	.	.	.	.
IIG1. Session starts/ends within 10 minutes of scheduled time	4.17	4.22	4.25	4.58	4.42	8.7	3.4	8.7	3.4
IIG2. Materials/supplies are ready	4.33	4.63	4.40	4.33	4.55	5.9	8.3	5.9	8.3
IIG3. There are enough materials/supplies	4.67	4.75	3.89	4.82	4.66	13.3	0.0	13.3	0.0
IIG4. Staff explain activities clearly	4.28	4.33	4.33	4.75	4.39	4.3	0.0	4.3	0.0
IIG5. Appropriate amount of time for activities	3.83	3.89	4.08	4.42	4.14	13.0	0.0	13.0	0.0
IIH. Activities support active engagement	3.69	3.97	3.71	4.17	3.65	.	.	.	.
IIH1. Youth engage with materials/ideas with guided practice	4.33	4.56	4.17	4.81	4.09	4.3	0.0	4.3	0.0
IIH2. Activities will lead to tangible products	3.22	3.78	3.75	3.92	3.46	17.4	20.7	17.4	20.7
IIH3. Youth talk about what they are doing	3.22	3.56	3.50	3.72	3.46	21.7	37.9	21.7	37.9
IIH4. Activities balance concrete/abstract	4.00	4.00	3.42	4.27	3.58	26.1	7.1	26.1	7.1
Iii. Staff support youth in building new skills	4.17	4.11	4.04	4.47	3.60	.	.	.	.
Iii1. Youth are encouraged to try out new skills	4.44	4.33	4.42	4.61	3.70	4.3	0.0	4.3	0.0
Iii2. Youth receive support despite imperfect results	3.89	3.89	3.67	4.47	3.52	13.0	3.4	13.0	3.4

Descriptive Analyses for United Way of Greater Kansas City	Cohort 1 External Pre	Cohort 1 External Post	Cohort 2 External Pre	Cohort 2 External Post	National Sample	Cohort 1 External Pre % Score 1	Cohort 1 External Post % Score 1	Cohort 2 External Pre % Score 1	Cohort 2 External Post % Score 1
IIJ. Staff support youth with encouragement	3.93	4.04	3.83	3.92	3.54	.	.	.	.
IIJ1. Staff are actively involved with youth	4.67	4.56	4.58	5.00	4.51	4.3	0.0	4.3	0.0
IIJ2. Staff support contributions of youth	3.44	3.56	3.75	3.42	3.18	4.3	6.9	4.3	6.9
IIJ3. Staff make frequent use of open-ended questions	3.67	4.00	3.17	3.33	2.92	39.1	44.8	39.1	44.8
IIK. Staff use youth-centered approaches to reframe conflict	4.14	4.31	4.23	4.42	3.32	.	.	.	.
IIK1. Staff approach conflicts in a non-threatening manner	4.56	4.67	4.30	4.73	3.89	11.8	0.0	11.8	0.0
IIK2. Staff seek input from youth	3.89	4.11	4.00	4.13	3.03	23.5	13.0	23.5	13.0
IIK3. Staff encourage youth to examine actions/consequences	3.89	4.11	4.40	4.27	2.95	17.6	13.0	17.6	13.0
IIK4. Staff follow-up with youth involved	4.22	4.33	4.20	4.53	3.36	17.6	0.0	17.6	0.0
III. Interaction	2.96	2.86	2.90	3.30	3.01	.	.	.	.
IIIL. Youth develop sense of belonging	3.72	3.75	3.40	3.95	3.41	.	.	.	.
IIIL1. Youth get to know each other	3.78	3.78	3.33	4.00	3.26	8.7	3.4	8.7	3.4
IIIL2. Youth exhibit inclusive relationships	3.89	4.33	3.50	4.44	3.53	17.4	3.4	17.4	3.4
IIIL3. Youth identify with the program offering	3.94	3.67	3.83	4.00	3.78	13.0	13.8	13.0	13.8
IIIL4. Activities publicly acknowledge achievements of youth	3.28	3.22	2.92	3.52	3.07	39.1	21.4	39.1	21.4
IIIM. Youth participate in small groups	2.72	2.44	2.67	2.86	2.52	.	.	.	.
IIIM1. Activities carried out in three different groupings	2.44	2.56	2.67	2.85	2.60	36.4	32.0	36.4	32.0
IIIM2. Two or more ways to form small groups	2.50	2.11	2.33	2.27	2.23	45.5	44.4	45.5	44.4
IIIM3. Each group has a purpose	3.22	2.67	3.00	3.45	2.75	45.5	37.0	45.5	37
IIIN. Youth act as facilitators/mentors	2.33	2.22	2.39	2.79	2.61	.	.	.	.
IIIN1. Youth practice group-process skills	3.11	3.11	2.75	3.69	3.14	34.8	20.7	34.8	20.7
IIIN2. Youth mentor individuals	2.00	1.78	2.25	2.58	2.50	43.5	27.6	43.5	27.6
IIIN3. Youth lead a group	1.89	1.78	2.17	2.08	2.18	56.5	48.3	56.5	48.3
IIIO. Youth partner with adults	2.94	2.94	3.21	3.46	3.49	.	.	.	.
IIIO1. Staff share control of the activities with youth	2.00	2.00	2.17	3.06	3.28	56.5	44.8	56.5	44.8
IIIO2. Staff provide explanation for expectations, guidelines, etc.	3.93	4.11	4.42	3.92	3.82	0.0	29.6	33.3	29.6
IV. Engagement	2.23	2.25	2.42	3.32	2.56	.	.	.	.
IVP. Youth set goals and make plans	2.00	1.89	2.13	3.03	2.28	.	.	.	.
IVP1. Youth make plans for projects/activities	1.94	1.78	2.25	3.33	2.42	52.2	31.0	52.2	31.0
IVP2. Two or more planning strategies are used	2.06	2.00	2.00	2.72	2.05	52.2	31.0	52.2	31.0
IVQ. Youth make choices	2.03	2.17	2.29	3.67	2.85	.	.	.	.
IVQ1. Youth make open-ended content choices	2.28	2.22	2.50	3.44	2.89	43.5	24.1	43.5	24.1
IVQ2. Youth make open-ended process choices	1.78	2.11	2.08	3.89	2.80	43.5	17.2	56.5	17.2
IVR. Youth have opportunities to reflect	2.67	2.69	2.85	3.26	2.56	.	.	.	.
IVR1. Youth reflect on what they are doing	3.00	3.00	3.00	3.42	2.44	56.5	31.0	43.5	31.0
IVR2. Youth reflect in two or more ways	2.61	2.67	2.08	2.78	2.23	47.8	22.2	47.8	22.2
IVR3. Youth make presentations to the whole group	1.67	1.78	2.92	2.86	2.63	47.8	44.4	47.8	44.4
IVR4. Staff get feedback on activities	3.39	3.33	3.42	4.08	2.96	30.4	7.4	30.4	7.4
INSTRUCTIONAL TOTAL SCORE	3.09	3.10	3.11	3.64	3.14	.	.	.	.
TOTAL SCORE	3.43	3.47	3.43	3.85	3.46	.	.	.	.

Notes on Measures. Scales are formed by meaning across all items within that scale. For example, Scale IVR is an average for items IVR1-4. Domains are formed by meaning across all scales within that domain. For example, IV. Engagement is an average of scales IVP, IVQ, and IVR. The instructional total score is formed by averaging the II. Supportive Environment Domain, the III. Interaction Domain, and the IV. Engagement Domain together. The “instructional total score” is an average of the supportive environment, interaction, and engagement domains. While the safe environment domain is important, it is not necessarily a measure of staff practices (High/Scope Educational Research Foundation, 2005; Smith & Hohmann, 2005).

Notes on Methods. Both external and self assessments were conducted in each of the site and pre- and post intervention. For external assessment, trained and reliable data collectors observe a selected offering at an after-school site, usually 1-2 hours. A running record of events that occur during the offering is generated by the data collector. After the observation period is complete, the rater uses the written record to score items on a 3-point scale. Data collectors attend a reliability training where watch and score a video offering. They must achieve 80% perfect agreement to gold standard scores at the item level in order to be deemed a “reliable” data collector. Data collectors are encouraged to use the following protocol when conducting observations: offerings should be at least 45 minutes in length; offerings should be “typical”, not something they do only once a year; make sure the appropriate age group is being observed; avoid offerings delivered by outside vendors; if conducting more than one observation per site, schedule observations on separate days. For self assessment, site team members are encouraged to take turns observing each other’s programs in action; observe in at least 30-minute intervals; and collect objective anecdotal records. Furthermore, team members are encouraged to share their data at consensus meeting and score one overall Youth PQA for the site.

