



STRENGTHENING QUALITY IN AFTER SCHOOL & OST PROGRAMS





Introductions

Presenters

- Steve Stookey, CypherWorx COO
 - 24 Years in Corporate Leadership (Paychex)
 - CypherWorx OST Leadership
- Jim Murphy, CypherWorx Chief Program Officer
 - Former Executive Director of NYSACC
 - Former Director of COA National Accreditation
 - NAA's 25 Most Influential in Field List

Agenda:

- Where do we start?
- “Quality”
- Culture
- Stakeholders, Data & Goals
- Tools & Resources


Learning Objectives:

- Know how to start a **Quality Improvement** process.
- Decide what data is important.
- Identify your stakeholders.
- Use and track data better.
- Find and use tools and resources.
- Begin developing a plan.



Where do we start?





What does **Quality look
like in AfterSchool /
Out-of-School-Time
Programs?**

Who determines this?



Out of School Time
PROFESSIONAL DEVELOPMENT CENTER



Out of School Time
PROFESSIONAL DEVELOPMENT CENTER

Consider....

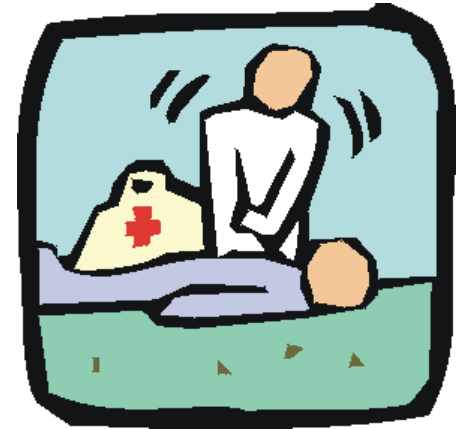
What is the **most
important element of
quality in an after
school program?**

Consider....

Why?

“LEAST ACCEPTABLE COMPETENCY”™

(LEVEL OF QUALITY)





Quality



EXCELLENT



GOOD



AVERAGE



Out of School Time

PROFESSIONAL DEVELOPMENT CENTER

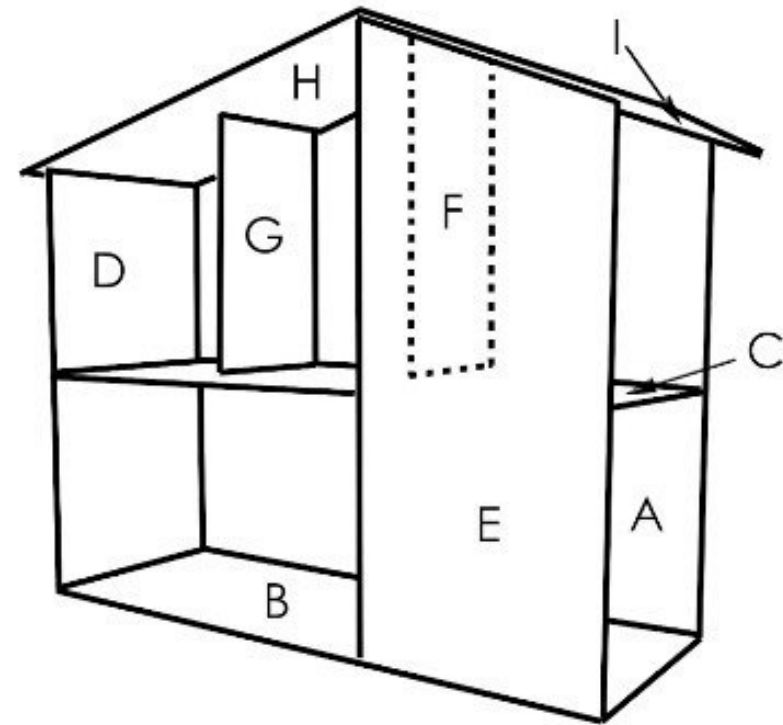
Keep in mind...

- **Mission & Vision**
- **Strategic Plan**
- **Operational Plans**
- **Long-term Plans**



Activity

Build Your Quality Structure



Differences:

- Timelines
- Processes
- Resources
- Leadership/Mission
- Program Focus
- Communication

Consider....

What is Quality?

- How do you define it?
- What does it mean in your program?

A Closer Look....

qual·i·ty

/ˈkwælədē/ 

noun


1. the standard of something as measured against other things of a similar kind; the degree of excellence of something
"an improvement in product quality"
synonyms: [standard](#), [grade](#), [class](#), [caliber](#), [condition](#), ... [more](#)
2. a distinctive attribute or characteristic possessed by someone or something
"he shows strong leadership qualities"
synonyms: [feature](#), [trait](#), [attribute](#), [characteristic](#), [point](#), ... [more](#)

Powered by Oxford Dictionaries

A Closer Look....

Quality:

- Define what is important in your program
 - What sets your program apart?
 - What areas do you want your program to shine in?
- How do you know what to work on?
 - How do you prioritize?
- Getting buy-in and commitment



How do we pursue and
achieve quality?



Create a:

Culture

of

Quality

and

Improvement



Creating a culture:

- Leadership buy-in / commitment
- Focus on Quality
- Need resources
- Positive focus
- Patience
- Organized process
- Successes





Who

are your

Stakeholders?

Stakeholders

Who are your stakeholders?

- Parents
- Children and Youth
- Staff
- Community Partners
- Host Agency
- Funders
- Board / Leadership
- Other Programs



Stakeholders

How should stakeholders be involved?

- Program Evaluations
- Goal Setting
- Planning Meetings
- Update Meetings





Data

What do we measure?

- Safety
- Services
- Satisfaction
- Attendance
- Grades



Staff Data

- Hiring
- Training and PD
- Work Environment /
Satisfaction
- Supervision
- Performance Appraisals

Administrative Data

- Compliance
- Financial Oversight
- Risk Management

Program Data

- Accessibility
- Relationships
- Programming/Activities
- Indoor/Outdoor Environments
- Nutrition
- Physical Activity/Exercise
- Safety
- Family Involvement



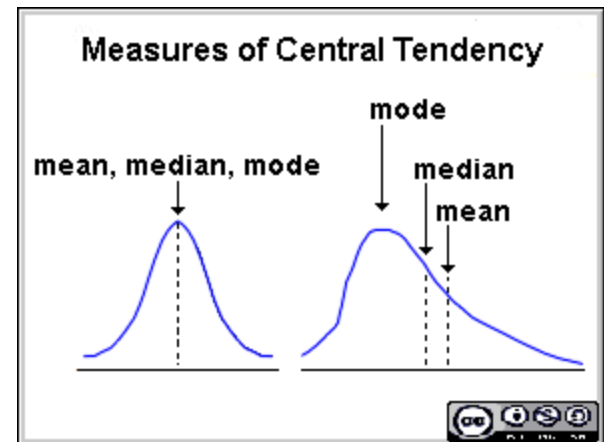
How do we measure?

- Observations
- Questionnaires
- Interviews
- Document Review



How do we measure?

- Yes / No
- Rating Scales
- Counts



Self Evaluation

Determine a Baseline or Starting Point

- Self Evaluation
- Stakeholder Evaluation
- Licensing Results

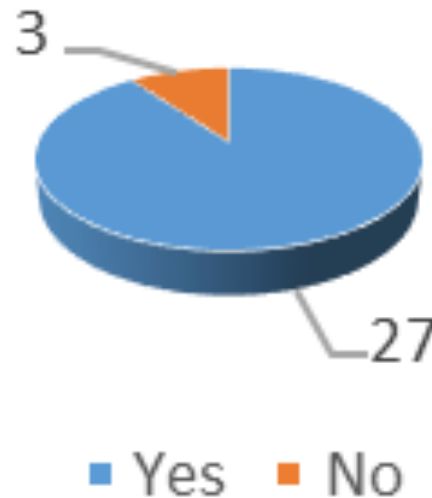
Analyze the data

- Stay objective
- Look for trends
- Are there outliers?
- Value the feedback
- Causal Factors

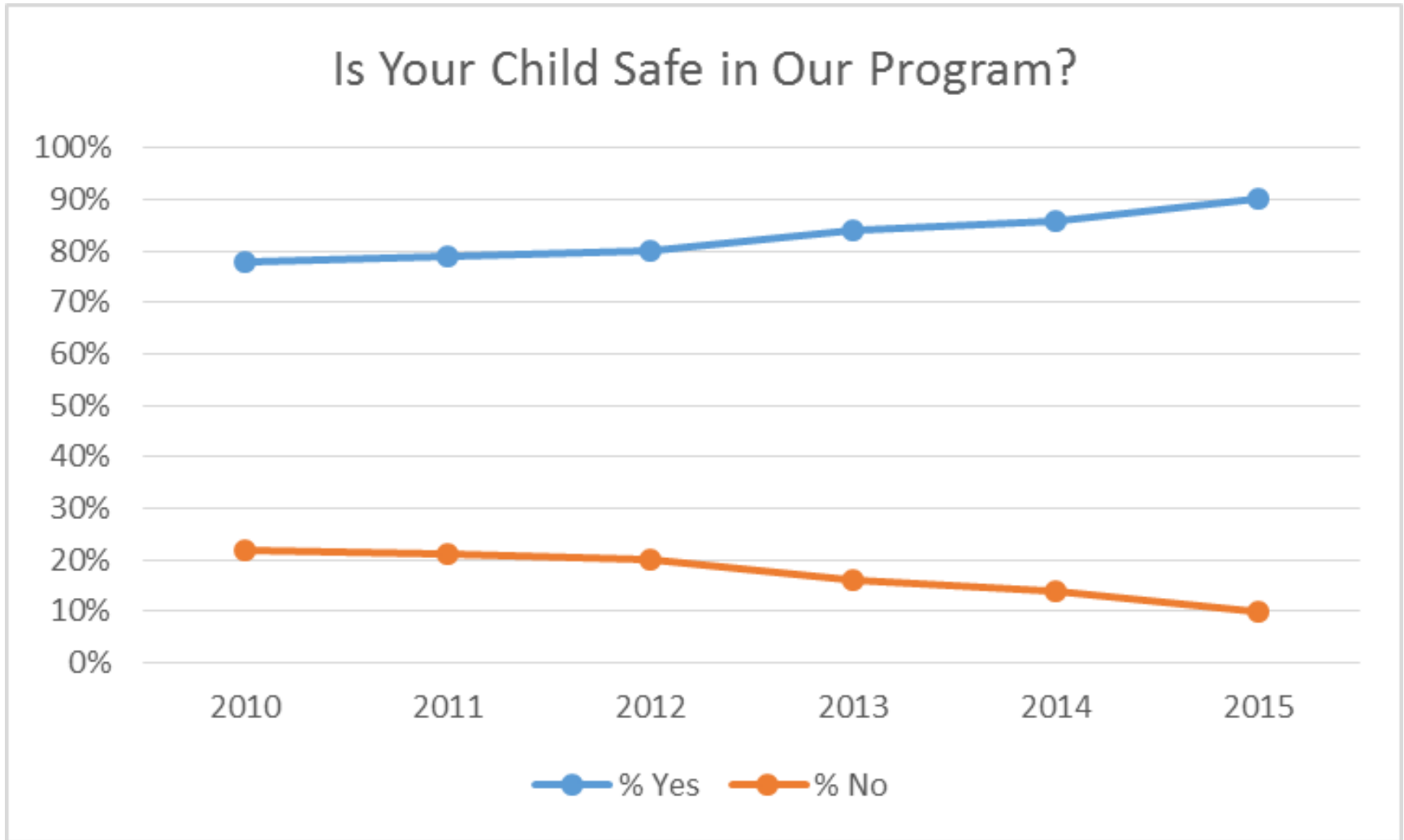


Analyze Data

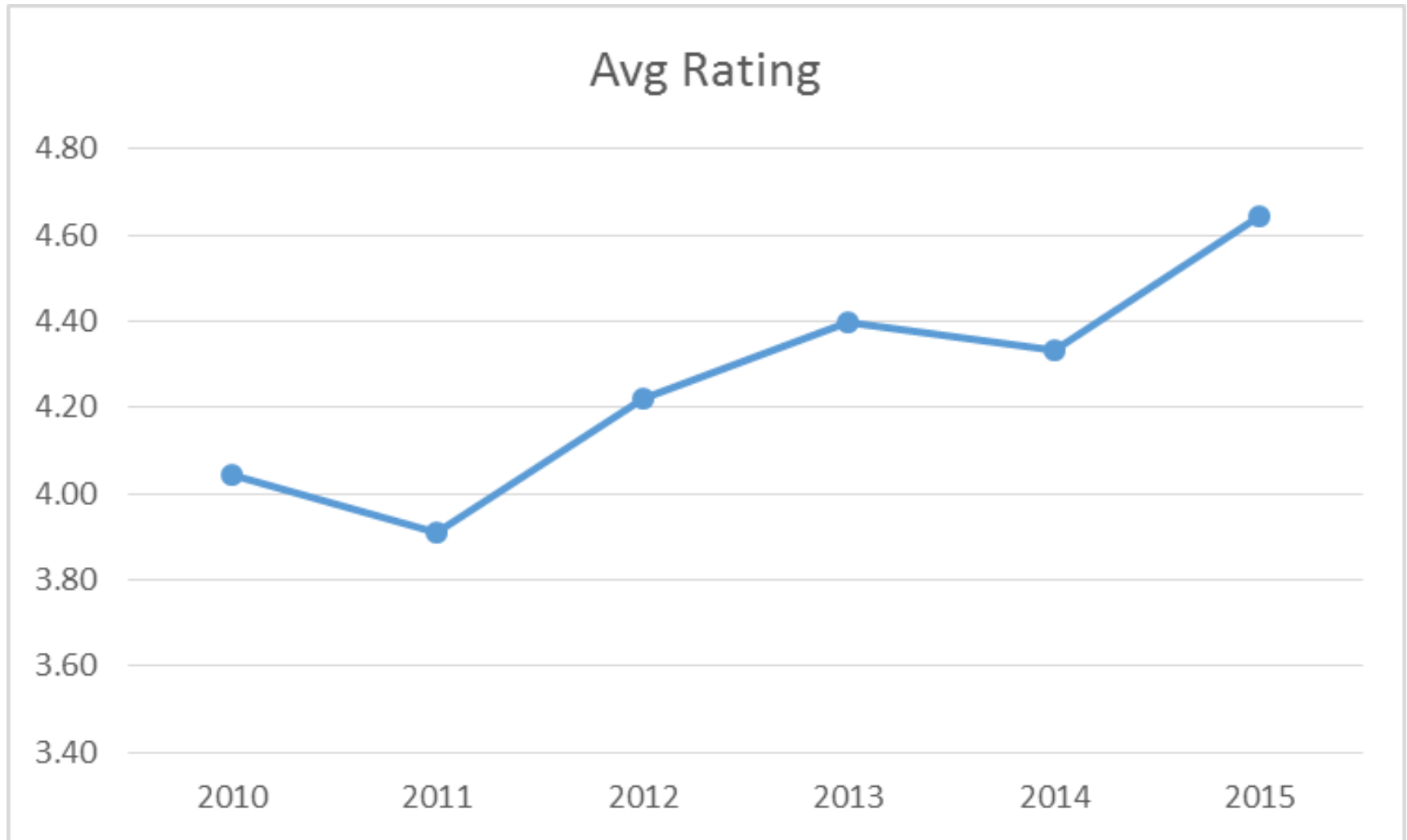
Is Your Child Safe in Our Program?



Analyze Data

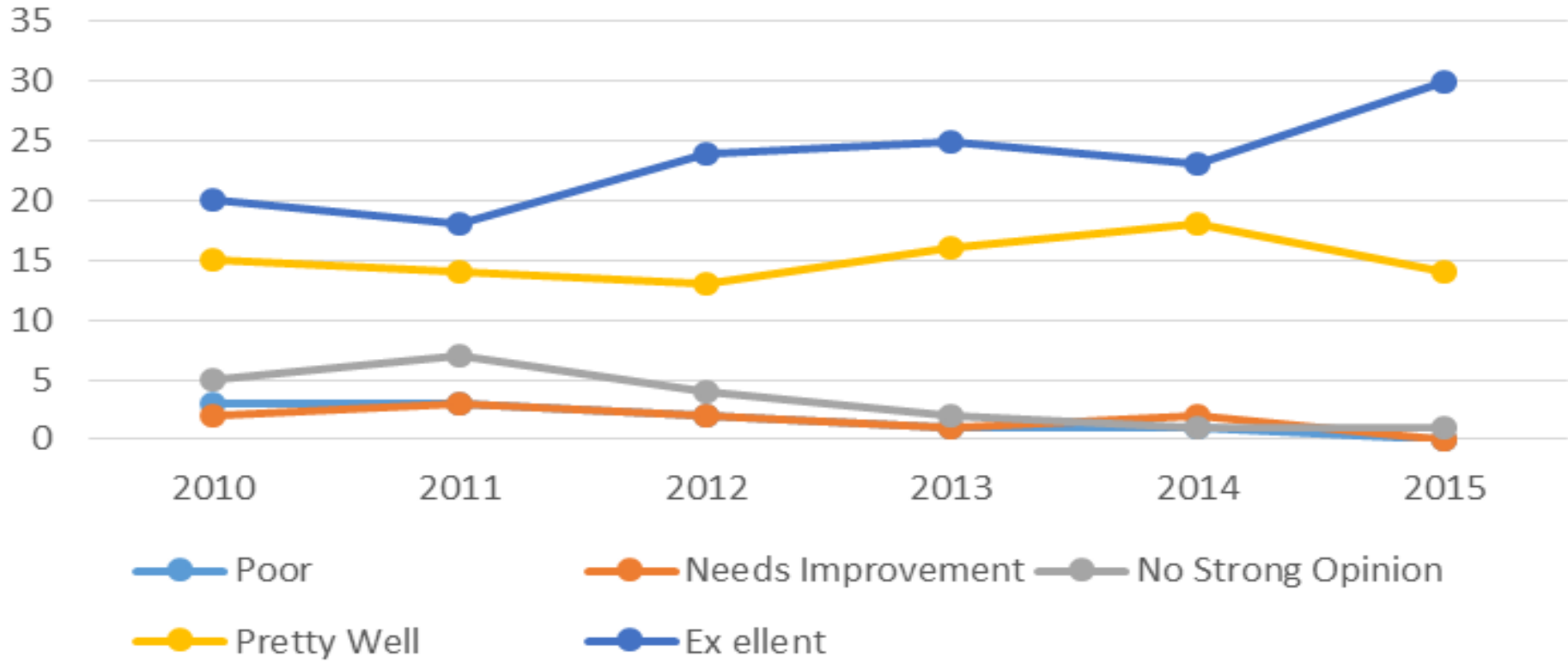


Analyze Data



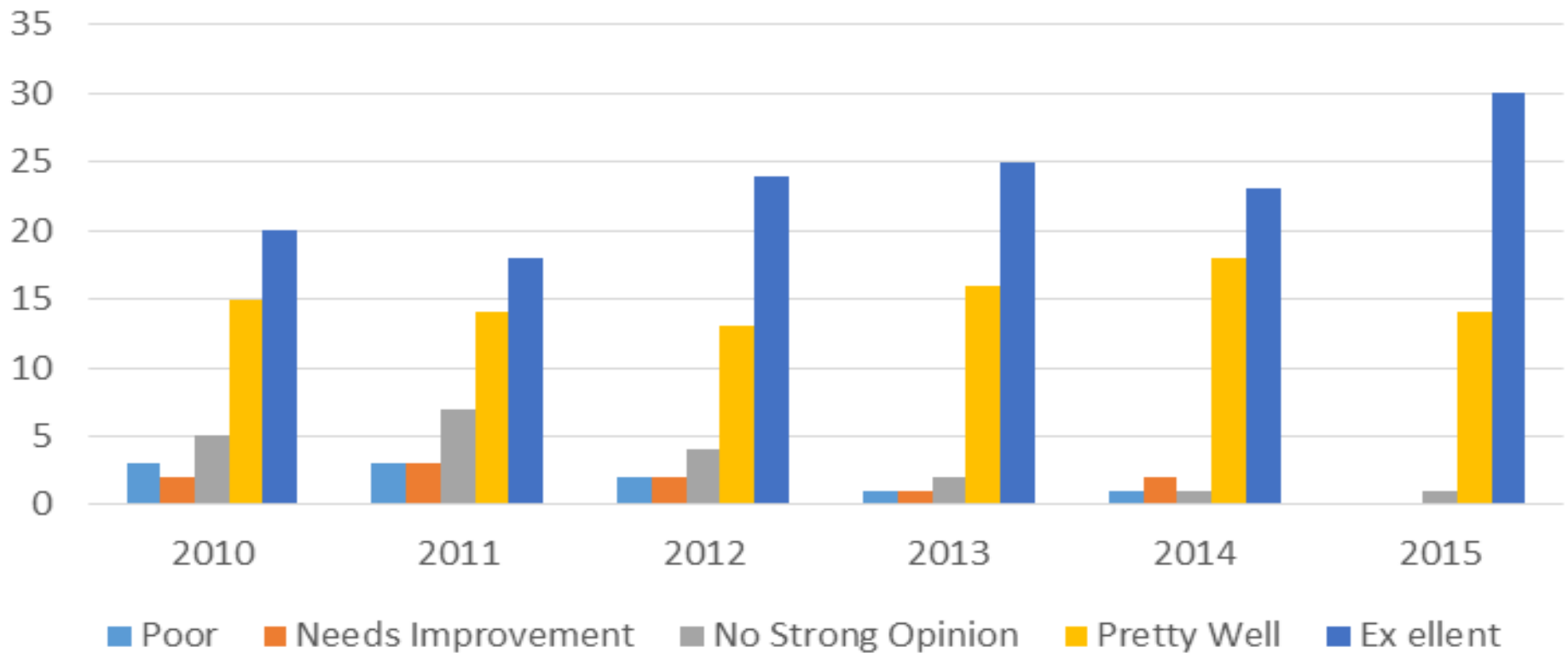
Analyze Data

How well are we doing providing educational support for your child?



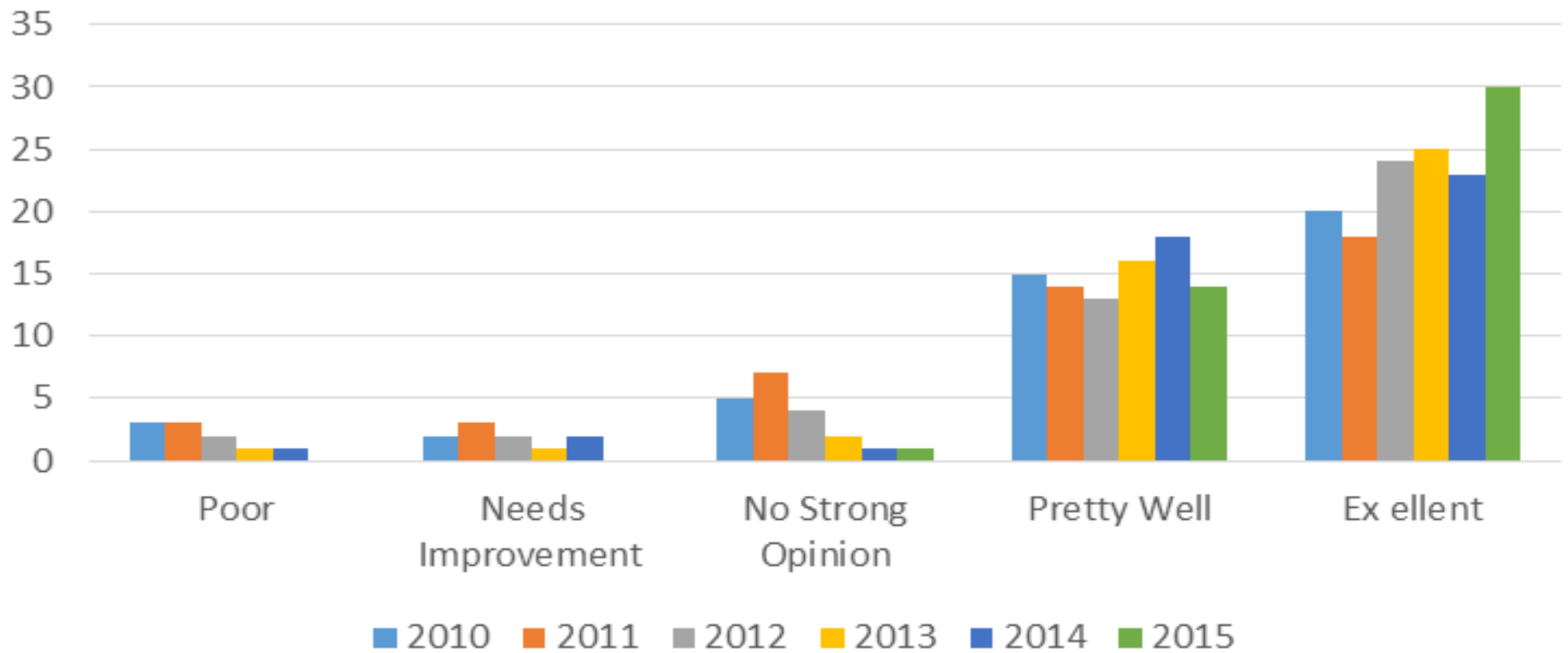
Analyze Data

How well are we doing providing educational support for your child?



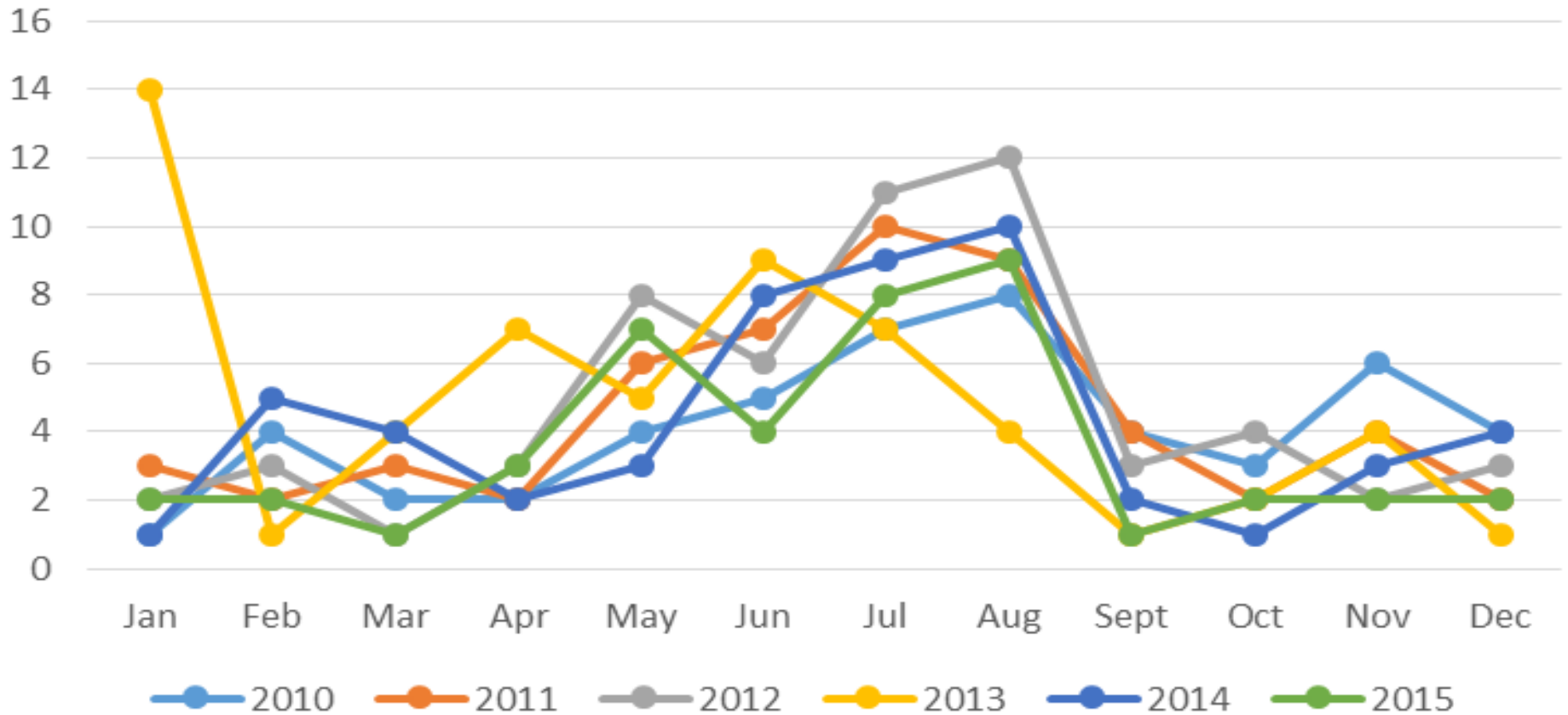
Analyze Data

How well are we doing providing educational support for your child?



Analyze Data

Child/Youth Injuries by Month



Analyzing the data further

- Day of the week
- Time of day
- Staff supervising
- Area of program
- Specific activities



Goals

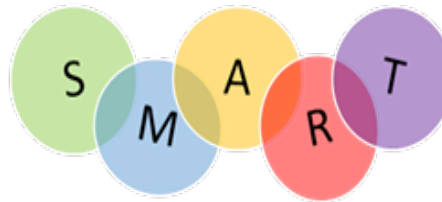
Goals

Goals need to be **SMART!!**

- S**pecific
- M**easurable
- A**ttainable
- R**elevant
- T**imely

SMART Goals

Setting



Goals



Your goal should clearly outline **who** will do **what**. **How** they will do it, **where** they will do it and **why**.



Describe how you will measure the goal. How will you know when you have accomplished it?



Be sure that your goal is achievable. Push yourself to improve, but within realistic boundaries.



How does your goal tie into the bigger picture, strategy and direction of the program. Consider “why” this is a goal.



Set both an “achieve by date” as well as interim steps, as appropriate. Measure progress along the way.

SMART Goals

Standard:

CYD-AYD 17.04

Informed, written consent is obtained from children and youth, and their parents or legal guardians, prior to recording, photographing, or filming.

related **CYD-AM 8.02**

Interpretation: *It is not necessary to obtain consent each time children and youth may be recorded, photographed, or filmed; consent may be provided at registration and maintained in program records or files. Consents should be reviewed and updated annually.*

SMART Goals

Goal:

Beginning on April 1st the Program Director will ensure parents/guardians sign a consent form during the registration process, and prior to the child participating in the program. The consent forms will cover recording, photographing and filming, will be resigned annually at the beginning of each school year. The consent forms will be maintained in the youth record at the program.



Action Plans

Stay Organized

Stay organized and track progress:

- Goals
- Action Steps
- Lead Person
- Team Members
- Resources
- Due Date
- Status Update

Action Plan

Goal	Action Step(s)	Lead Person	Team Members	Resources Needed	Due Date	Status Update
Beginning on April 1st the Program Director will ensure parents/guardians sign a consent form during the registration process, and prior to	Draft consent form	Program Director	-Select staff -Parent Rep		2/29	Draft started
	Get consent form approved	Program Director	-Executive Director -Board		3/14	
	Train staff	Program Director	HR staff		3/21	
	Implement form	Program Director	Admission staff		4/1	

Celebrate!!!

Be sure to celebrate!!!



Resources

What resources are available to help improve quality in your program?

Resources

- CypherWorx – OSTPD Center
- BOOST
- National AfterSchool Association (NAA)
(www.naaweb.org)
 - Core Competencies
- Council on Accreditation (COA)
 - (www.coanet.org)
 - National Accreditation Standards
- NIOST (www.niost.org)
 - APT – Assessing AfterSchool Program Practices Tool

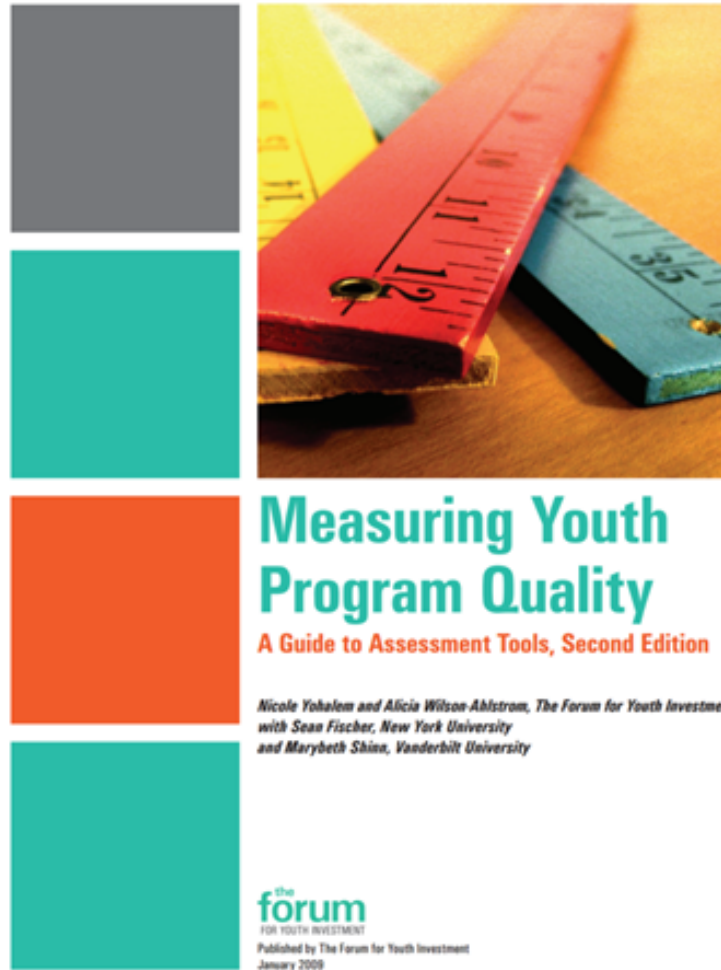


Resources

- SACERS
 - School-Age Care Environmental Rating Scale
- Weikart – Center for Youth Program Quality
 - YPQA & S-APQA
- State Standards
 - Licensing / Regulatory
 - QRIS / QRS
- MOTT Networks (www.statewideafterschoolnetworks.net)
- Forum for Youth Investment
 - (<http://forumfyi.org/content/measuring-youth-program-quality-guide-assessment-tools-2nd-edition>)



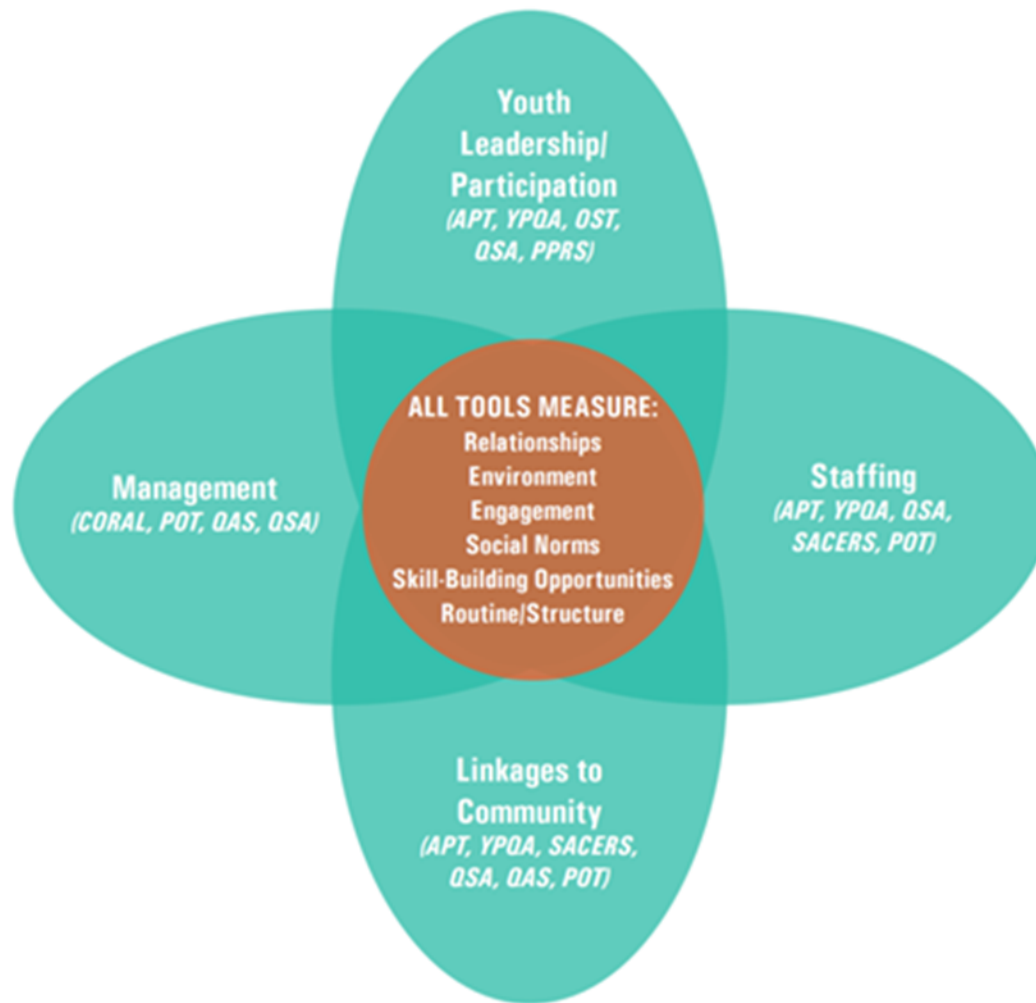
FYI – Guide, 2nd Edition



FYI – Guide, 2nd Edition

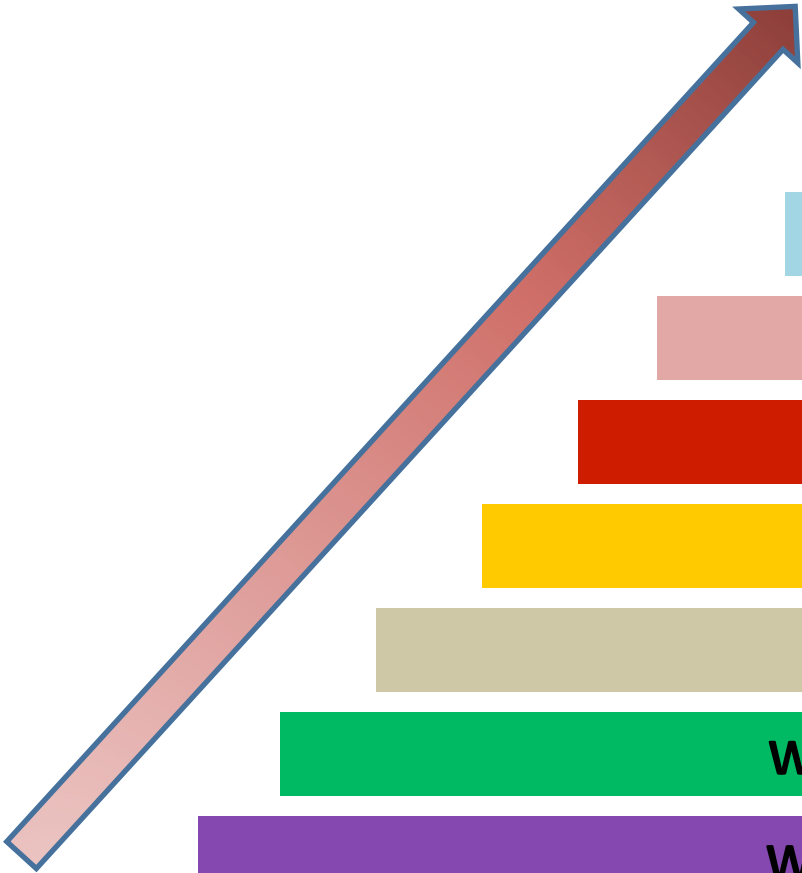
	Program Target Age	Primary Purpose		
	Grades Served	Improvement	Monitoring/ Accreditation	Research/ Evaluation
<i>Assessing Afterschool Program Practices Tool (APT)</i>	Grades K-8	✓	✓	
<i>Communities Organizing Resources to Advance Learning Observation Tool (CORAL)</i>	Grades K-5		✓	✓
<i>Out-of-School Time Observation Tool (OST)</i>	Grades K-12			✓
<i>Program Observation Tool (POT)</i>	Grades K-8	✓	✓	
<i>Program Quality Observation Scale (PQO)</i>	Grades 1-5			✓
<i>Program Quality Self-Assessment Tool (QSA)</i>	Grades K-12	✓		
<i>Promising Practices Rating Scale (PPRS)</i>	Grades K-8			✓
<i>Quality Assurance System (QAS)</i>	Grades K-12	✓		
<i>School-Age Care Environment Rating Scale (SACERS)</i>	Grades K-6	✓	✓	✓
<i>Youth Program Quality Assessment (YPQA)</i>	Grades 4-12	✓	✓	✓

FYI – Guide, 2nd Edition



FYI – Guide, 2nd Edition

	Target Users		Data Collection Methods			
	<i>Program Staff</i>	<i>External Observers</i>	<i>Observation</i>	<i>Interview</i>	<i>Questionnaire</i>	<i>Document Review</i>
<i>Assessing Afterschool Program Practices Tool (APT)</i>	✓	✓	✓		✓	
<i>Communities Organizing Resources to Advance Learning Observation Tool (CORAL)</i>		✓	✓			
<i>Out-of-School Time Observation Tool (OST)</i>		✓	✓			
<i>Program Observation Tool (POT)</i>	✓	✓	✓		✓	✓
<i>Program Quality Observation Scale (PQO)</i>		✓	✓			
<i>Program Quality Self-Assessment Tool (QSA)</i>	✓		✓			✓
<i>Promising Practices Rating Scale (PPRS)</i>		✓	✓			
<i>Quality Assurance System (QAS)</i>	✓	✓	✓	✓		✓
<i>School-Age Care Environment Rating Scale (SACERS)</i>	✓	✓	✓	✓		
<i>Youth Program Quality Assessment (YPQA)</i>	✓	✓	✓	✓		



Celebrate!!!

Achieve

Implement

Set Goals & Action Steps

Analyze Data

Gather Data - Baseline

How to Measure?

What to Measure?

Who Involved?

Culture



Opportunities

-





Who is CypherWorx?

CypherWorx Partners



Partners

CypherWorx is proud to work with more than 300+ clients across the world. Below is a short listing of our partners.



**AMERICAN ASSOCIATION
of ZOO KEEPERS**



Greater Rochester Nursing Home
Quality Consortium



ACADEMY



UNIVERSITY of
ROCHESTER
MEDICAL CENTER



IAAPA



EAZA ACADEMY



World Association of
Zoos and Aquariums
WAZA | *United for
Conservation*[®]



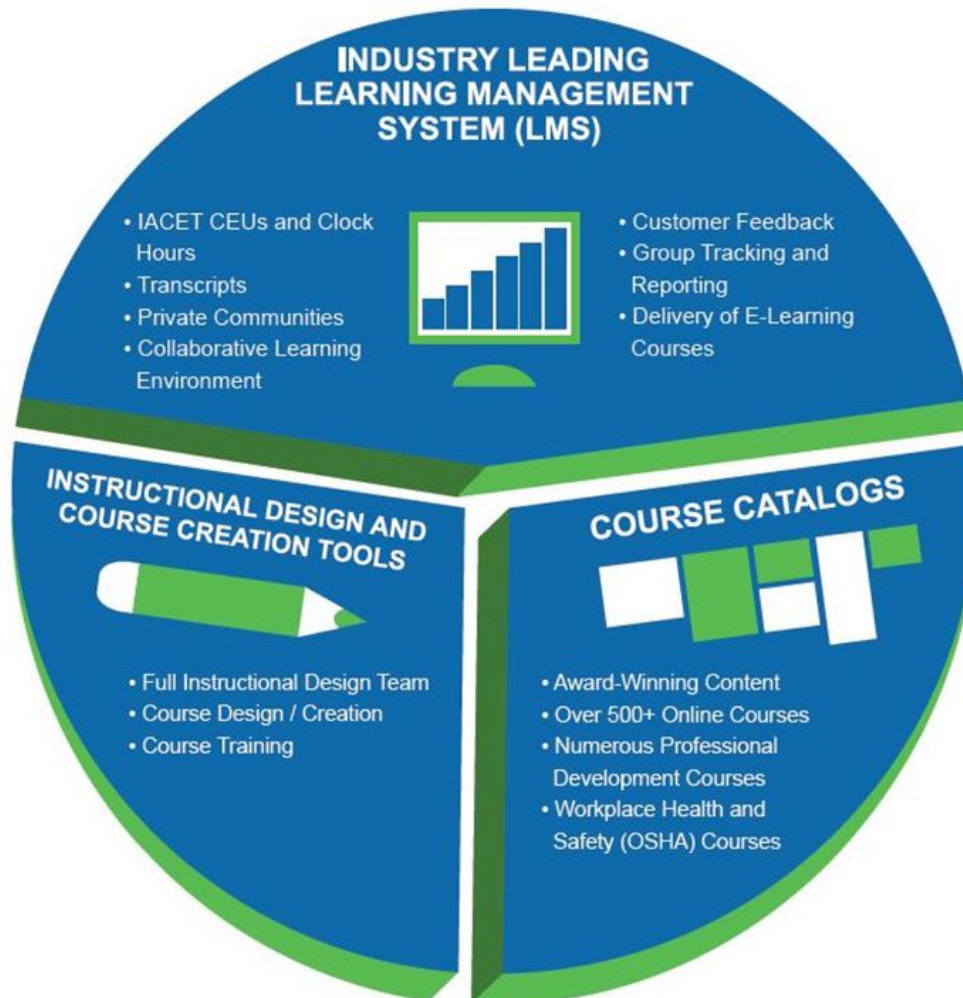
**American
Alliance of
Museums**



Out of School Time
PROFESSIONAL DEVELOPMENT CENTER

http://en.wikipedia.org/wiki/Firefighting_in_the_United_States

LMS Elements



Quality Training

*Why is
Quality Training
important?*

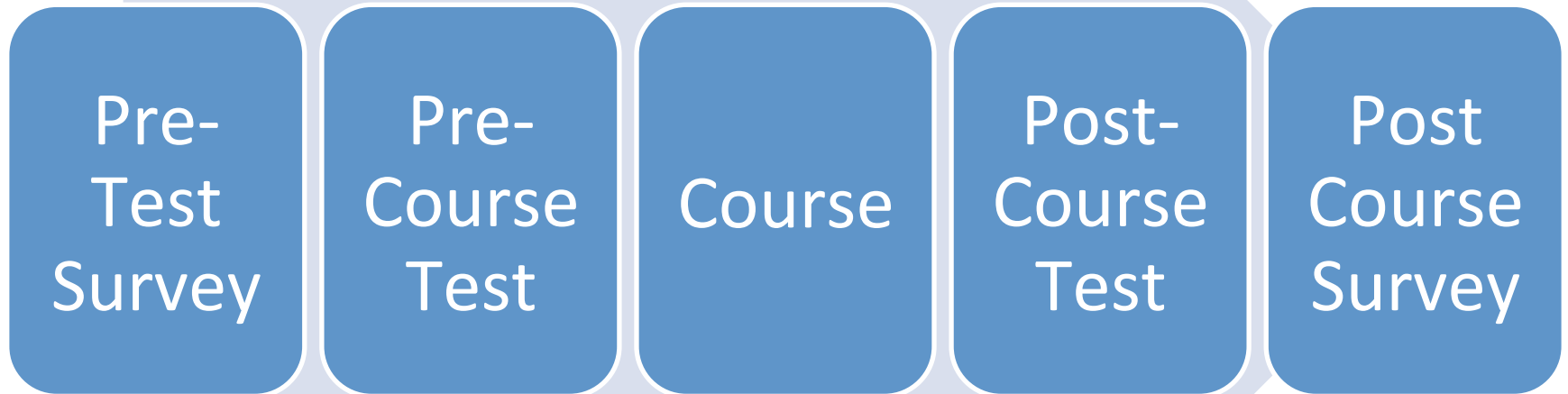


San Antonio Pilot Study: Data Analysis Results

Summary of Data Analysis Findings

July, 2015

How the Study was Conducted



List of Courses Tested

Data was collected for six of the e-learning courses. The involved data included:

- Pre- and posttest scores**—based on answers to test items aligned with each course’s objectives. The *Objective Measures* section of this document summarizes test results.
- Pre- and postsurvey responses**—from a survey conducted with participants prior to engaging in e-learning and following completion of the final course. The *Participant Beliefs* section of this document summarizes survey results.

EBBSA selected the following e-learning courses for this study.

Course	Title
3	Exploring Developmental Needs and Characteristics of Different Age Groups (Implications for Programming)
6	Guiding the Behavior of Individual Children
8	Human Relations Skill Development
20	Developing Activities that Encourage Creativity and Cognitive Development
24	Helping Children with ADD Succeed in School-Age Programs
28	Commitment to Quality in School-Age Programs

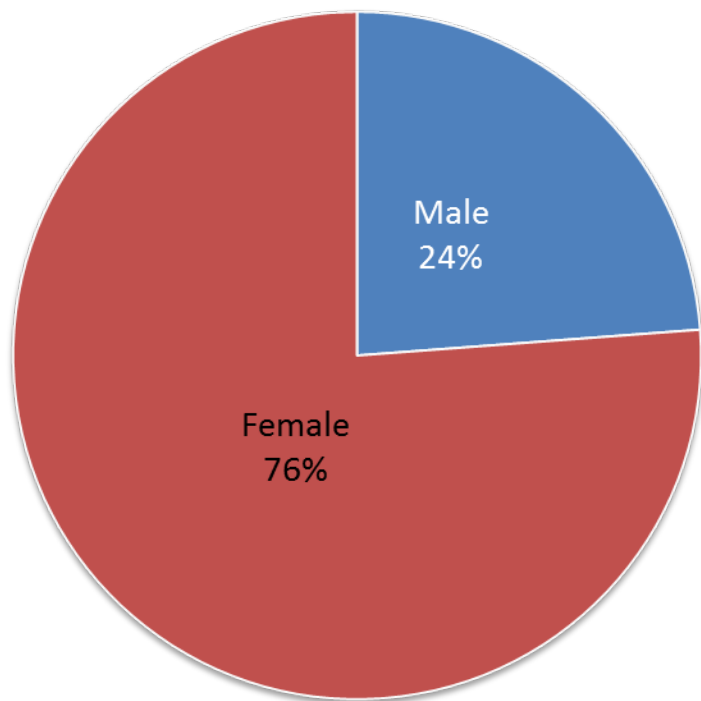


PARTICIPANT DEMOGRAPHICS

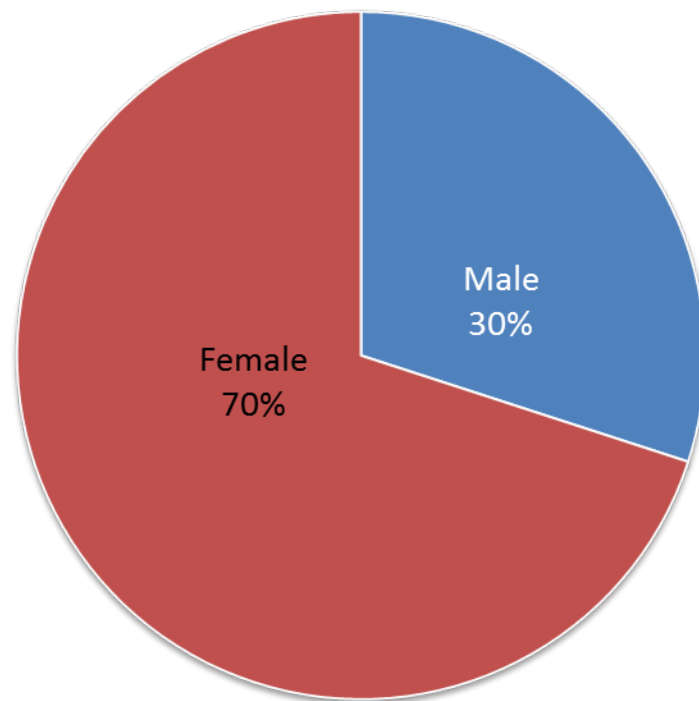
Information describing the 147 pilot study
participants

Data Analysis conducted by Dr. James Marshall, San Diego State University

Demographics: Gender



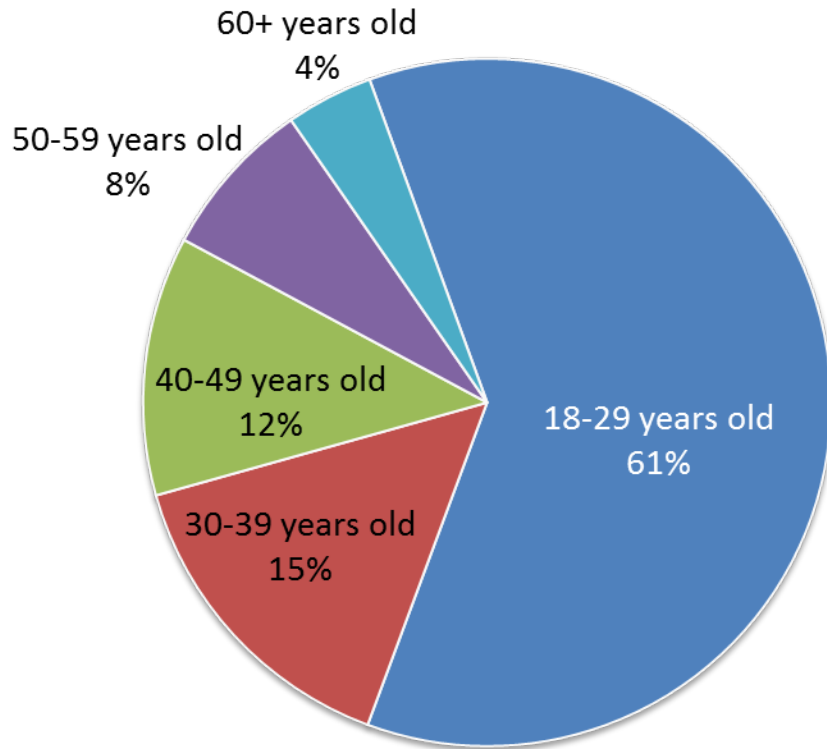
Study Participants
(n=147)



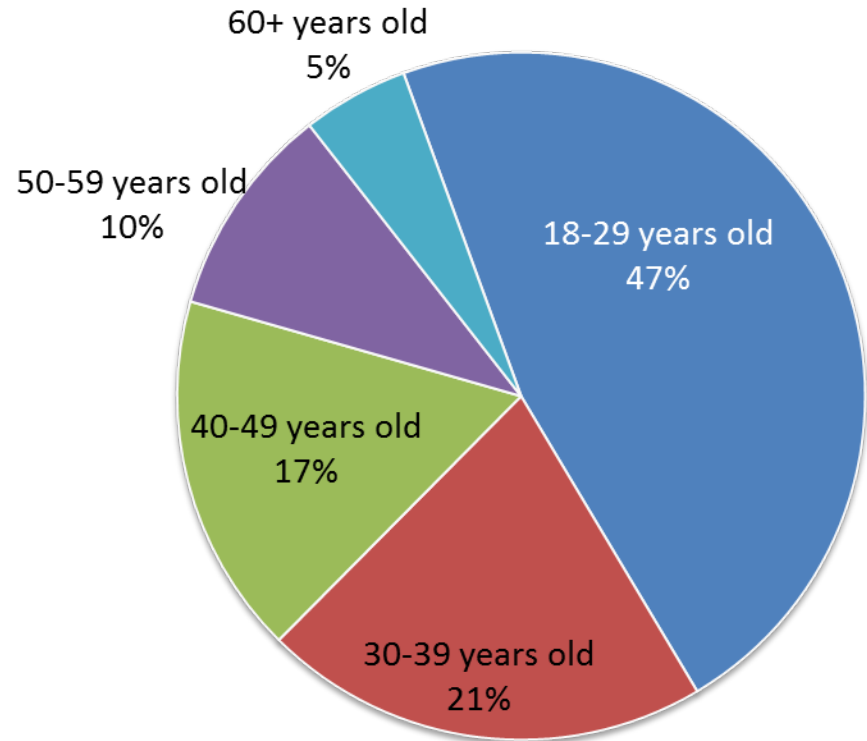
National Averages For Field*

*Source: Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession (NAA, 2006)

Demographics: Age



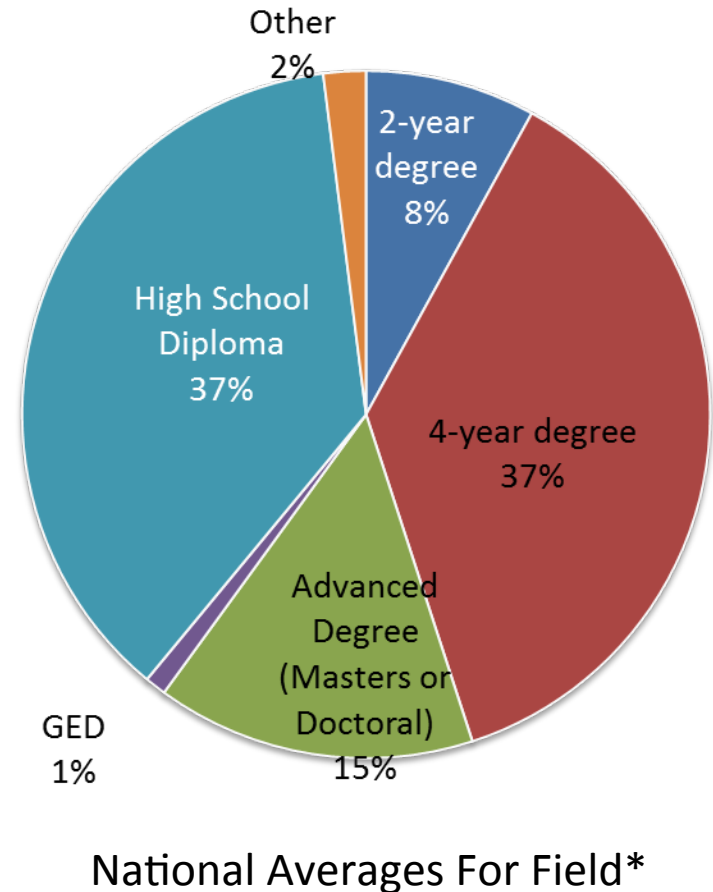
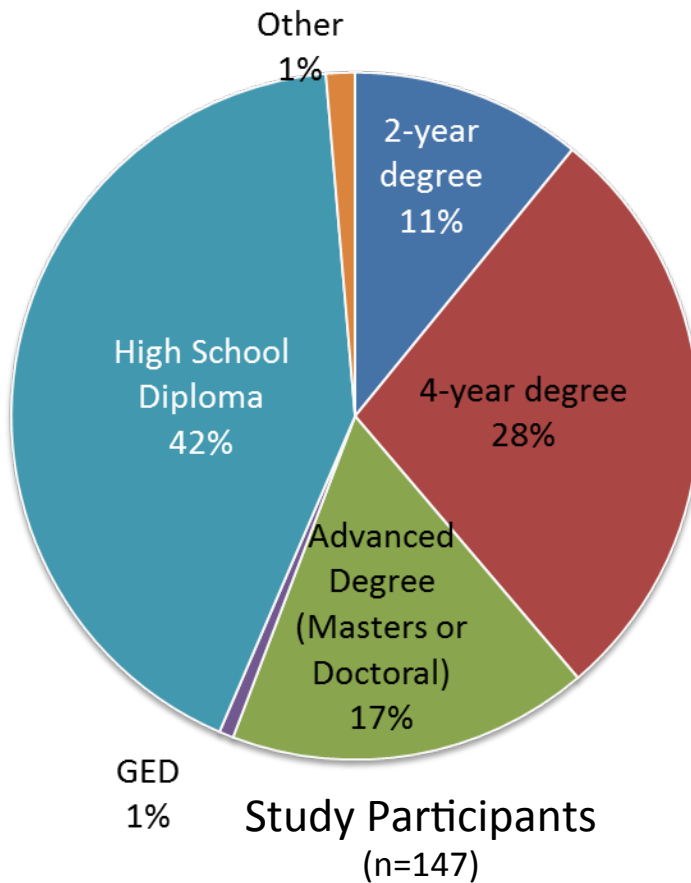
Study Participants
(n=147)



National Averages For Field*

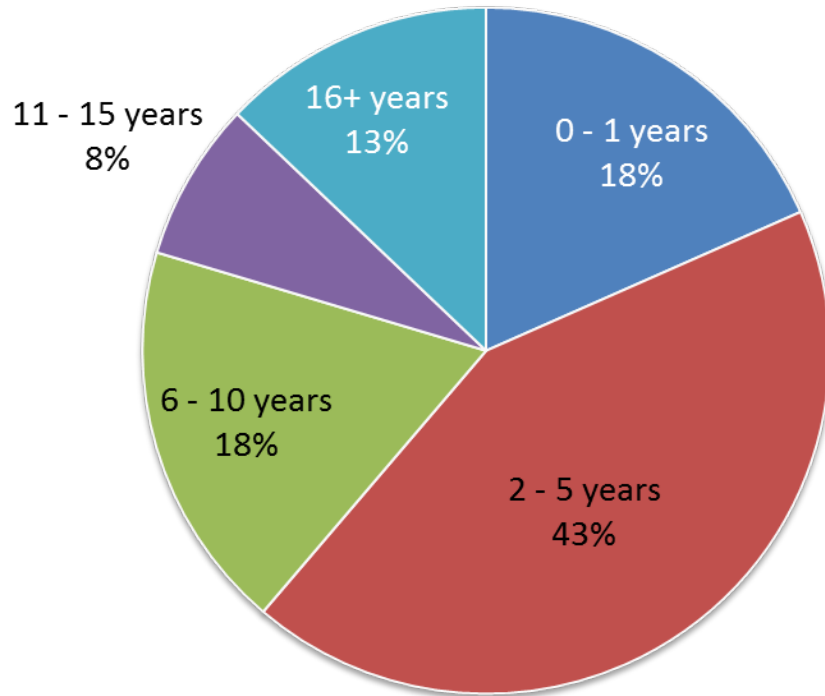
*Source: Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession (NAA, 2006)

Demographics: Education

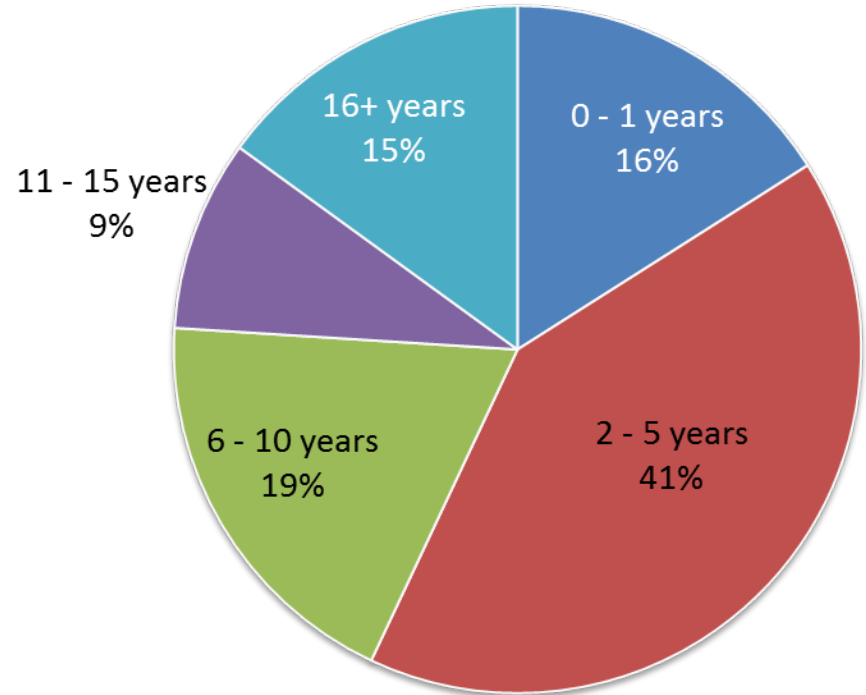


*Source: Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession (NAA, 2006)

Demographics: Professional Experience



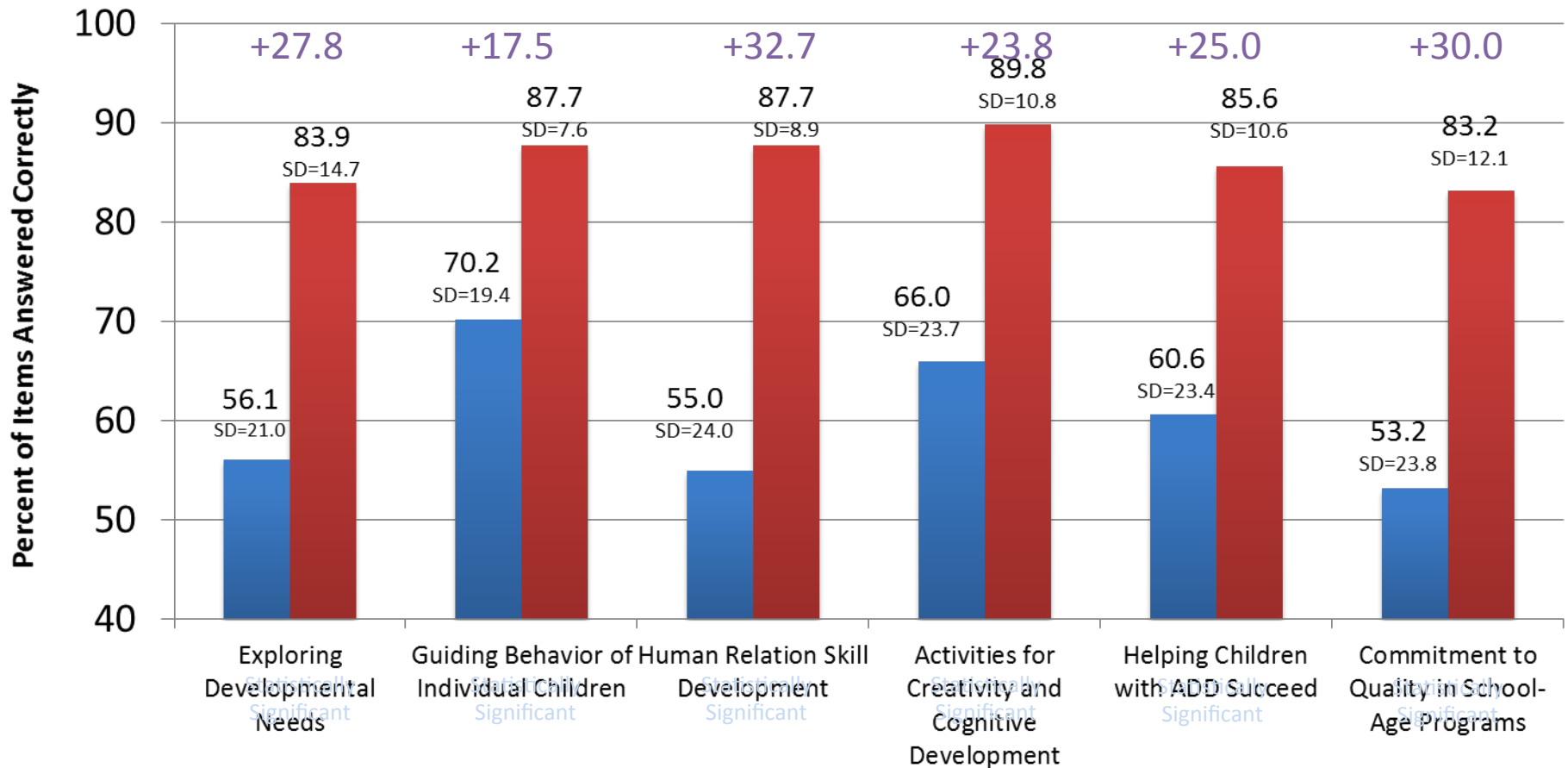
Study Participants
(n=147)



National Averages For Field*

*Source: Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession (NAA, 2006)

Pretest to Posttest Gains



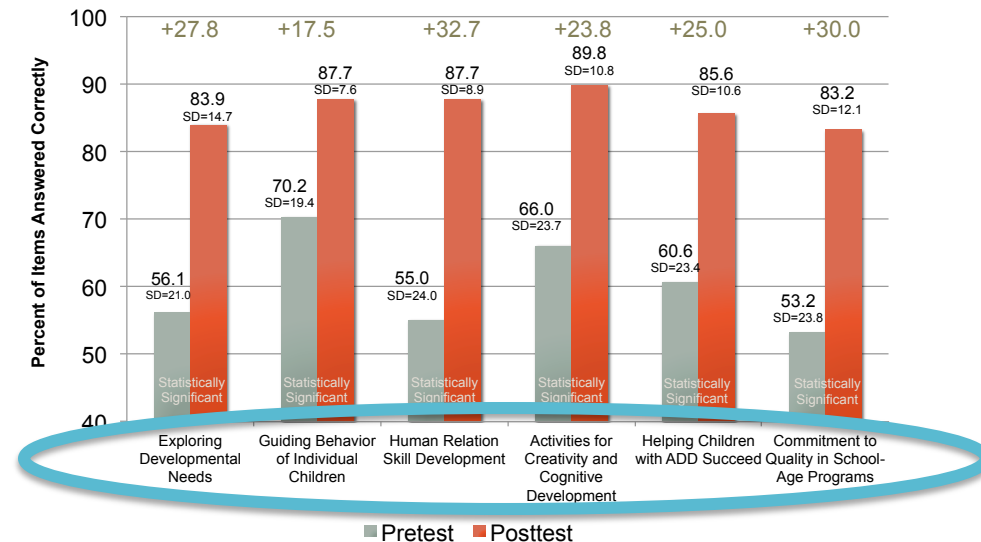
■ Pretest (n=147)

■ Posttest (n=147)

Pretest to Posttest Gains

On average, participants increased their knowledge in each of the six courses, with statistically significant differences.

- Significance levels for pre-to-posttest differences on all six tests were $p=.000$.
- This finding indicates that the observed differences between pre- and posttest mean scores had **essentially no possibility of occurring by random chance.**



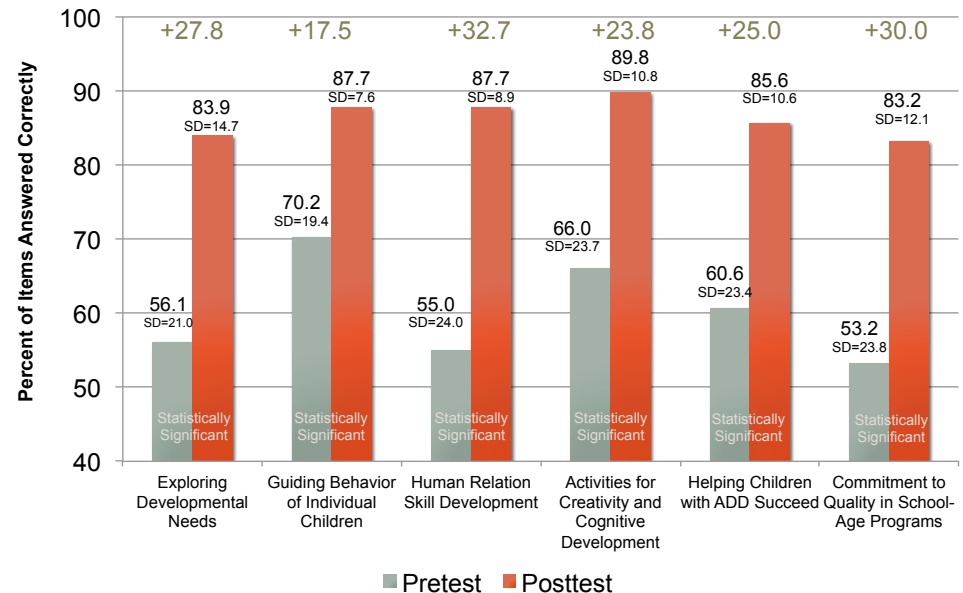
- We conclude the difference (growth) is attributable to the intervention (in this case, the training provided to participants).

Pretest to Posttest Gains

While performance on the pretest often varied based on key demographics, posttest scores proved consistent regardless of potential demographically-based advantages and/or disadvantages.

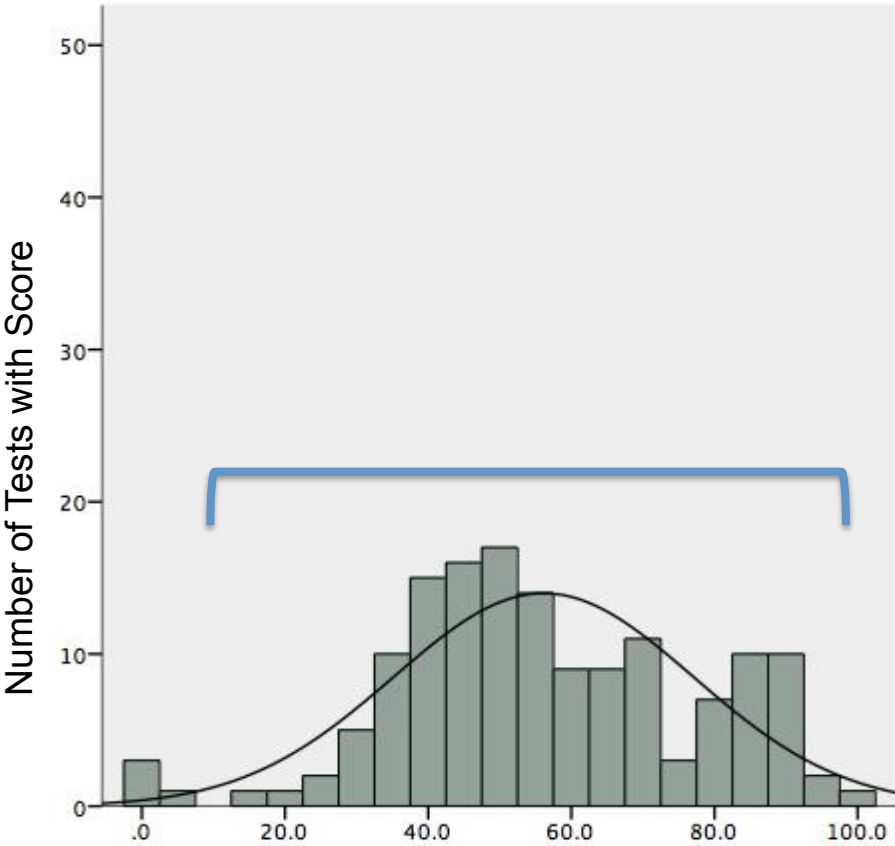
The average level of performance on almost all posttests was determined to be consistent, regardless of the participants’ :

- age
- gender
- level of education
- years in the profession
- computer skills

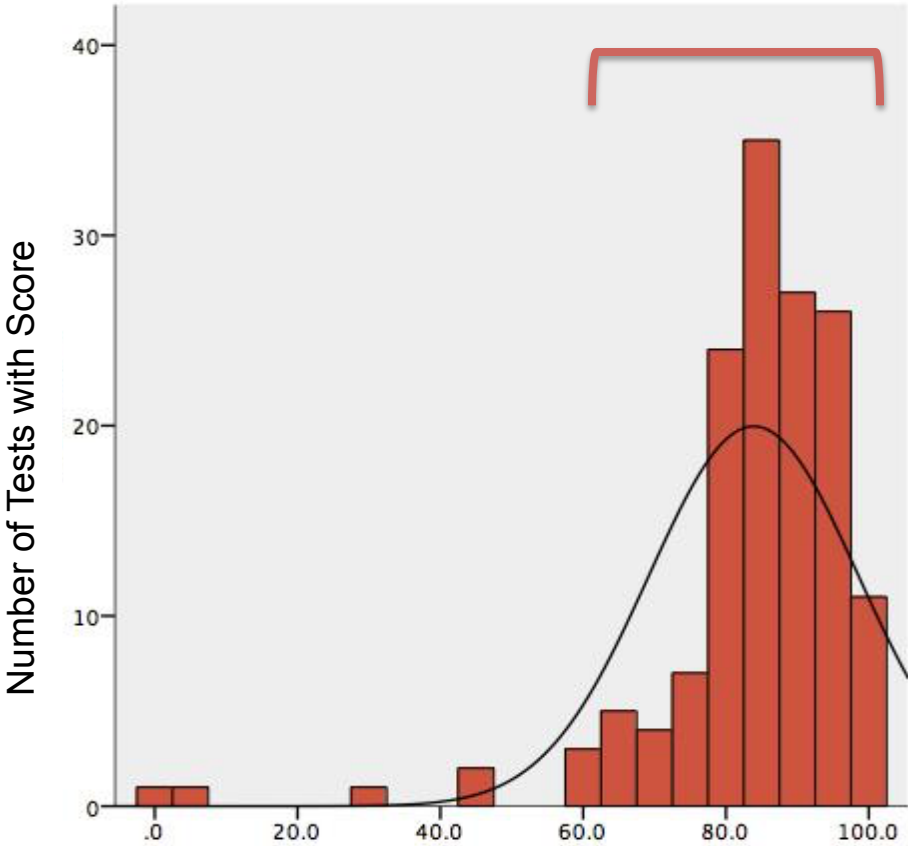


Change in Distribution: Course 3

Exploring Developmental Needs and Characteristics of Different Age Groups: Implications for Programming



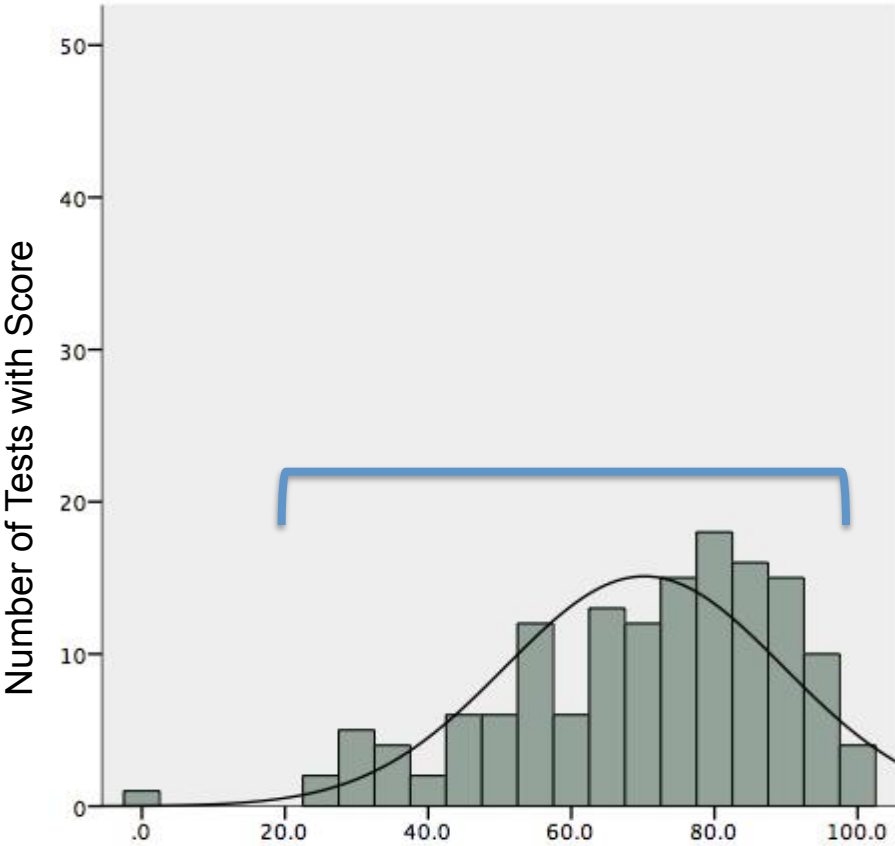
Pretest: Mean = 56.1 | SD = 21.0



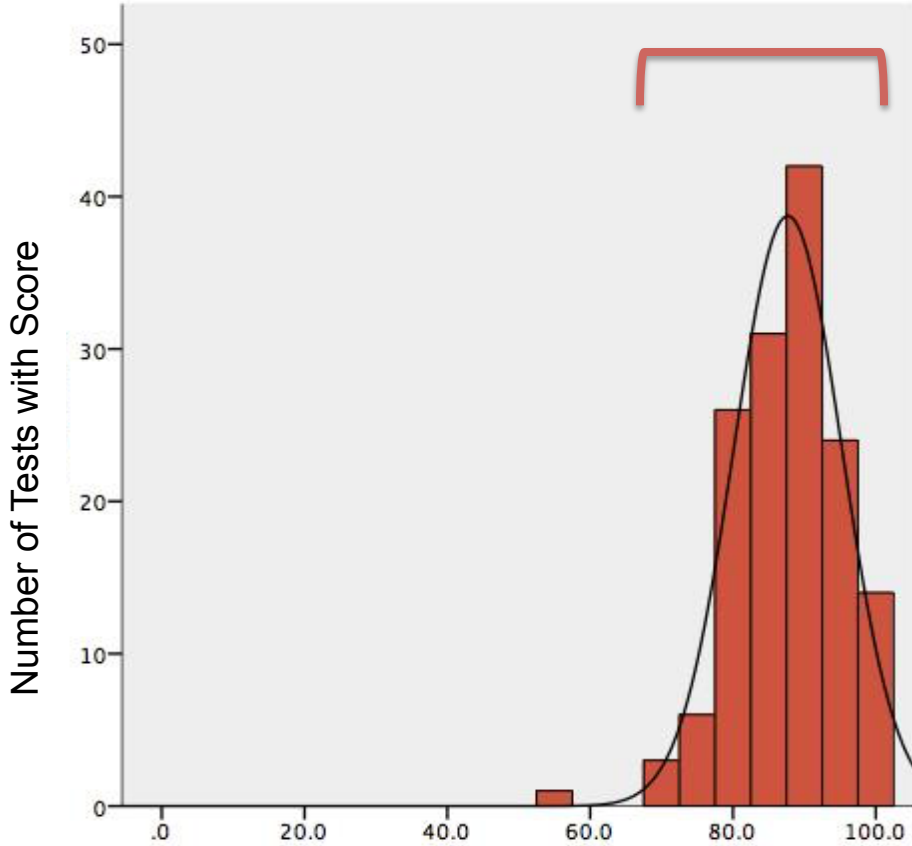
Posttest: Mean = 83.9 | SD = 14.7

Change in Distribution: Course 6

Guiding the Behavior of Individual Children



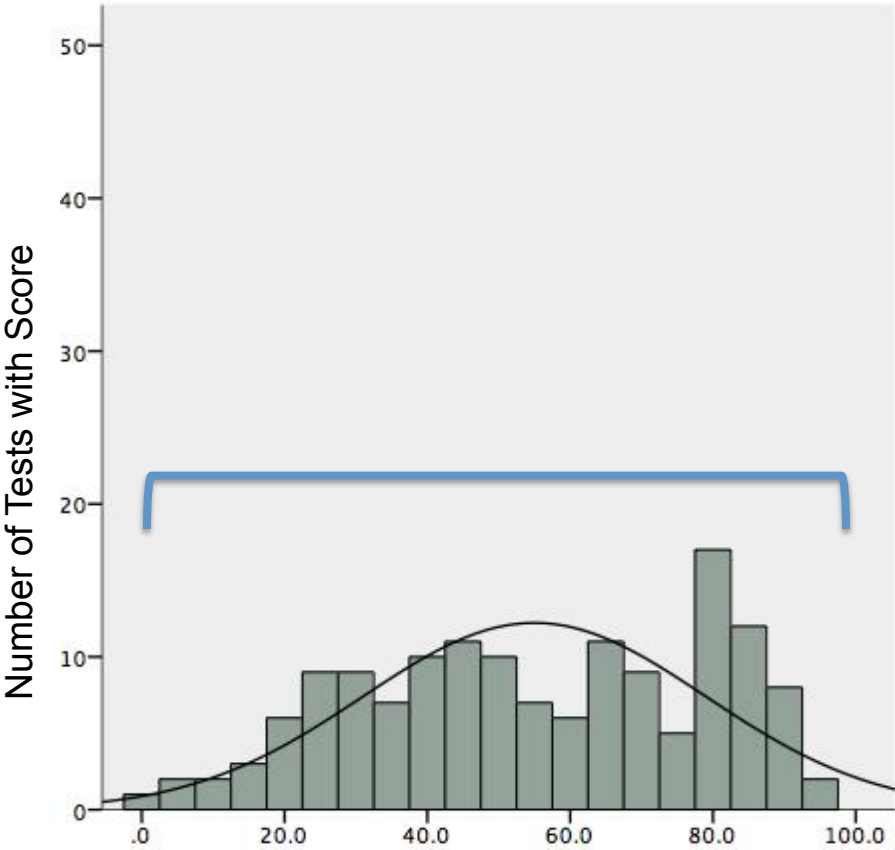
Pretest: Mean = 70.2 | SD = 19.4



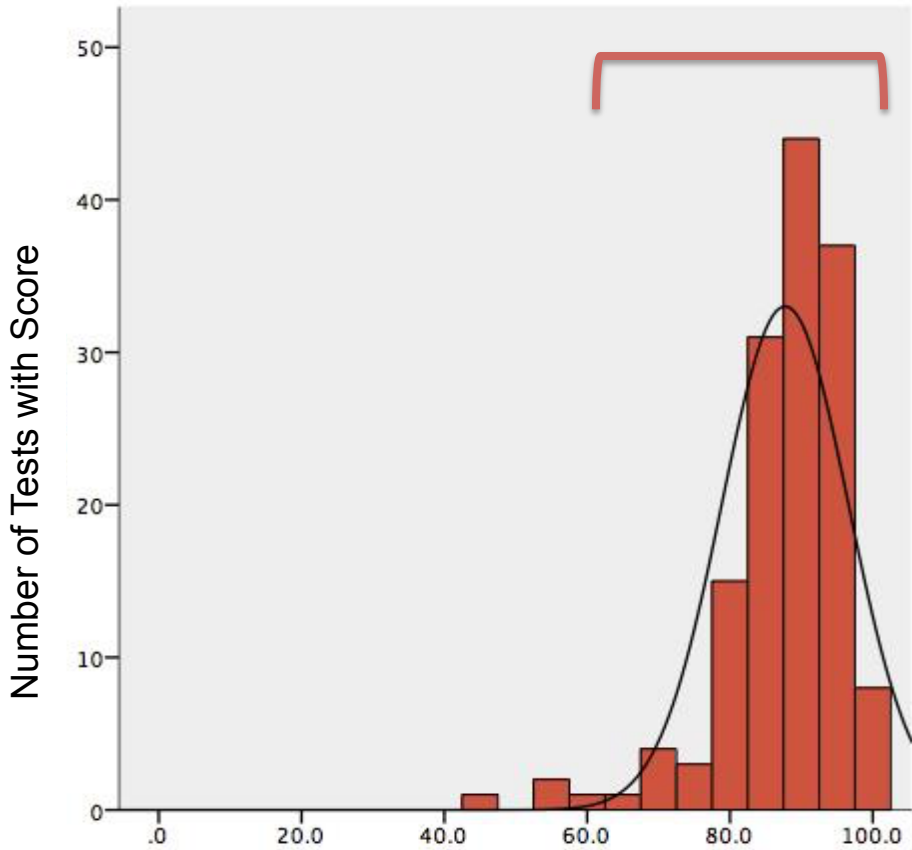
Posttest: Mean = 87.7 | SD = 7.6

Change in Distribution: Course 8

Human Relations Skill Development



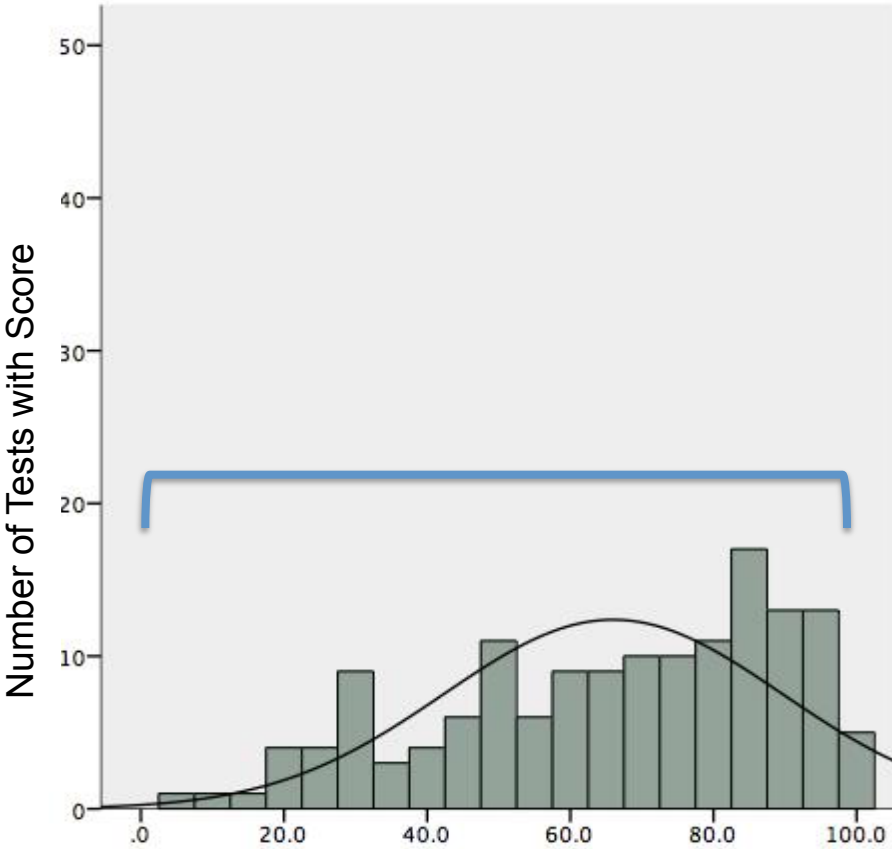
Pretest: Mean = 55.0 | SD = 24.0



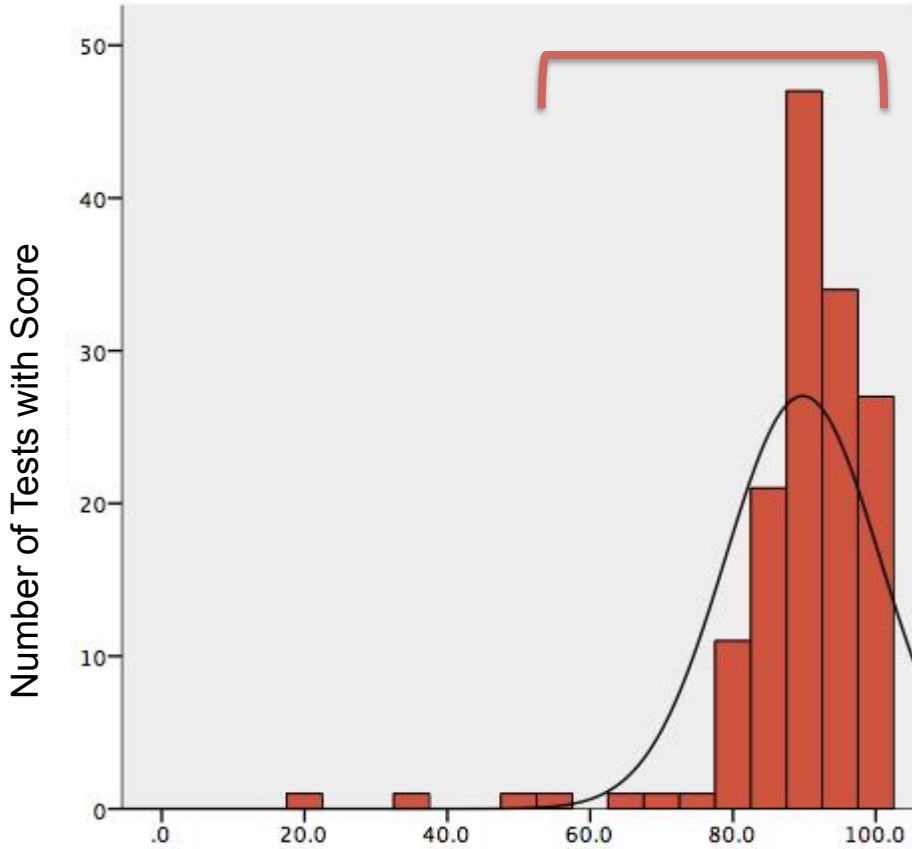
Posttest: Mean = 87.7 | SD = 8.9

Change in Distribution: Course 20

Developing Activities That Encourage Creativity and Cognitive Development



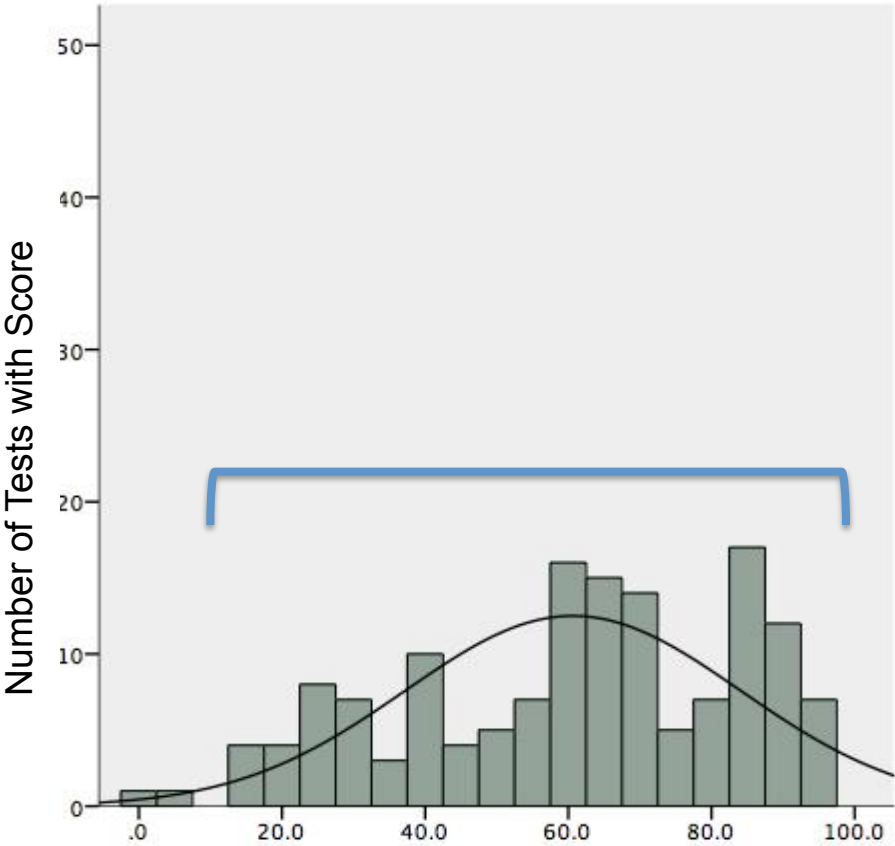
Pretest: Mean = 66.0 | SD = 23.7



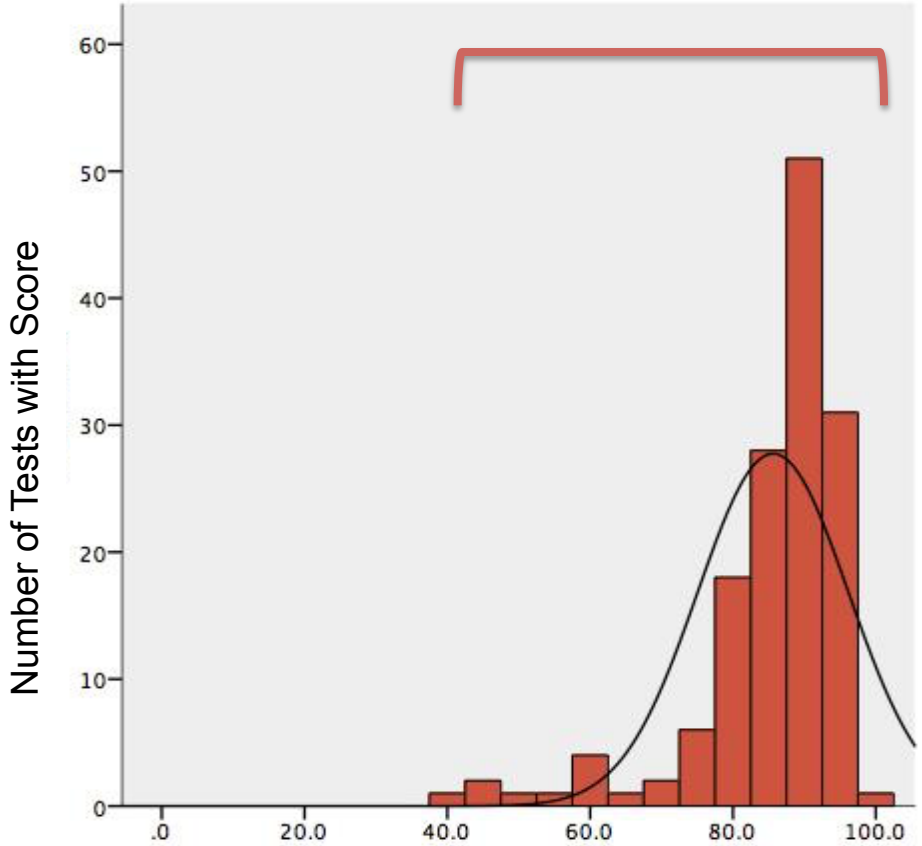
Posttest: Mean = 89.8 | SD = 10.8

Change in Distribution: Course 24

Helping Children with ADD Succeed in School-Age Programs



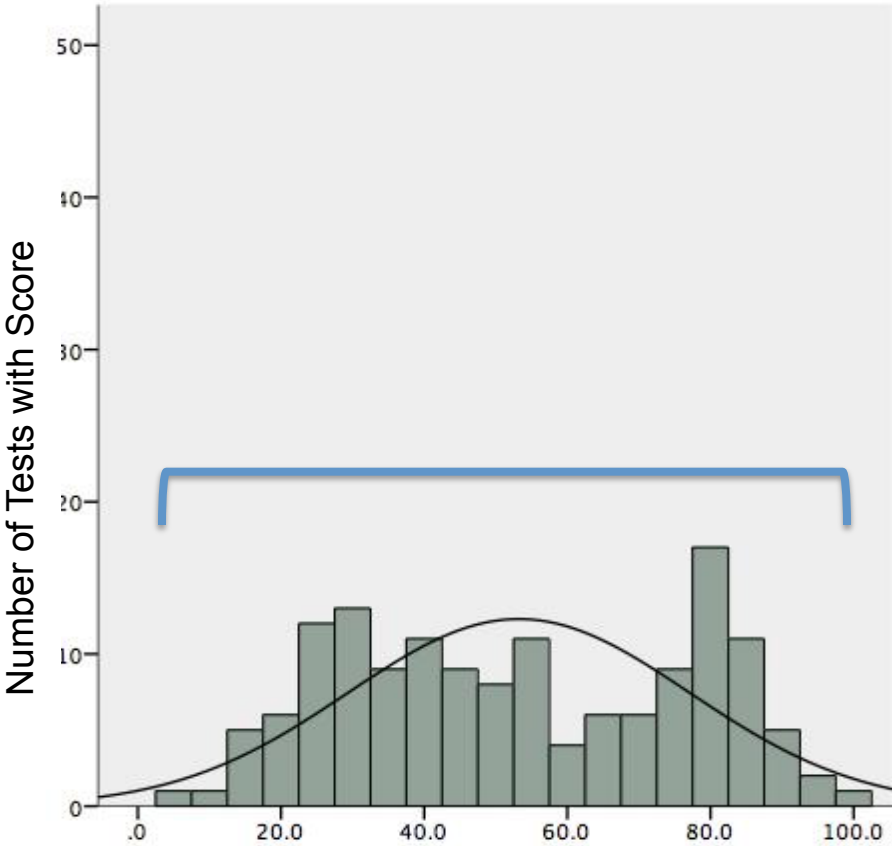
Pretest: Mean = 60.6 | SD = 23.4



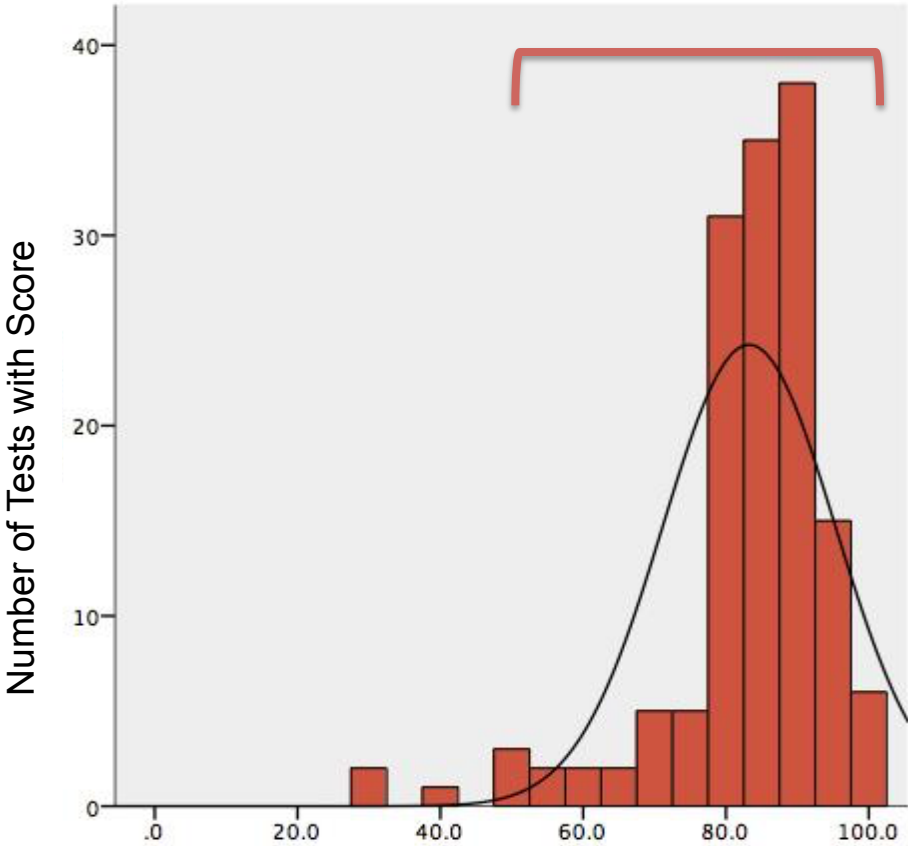
Posttest: Mean = 85.6 | SD = 10.6

Change in Distribution: Course 28

Commitment to Quality in School-Age Programs



Pretest: Mean = 53.2 | SD = 23.8



Posttest: Mean = 83.2 | SD = 12.1



PARTICIPANT BELIEFS

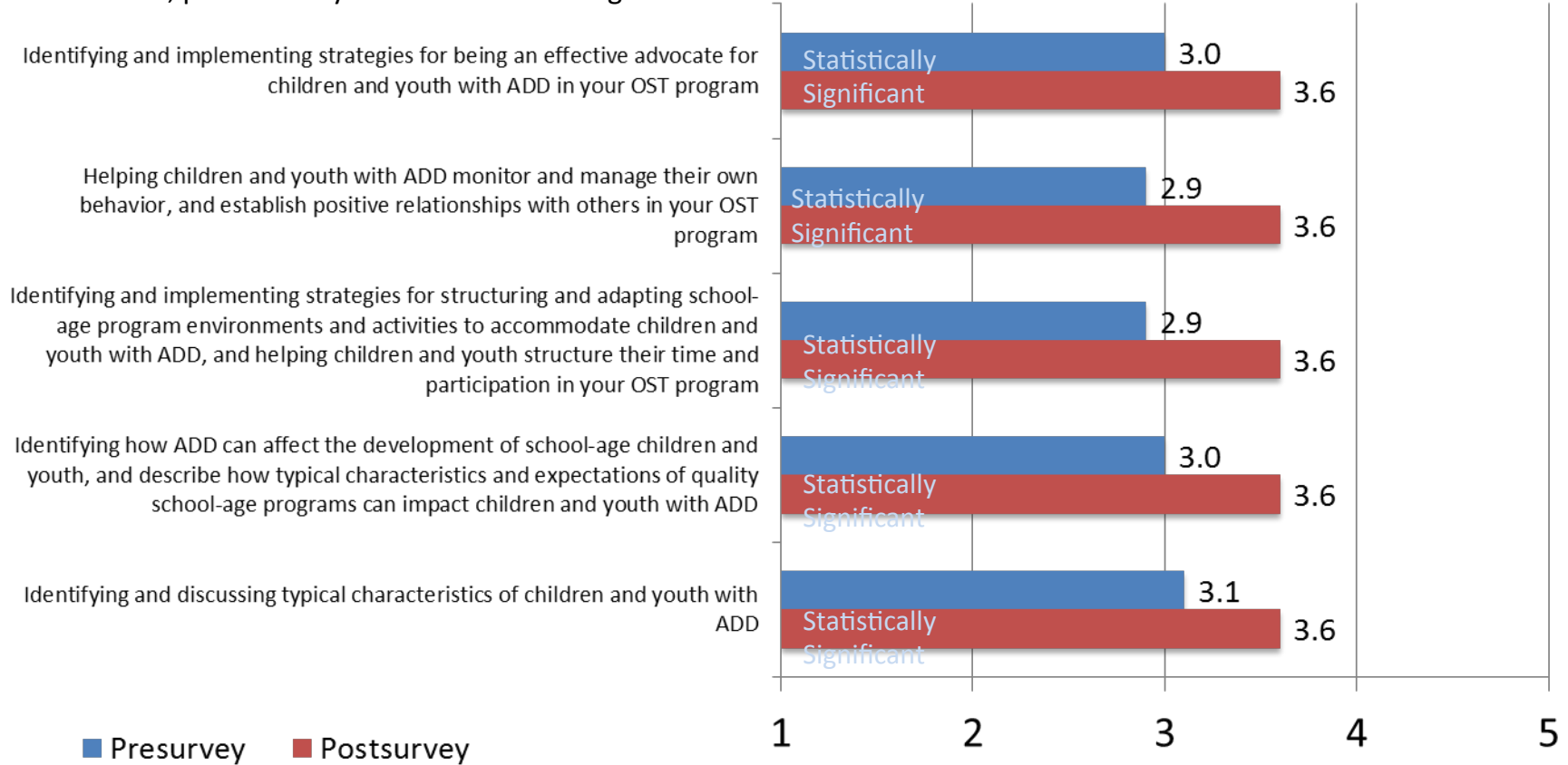
A comparison of participant self-assessment responses—prior to, and following, instruction



Cognitive Results (for reference)	Pretest	Posttest	Gain
<i>Helping Children with ADD Succeed in School-Age Programs</i>	60.6%	85.6%	+25.0

Helping Children with ADD Succeed in School-Age Programs

On a Scale of 1-5, please rate your current knowledge of:



■ Presurvey ■ Postsurvey





READY TO START?

OR

TAKE TO THE NEXT LEVEL?



Just **START!!!**

- »Be realistic
- »Start Small
- »Achieve Successes
- »Keep Motivating
- »Celebrate!!!



Crosswalks

Crosswalks

CypherWorx OSTPD & CALSAC CDE Crosswalks:

- Weikart YPQA and S-APQA (including Form B)
- SACERS
- CA Quality Standards for Expanded Learning
- FL Standards for Quality Afterschool Programs

Crosswalks

All crosswalks are high level and illustrate the topic area overlap between course material and expectations in the related standard.

These crosswalks are not intended to convey or imply that all standard requirements are covered in one or all trainings.

Crosswalks

Why Use Crosswalks?

- Easy to read
- Quick cross-reference for specific topics
- Shows overlap between courses and standards
- Demonstrates efforts by training staff using materials that support standards

Crosswalks

Weikart Form	Y/S-APQA	YPQA Area	S-APQA Area	CypherWorx OSTPD Series (Curriculum developed by Roberta Newman)																											
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
A	I. Safe Environment	Emotional Safety		X	X	X	X	X	X								X	X													
A		Healthy Environment						X	X		X						X	X	X	X	X										
A		Emergency Preparedness																X													
A		Accommodating Environment																	X	X	X	X									
A		Nourishment		X															X										X		
A	II. Supportive Environment	Warm Welcome		X	X	X	X		X		X						X	X													
A		Session Flow						X	X	X	X								X	X	X	X	X								
A		Active Engagement						X	X	X	X							X				X		X	X	X	X	X		X	
A		Skill-Building						X	X	X	X							X	X				X	X	X	X	X	X	X		X
A		Encouragement						X	X		X							X	X	X			X	X	X	X	X	X	X		X
A		Reframing Conflict						X	X		X							X	X				X	X	X	X	X	X	X		X
A			Child-Centered Space															X	X	X	X	X	X								



CypherWorx OST Courses

Courses

Series I: SCHOOL-AGE GROWTH AND DEVELOPMENT

Course 1: *Exploring the Continuum of Developmental Tasks of School-Age Children from 5 to 12 – Implications for Programming*

Course 2: *Exploring Four Areas of Development – Implications for Programming*

Course 3: *Exploring Developmental Needs and Characteristics of Different Age Groups – Implications for Programming*

Course 4: *Exploring Individual Differences among School-Age Children – Implications for Programming*

Course 5: *Managing School-Age Children in Groups*

Course 6: *Guiding the Behavior of Individual Children*

Courses

Series II: BUILDING THE FOUNDATIONS FOR HUMAN RELATIONSHIPS

Course 7: *Observation Skills – What’s Really Going on Here?*

Course 8: *Human Relations Skill Development*

Course 9: *School-Age Care as a Family Service – Part One (Emphasis on Relationship Building)*

Course 10: *School-Age Care as a Family Service – Part Two (Emphasis on Planning Opportunities for Family Involvement)*

Course 11: *Building Relationships with School Personnel*

Course 12: *Growing as a Professional in School-Age Programs*

Courses

Series III: DEVELOPING AND IMPLEMENTING QUALITY SCHOOL-AGE PROGRAMS – PART ONE

Course 13: *Creating and Maintaining Safe School-Age Environments*

Course 14: *Creating and Maintaining Healthy School-Age Environments*

Course 15: *Designing Effective Indoor School-Age Play and Learning Environments*

Course 16: *Developing and Implementing Effective Indoor Interest Areas*

Course 17: *Developing and Implementing Effective School-Age Outdoor Environments and Interest Areas*

Course 18: *Exploring Effective Schedules, Diverse Activity Formats, Planning Tools, and Staff Roles*

Courses

Series IV: DEVELOPING AND IMPLEMENTING QUALITY SCHOOL-AGE PROGRAMS – PART TWO

Course 19: *Involving School-Age Children in Activity Planning and Implementation*

Course 20: *Developing Activities That Encourage Creativity and Cognitive Development*

Course 21: *Creating Successful Clubs, Special Events, and Field Trips in School-Age Programs*

Course 22: *Developing Activities That Support Character Development and Promote Social Interaction*

Course 23: *Providing Homework Support*

Course 24: *Helping Children with ADD Succeed in School-Age Programs*

Courses

Series V: PROFESSIONAL DEVELOPMENT

Course 25: *Focus on Health and Stress Management*

Course 26: *Human Relations Skill Development: Focus on Leadership Styles and Conflict Management*

Course 27: *Exploring Ethics in OST: Focus on a Professional Code of Ethics*

Courses

Series VI: EXPANDING OST HORIZONS

Course 28: *Current Trends and Issues in Out-of-School Time Programs*

Course 29: *Youth Development Trends: Focus on Older Youth*

Course 30: *Creating Community Collaborations*

Courses

Series VII: PROGRAM MANAGEMENT AND ADMINISTRATION)

Course 31: *Commitment to Quality in School-Age Programs*

Course 32: *Making Plans and Carrying Out Policy*

Course 33: *Creating and Managing Budgets in School-Age Programs*

Course 34: *The Six “Ps” of Marketing School-Age Programs*

Courses

Series VIII: CONDUCTING OBSERVATIONS AND SHARING INFORMATION WITH PARENTS

Course 35: *Observing Children in School-Age Programs*

Course 36: *Sharing Information with Parents and Other Professionals*



Q&A





PLEASE COMPLETE SESSION EVALUATION



THANK YOU

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