
Quality Assurance in OST: Evidence of Effectiveness and Emerging Policies

*Minneapolis, MN
September 23, 2009*

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A joint venture between the Forum and High/Scope.

Agenda

- What is Quality and Why Does it Matter
- New research on quality improvement
- New Policies

What is Quality and How Can it be Improved?



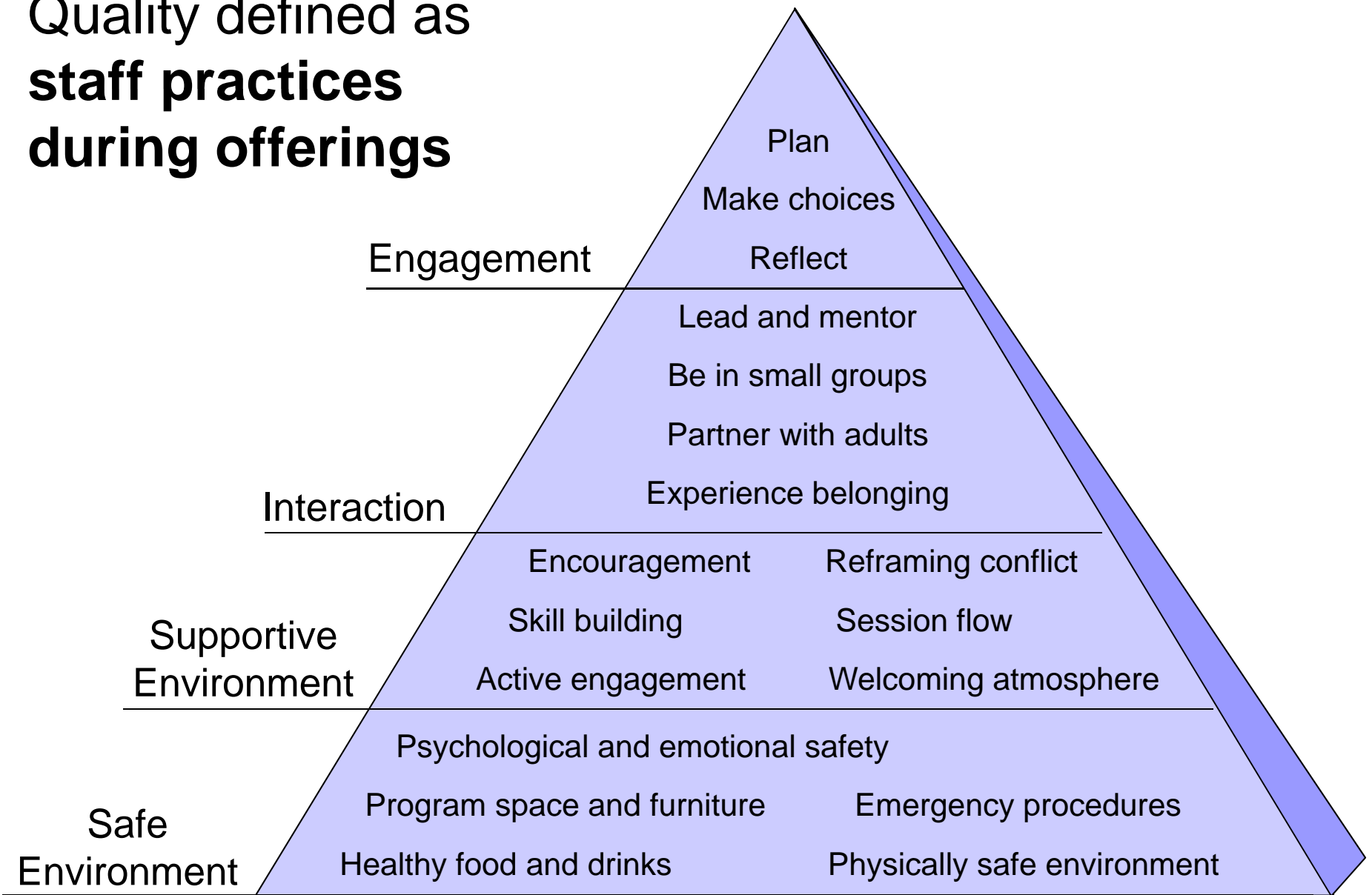
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National Research Council (2002)

Qualities that promote positive development:

- Physical and Psychological **Safety**
- Appropriate **Structure**
- Supportive **Relationships**
- Opportunities to **Belong**
- Positive **Social Norms**
- Support for **Efficacy** and **Mattering**
- Opportunities for **Skill-Building**
- Integration of **Family, School and Community** efforts

Quality defined as staff practices during offerings



Quality Improvement System Building

ASSESS

Conduct SA
(YPQI Team)

Conduct EA
(External assessor)

[Collect other data]

PLAN

**Create
improvement plan**
(YPQI Team)

IMPROVE

**Carry out
improvement plan**
(Mgr coaches;
Staff do)

(repeat)



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PROGRAM QUALITY**

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Management Practices for Continuous Improvement of Instruction

	Action Domain	Management Practice Set
PYD Priority/Values	PYD Priority	Acquire youth feedback
		Set expectations for youth, behavioral and participatory
		Name objectives for skill building and learning
	PYD Values	Articulate PYD vision
		Provide youth voice/governance
		Assure content rigor and relevance
Continuous Improvement	Data Driven Process	Instructional assessment expertise
		Lead teams to review data & plan
	Performance Management	Staff identify objectives & evaluate progress
		Implementation with feedback
Professional Norms	Structure	Clear roles and expectations for staff
		Effective staff meetings
	Culture	Shared decision making
		Vendor selection and evaluation

Youth Program Quality Intervention Study (YPQI)

Funded by the W.T. Grant Foundation



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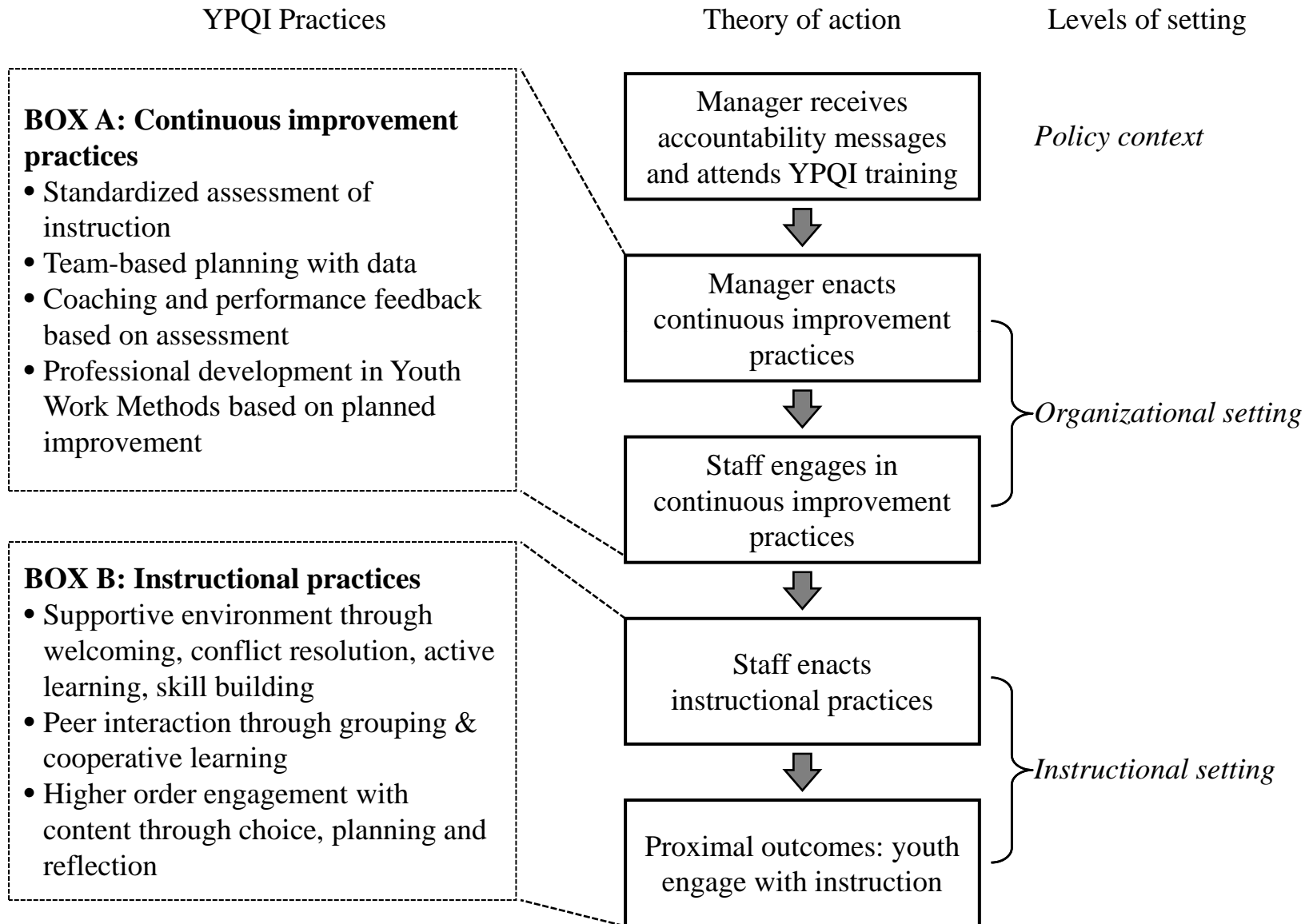
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Study Characteristics

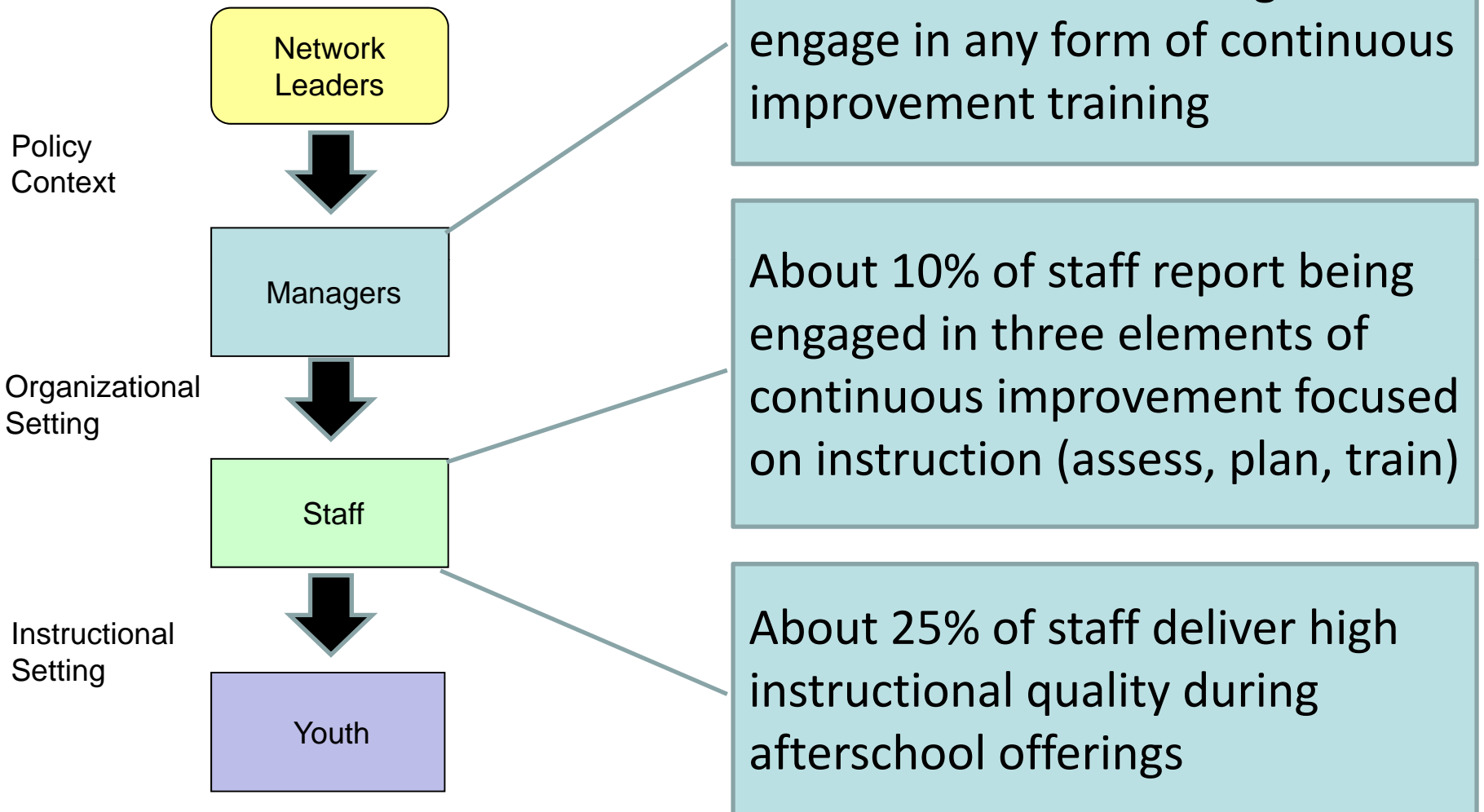
- Cluster randomized field trial designed to test a scalable intervention
- 87 youth programs in 5 networks (4 states)
- “Light” intervention model focused on site managers
- Primary outcome = Instructional practices

YPQI Theory of Action



Quality is Malleable

State of the Field at YPQI Baseline



YPQI Study Major Findings: Positive ITT Impact

- **Assignment to Tx caused higher levels of Continuous Improvement Practices for Managers and Staff**
- **Assignment to Tx caused higher levels of Staff Instructional Practice, especially in focal areas**

Supplementary Findings

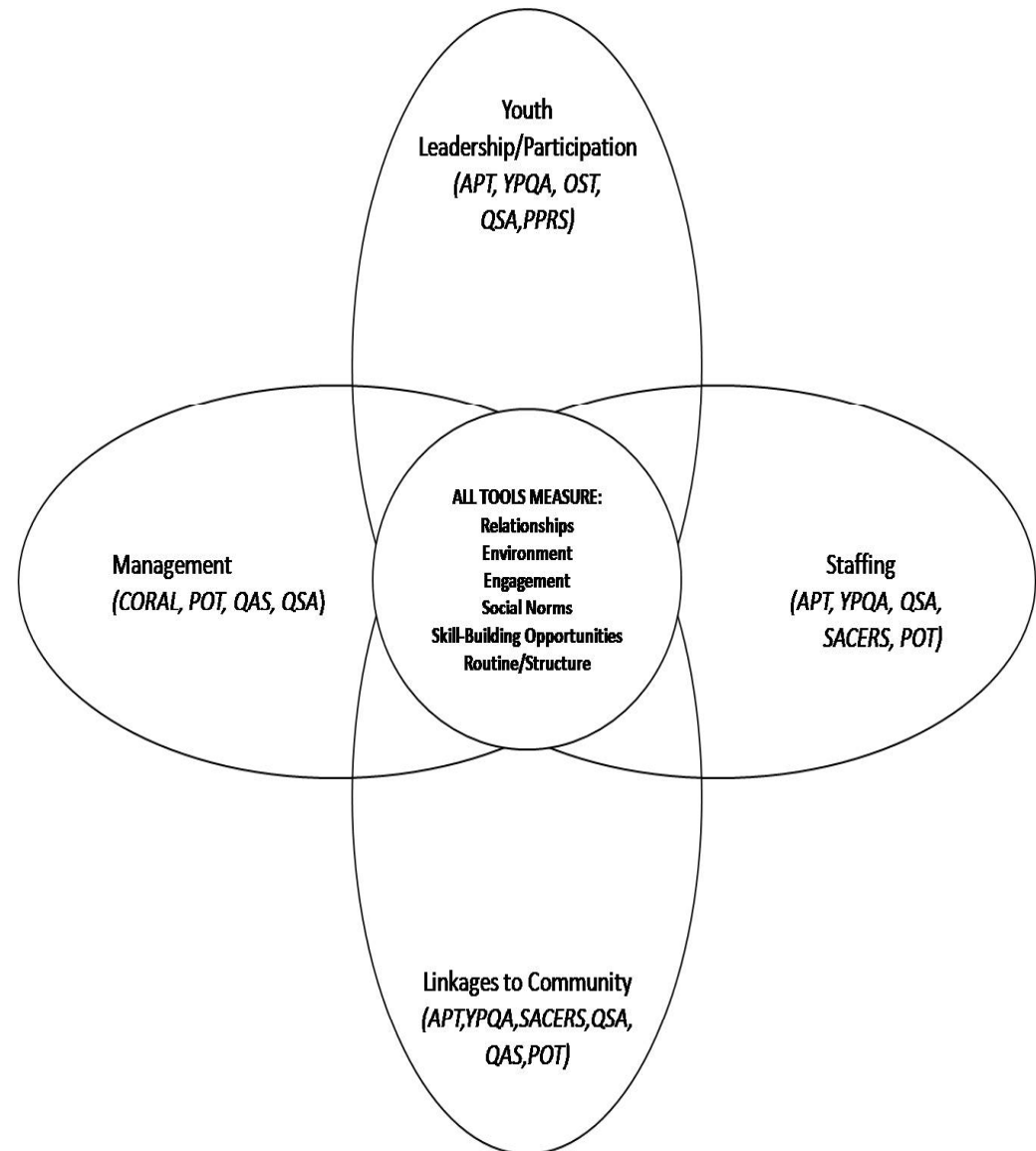
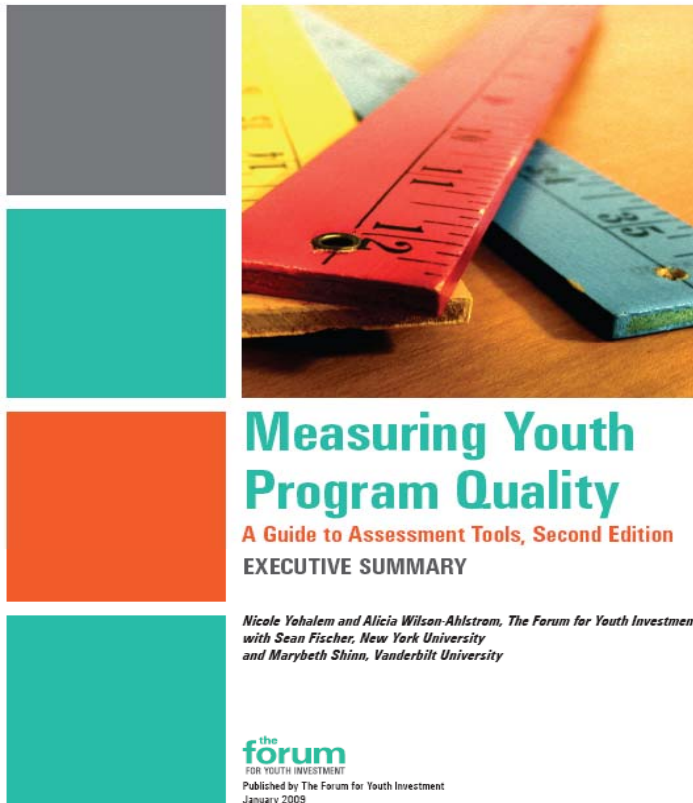
- YPQI produces “tight coupling” of management practices to instruction
- Staff engagement in the four continuous improvement practices mediates Tx effect
- Structural features are weakly related in the predicted direction

Emerging Policies for Quality Assurance (& ROI)

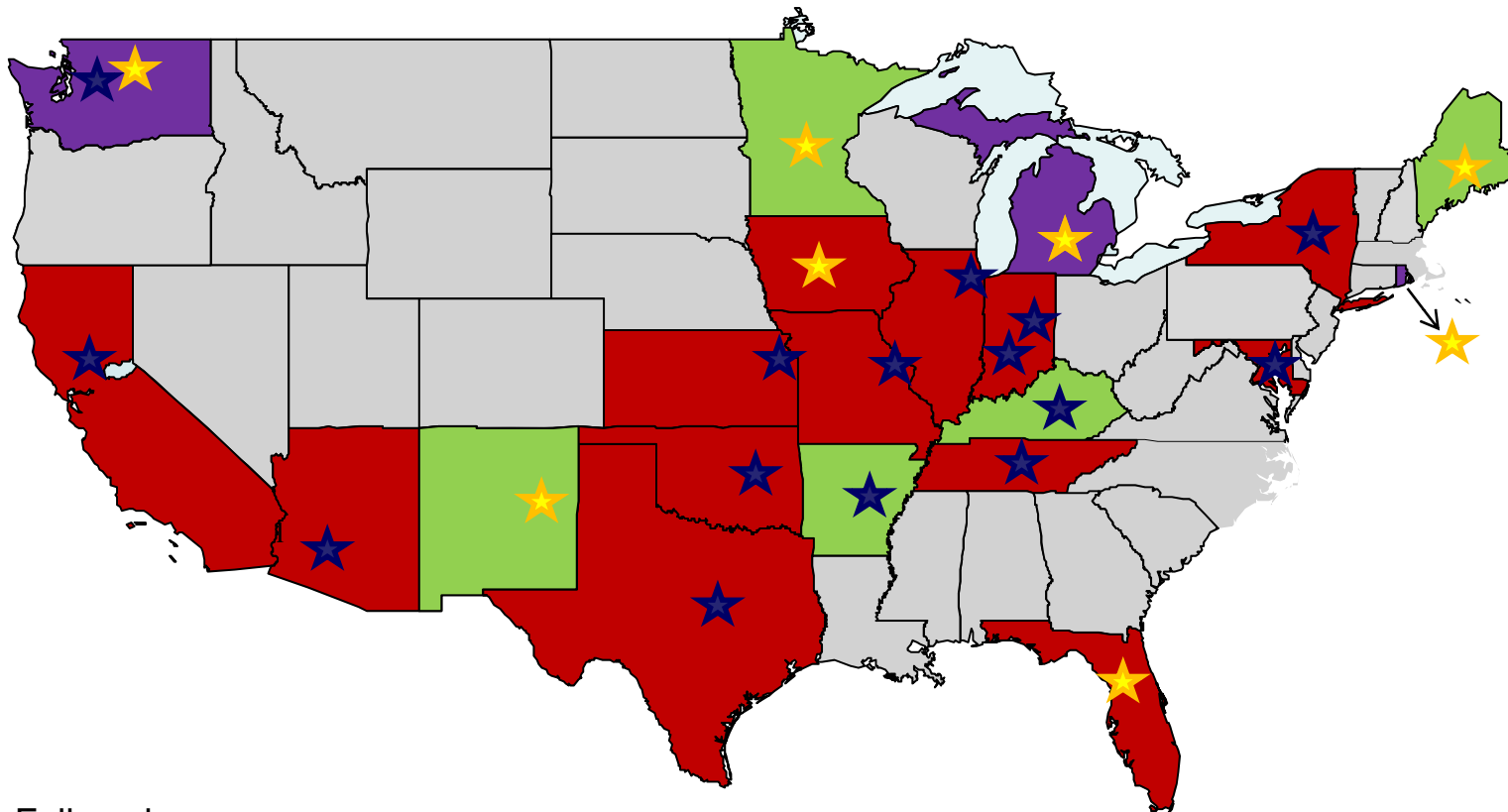


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YPQA and other quality assessment tools are reviewed in *Measuring Youth Program Quality, A Guide to Assessment Tools, Second Edition*



National: Efforts to assess and improve youth program quality is happening across the country...



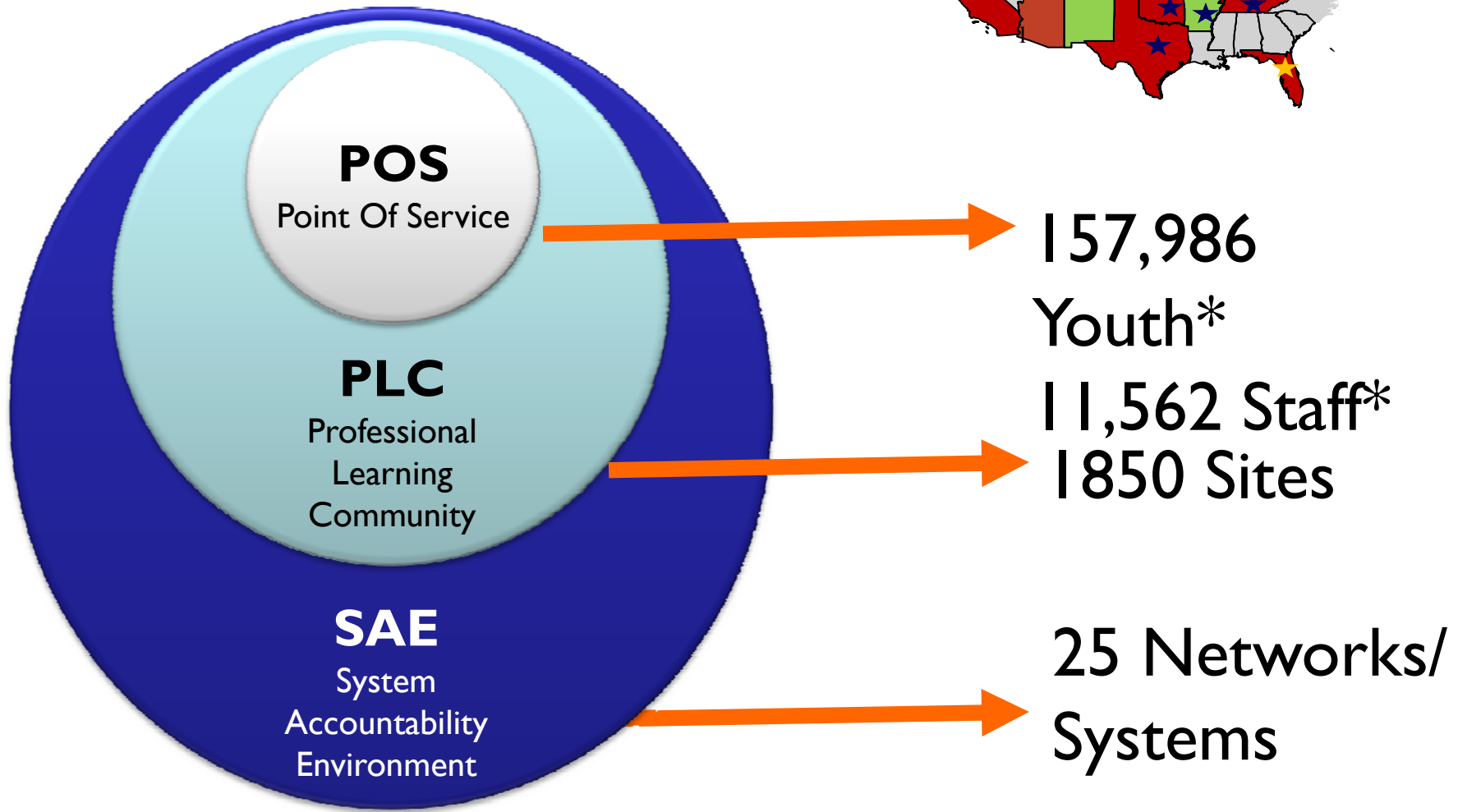
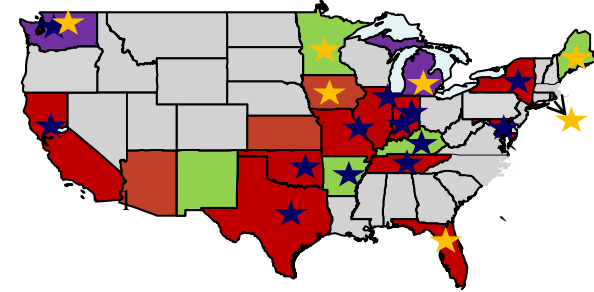
- ★ Full-scale interventions
- ★ Pilot interventions

- Green - full-state implementation states
- Red - place-based implementations (select cities)
- Purple - place-based and are full-state implementation states

National Organizations



Estimated/Actual FY09



* Calculated using a multiplier from the YPQI study for avg. daily attendance (85.4 youth) and average number of staff per site (6.26)

21st CCLC State Projects 2009-10

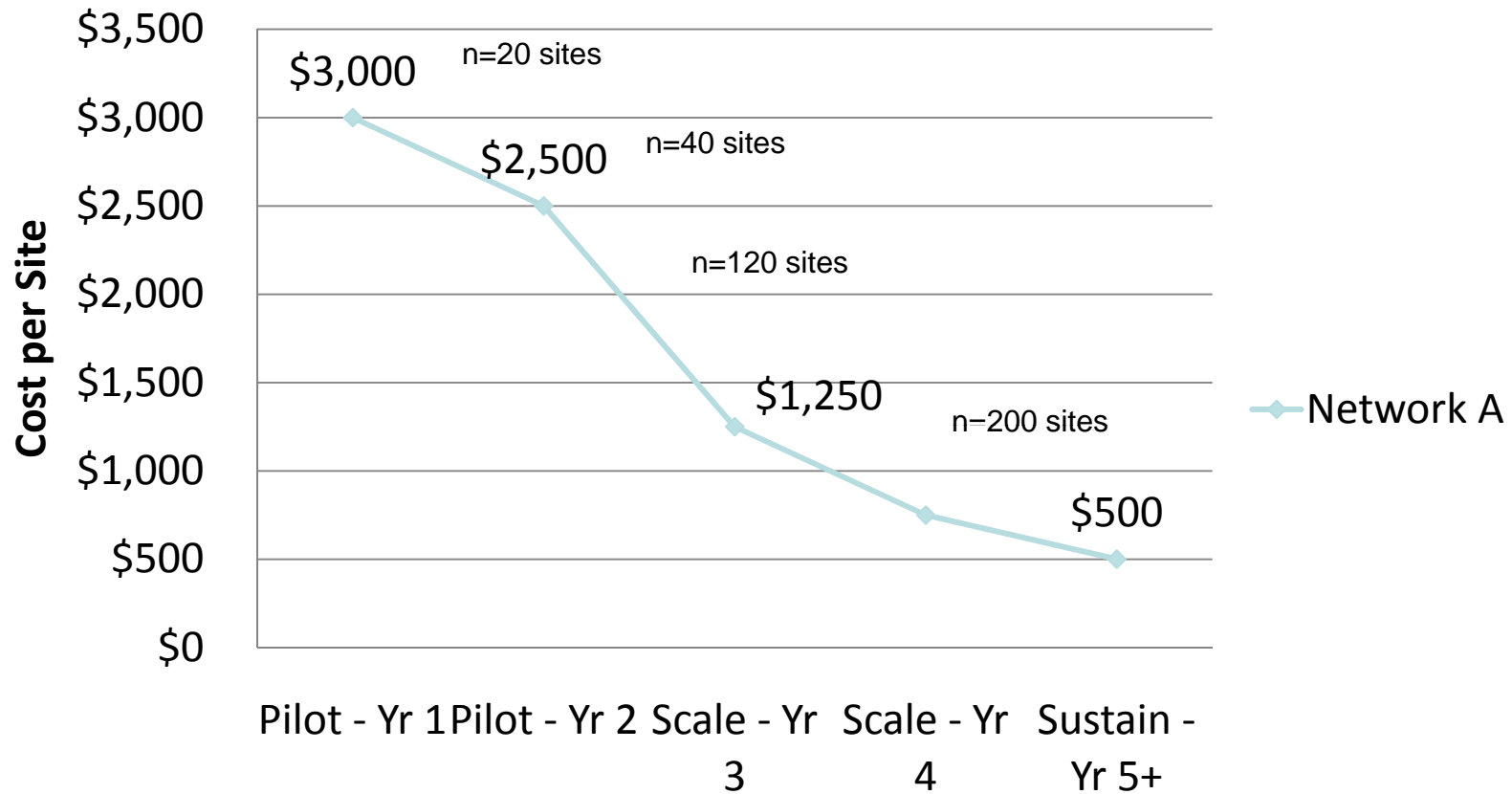
EVIDENCED BASED PRACTICES (YPQI)	WA	NM	KY	ME	MN	RI	MI
Years of experience with Quality Improvement	1	2	2	4	4	4	6
<ul style="list-style-type: none"> • Instructional quality assessment • Site-team planning with quality data • Staff training for instructional skills • Coaching/TA for instructional skills 	X	X	X	X	X	X	X
Number of sites involved/ Percent of state sites	30/ 30%	110/ 100%	50/ 50%	90/ 100%	115/ 100%	50/ 100%	220/ 100%
Total 21 st CCLC budget, FY2009 (in millions) ¹	15	8.9	16.6	5.5	10.0	5.5	41.9

¹US Department of Education, <http://www.ed.gov/about/overview/budget/statetables/index.html>

How are policies changing?

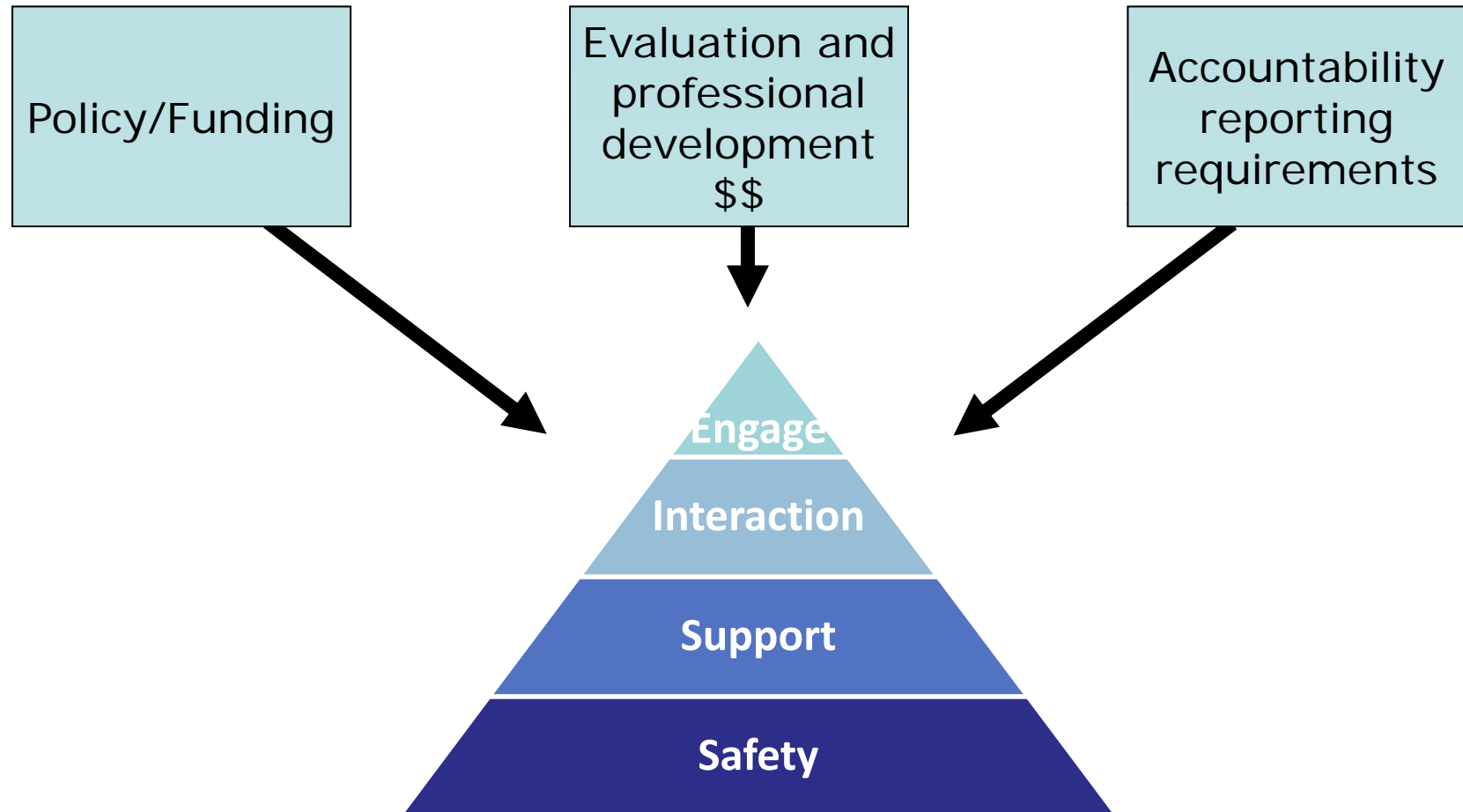
- United Way Worldwide - Mobilization Plan Blueprint for Increasing Graduation Rates, UWA, 2009.
- Michigan Department of Education RFP for 21st CCLC - Source: 21st CCLC RFP for state of Michigan

A Hypothetical OST Network (200 sites)



	Year 1	Year 2	Year 3	Year 4	Years 5+
Network A	20 sites \$60,000	40 sites \$100,000	120 sites \$150,000	200 sites \$150,000	200 sites \$100,000

Policies that increase coherence, intentionality and impact



Reading

- Yohalem, N., A. Wilson-Ahlstrom, et al. (2009). *Measuring youth program quality: A guide to assessment tool*, second edition. Washington, DC, The Forum for Youth Investment.
- Durlak, J. A. and R. P. Weisberg (2007). *The impact of after-school programs that promote personal and social skills*. Chicago, IL., Collaborative for Academic, Social, and Emotional Learning.
- Smith, C., T. Akiva, et al. (2009). Quality and accountability in the out-of-school time sector. *New Directions for Youth Development: Defining and measuring quality in youth programs and classrooms*. R. Granger, K. Pittman and N. Yohalem. San Francisco, Jossey-Bass. **121**.
- Raudenbush, S.W. (2009). The Brown legacy and the O'Conner challenge: Transforming schools in the images of children's potential. *Educational Researcher*, 38(3), pp.169-180.