Quality Matters

Welcome

Group Agreements

- Fully engage
- Be open minded and objective, experiences differ
- Assume good intentions, work with children and youth
- Safe space for open dialogue; ask clarifying questions
- Take care of yourself
- Silence your phone and do not video or audio record any parts of the training

Agenda

- Welcome
- Objective
- National Landscape
- Program Quality Spectrum
- Closing and Wrap-up

Session Objectives

Participants will:

- Understand the history and national landscape for quality programming

- Learn the local quality improvement process and supports

- Consider how to improve program quality in their program

National Landscape

Wallace Foundation

Mott Foundation

National League of Cities

Afterschool Alliance

National Institute for Out of School Time

National Afterschool Association

Every Hour Counts

Forum for Youth Investment (Weikart Center for Youth Program Quality)

RAND, AIR, PSA

Research

Numerous research supports that youth involvement in positive (e.g., structured or supervised) extracurricular activities, both within and outside the school context, has been identified as an important factor in the promotion of positive youth development

Source: Carnegie Corporation, 1992; Durlak & Weissberg, 2007; Eccles & Gootman, 2002; Eccles & Templeton, 2002; Granger & Kane, 2004; Kane, 2004; Larson et al., 2004; Lauer et al., 2006

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DC Out of School Time Quality System Framework

Quality = Commitment to continuous improvement to ensure outcomes are achieved at three levels: Program, Organization, and System. All three levels work in alignment as they inform the supports necessary to achieve increased impact and outcomes citywide.

System-wide

Coordinates, Implements and Supports: OST Funding Strategies, Quality Improvement Process, Communications, Data and Analysis, and Leadership

Community Impact
* Increase Access and Number of Youth Served
* Youth Health
* Youth Civic Engagement

Organizations

Considers: Staff, Policies, Processes & Procedures, Stakeholder Engagement, Peer Networks

Administrative Results
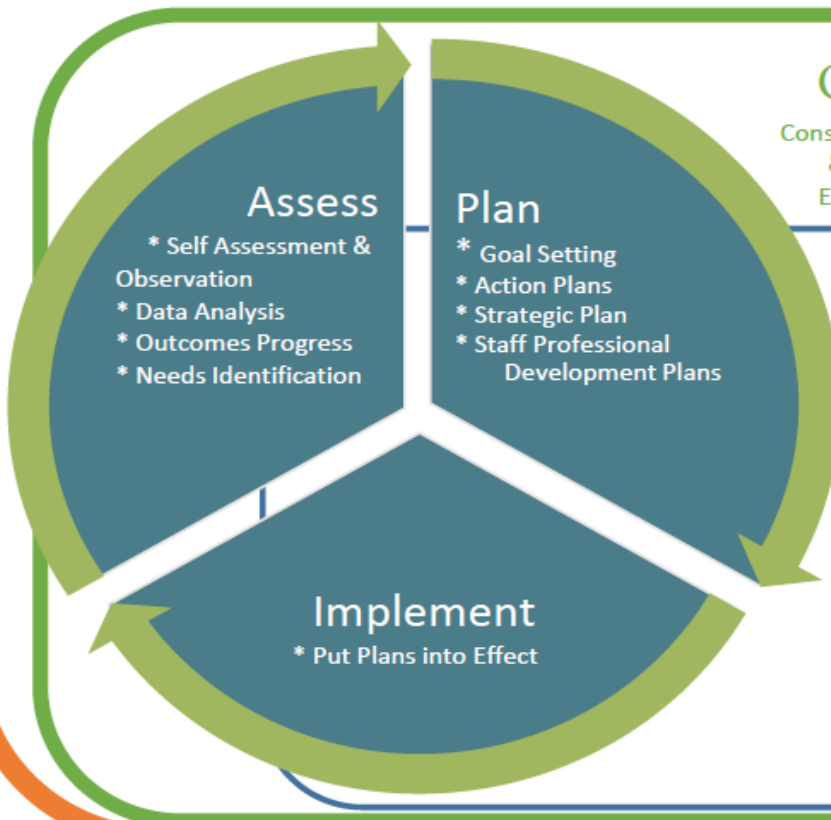* Accountability
* Sustainability
* Staff Retention
* Strategic Growth

Programs

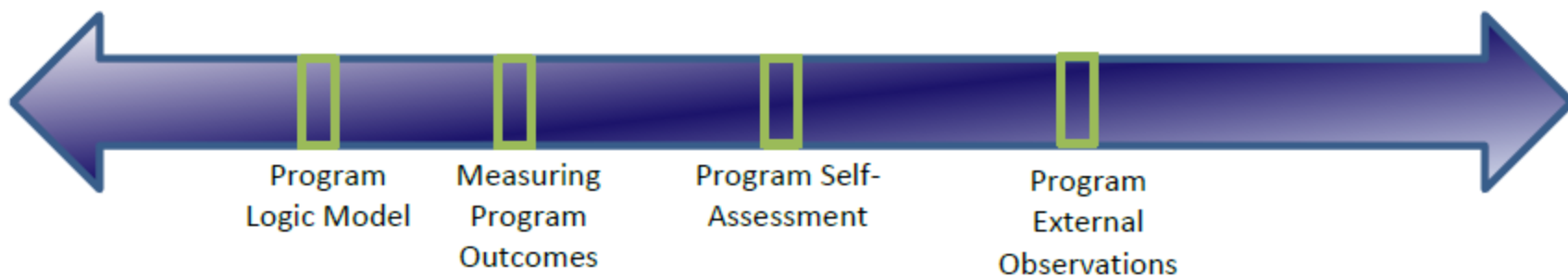Considers: Environment, Interactions, Engagement, Content, Youth Voice

Youth Outcomes
* Academic Achievement
* Health and Wellness
* Civic and Career Readiness
* Self-Expression and Self-Worth

Assess
* Self Assessment & Observation
* Data Analysis
* Outcomes Progress
* Needs Identification

Plan
* Goal Setting
* Action Plans
* Strategic Plan
* Staff Professional Development Plans

Implement
* Put Plans into Effect

DC Quality Spectrum

Program Logic Model — Measuring Program Outcomes — Program Self-Assessment — Program External Observations

Program Design

Program Logic Model | Measuring Program Outcomes | Program Self-Assessment | Program External Observations

Evidence Based Program Design

Four Evidence Based practices (SAFE)
- Sequences step-by-step training approach
- Emphasized active forms of learning by having youth practice new skills
- Focused on specific time and attention on skill development
- Explicit in defining the skills they were attempting to promote

Source: Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010).

Program Outcomes

Outcomes = Improved Communication

Indicators = Effective expression of thoughts and feelings; Increased assertiveness in social context

Sub-indicator = frequency of feeling understood; Ability to speak in public; Rate of participation in group discussions and activities; Ability to resist negative peer pressure; Ability to implement negotiation skills

Civic & Social Ability

The ability and motivation to work collaboratively with others for the larger good and to sustain caring friendships and relationships with others
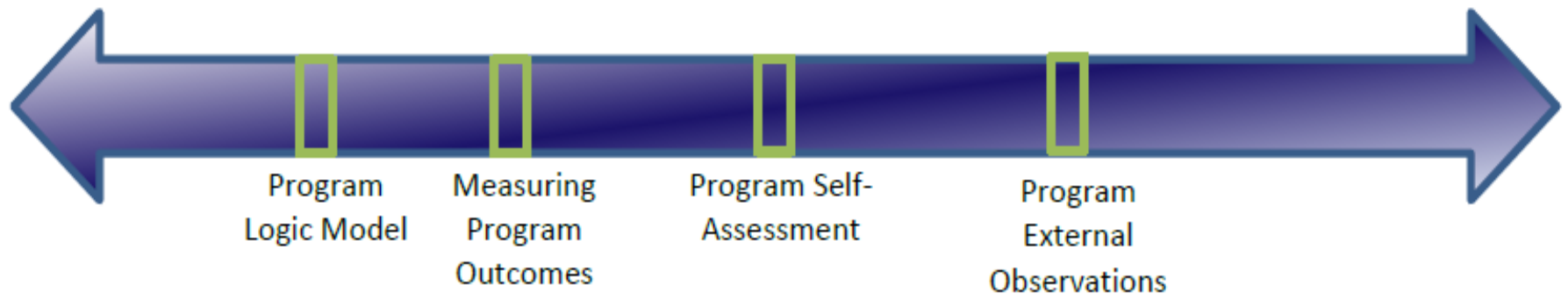
Program Outcomes Example

Outcomes =

Indicators =

Sub-indicator =

Measure =

Program Assessment

Program Logic Model · Measuring Program Outcomes · Program Self-Assessment · Program External Observations

Elements of Program Quality

- Environment/Climate
- Administration/Organization
- Relationships
- Staffing/Professional Development
- Programming/Activities
- Academic Alignment/Achievement
- Youth Participation/Engagement
- Parent/Family/Community Partnership
- Program Sustainability/Growth
- Measuring Outcomes/Evaluation

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ENGAGEMENT

Planning
Choice
Reflection

INTERACTION

Belonging
Collaboration
Leadership
Adult Partners

SUPPORTIVE ENVIRONMENT

Warm Welcome   Session Flow
Active Engagement   Skill-Building
Encouragement   Reframing Conflict

SAFE ENVIRONMENT

Emotional Safety   Healthy Environment
Emergency Preparedness
Accommodating Environment
Nourishment

DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

YOUTH VOICE IN GOVERNANCE
PROFESSIONAL LEARNING COMMMUNITY

Reflection

- What is one thing from this session that was new for you?

- What is one question you still have?

Questions and Evaluation

Contact: The Institute for Youth Development

Learn24@dc.gov