



Measuring Program Quality

The What. The Why. The How.

Excel Beyond the Bell Symposium
March 15, 2016

Measuring Program Quality

The What. The Why. The How.

WELCOME! *After getting settled, please...*

- Take a set of STICKY DOTS and a MARKER.
- Respond to the questions around the room.
- If you still have time, get to know a new colleague!

Introductions

- Facilitator Introductions
- Participant Introductions
 - Name, Organization
 - *What comes to mind when you hear “PROGRAM QUALITY”?*



Key Objectives

- To understand the difference between program *outcomes* and program *quality*...and why it matters;
- To introduce common elements of what program quality looks like in practice; and
- To provide a list of resources that measure program quality.



Definitions

Evaluating
Program
Outcomes

Assessing
Program
Quality



Evaluating Program Outcomes

Outcomes are usually expressed in terms of PARTICIPANT CHANGE in:

- Knowledge, attitudes, and skills
- Behaviors
- Conditions and status

What's an example of outcomes you have measured in a recent program evaluation?



Sample Methods for Evaluating Program Outcomes

Analyzing CHANGE in...

- Academic Indicators
 - standardized test scores, grades
- Social / Emotional Indicators
 - student surveys, teacher surveys / observations
- Physical Health Indicators
 - BMI, aerobic capacity



Assessing Program Quality

Object of measurement is the PROGRAM.

- Focus on the whole setting / environment with an emphasis on STAFF practice and SOCIAL interactions (adult-youth and peer-to-peer).



Discuss With Your Peers

Why do *YOU* think it's important to measure program quality?



Are Outcomes & Quality Correlated?

- Afterschool program impacts vary
- Afterschool settings that lack certain qualities unlikely to enhance academic & developmental outcomes
- Relationship between uneven or low instructional quality and weak outcomes



Common Methods for Assessing Program Quality

- Who typically completes quality assessments?
 - Program Staff and/or
 - External Observers
- What methods are typically used?
 - Observation
 - Questionnaire / Survey
 - Interview
 - Document / Policy Review



Common Criteria for Program Quality Assessment Tools

- Setting-level observational measures of quality
- Focus on social processes / human interactions
- Research-based



Selection Criteria for the “Right” Quality Assessment Tool for My Program

- Alignment to my organization’s philosophy / approach
- Applicability to my program’s setting, purpose, age range
- Feasibility in terms of cost, time commitment, training
- Ease of access and use for my staff



Quality Assessment Resource List

- There are many options when it comes to program quality tools – *only a sample are provided.*
- Tools range in cost, approach, and level of commitment for professional development.
- The Collaboration Council uses the YPQA with many OST providers and offers a range of related trainings.



Common Elements of Program Quality

Relationships

Environment

Engagement

Social Norms

Skill Building Opportunities

Routine / Structure



Let's Get Practical

Group Discussion:

- *Looking over this tool, what resonates? What doesn't?*
- *What role do STAFF have in this tool (vs. youth participants)?*
- *How, if at all, could a tool like this impact your program team?*
- *What, if anything, surprises you about this approach?*

Key Objectives

- To understand the difference between program *outcomes* and program *quality*...and why it matters;
- To introduce common elements of what program quality looks like in practice; and
- To provide a list of resources that measure program quality.



Q & A time



Thank you!



Jana Sharp, Kim Wensel

(240) 292-9092

info@sharp-insight.com