It takes a Village: Building a Statewide Quality Improvement System that Supports Youth

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The Framework and Momentum for an ELO Quality System in Washington State
Why are you interested in the Expanded Learning Opportunities system?
Objectives

• Learn about the components of the WA. State ELO system
• Learn about the ELO Quality Initiative Pilot and the research
• Discuss some next steps moving forward
Washington’s quality improvement system

- Define Quality Practice
- Assess Quality Practice
- Support Quality Practice

Quality Improvement System
- Program Quality Standards
- Assessment Tools
- Individual Core Competencies
- Professional Development/Aligned Training
- On-site Coaching

Increase Youth Engagement
Increase Youth Participation

GOAL
- Improve Youth Outcomes
- Social/Emotional & Academic
Early Start Act Legislation. RCW 43.215.100 states “School-age providers are exempt from participating in Early Achievers program. **By July 2017**, the Department of Early Learning & the Office of Superintendent of Public Instruction shall jointly design a plan to incorporate school-age child care providers into the Early Achievers program or other appropriate quality improvement system. To test implementation of the Early Achievers system for school age care providers the department and the Office of Superintendent of Public Instruction shall implement a pilot program.”
ELO Quality Initiative Partners

• Department of Early Learning (DEL)
• Office of Superintendent of Public Instruction (OSPI)
• School’s Out Washington (SOWA)
• Child Care Aware (CCA)
• Raikes Foundation
• University of Washington (UW)
**Study Participants**

### Sample, 60 ELO programs
- King = 24
- Pierce = 17
- Spokane = 14
- Walla Walla = 5

### Site Types
- Family Home Childcare = 2 (2 Licensed)
- Childcare Centers = 8 (8 Licensed)
- School-Age Centers = 20 (10 Licensed)
- Youth Development Programs = 20
- Youth and School Age = 3 (1 Licensed)
- 21st Century = 7

### Distribution of Program Type by County

<table>
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<tr>
<th></th>
<th>King</th>
<th>Pierce</th>
<th>Spokane</th>
<th>Walla Walla</th>
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<td><strong>Total</strong></td>
<td>24</td>
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Early Achievers Quality Standards Buckets

- Child Outcomes
- Learning Environment and Interactions
- Curriculum Staff Supports
- Family Engagement and Partnerships
- Professional Development and Training

Future Early Achievers Standards Buckets

- Child Outcomes
- Learning Environment
- Interactions and Curriculum
- Family Engagement and Partnerships
- Professional Development
Study Purpose and Sample

PURPOSE I
- Impact and cost of coaching mediums (in-person, mostly online, hybrid)
- Relationship between EA – QRIS and ELO – QIS

PURPOSE II
- Understand programs and coaches experiences in the study and feedback for improvement

PURPOSE III
- Effectiveness of Community of Online Reflection and Practice (CORP) to support program quality improvement

PURPOSE IV
- Identify threshold for newly developed Quality Seal Tool (State accountability program assessment tool for ELO)

Sample, 60 ELO programs
- King = 24
- Pierce = 17
- Spokane = 14
- Walla Walla = 5

Program Grouping into Coaching Interventions

- Cohort 1 (N=14)
  - In-person coaching = 5
  - Hybrid coaching = 4
  - Online coaching = 5

- Cohort 2 (N=14)
  - In-person coaching = 5
  - Hybrid coaching = 7
  - Online coaching = 2

- Online community of practice

- 60 Programs
- ~ 30 School Age Programs
- 30 Youth programs
Study Design

Step Wedge Study Design

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<th>Cohort 1 coaching</th>
<th>Feb 5 - 9</th>
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<th>Mar 19 - 23</th>
<th>Apr 16 - 20</th>
<th>May 1 - 4</th>
<th>May 7 - 11</th>
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<td>Post assessment</td>
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<td>1st Mid assessment</td>
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Evaluation Methods

Quantitative Data
- Pre, mid, and post assessment using SA/YPQA, SEL, Quality Seal, and ECDC
- Weekly coaching log, weekly program logs

Qualitative Data
- Focus group with participating coaches and program staff

Coaching Intervention
- **In-person Coaching**: 10 weeks of coaching all in-person.
- **Mostly Online Coaching**: 10 weeks of online coaching, with option to have three in-person meetings on weeks 3, 6, and 9.
- **Hybrid Coaching**: 10 weeks of coaching (first 4 weeks in-person; online only for the last 6 weeks)
1. Practice-Based Coaching Framework: a cyclical process for supporting provider’s use of effective practices that lead to positive outcomes for children and youth.

2. Coaching Companion: an online coaching tool, where coaches and program staff can privately connect to set a program goal, share video of practice, and receive feedback.
1. **Youth Approved Best-Practice Video Library**
   Sample Video: Cultivating Program Norms
   https://drive.google.com/open?id=1yR5M5N6tHBd43Hpt8DcTjPJICjRuhYK

2. **Two-Minute Tips**
   Simple research-based strategies for ELO professionals that focus on strategies for working directly with children and youth, but also cover tips for program leadership and self-care.

3. **Online Modules**
   - **Module 1**
     Two-Minute Tips as Intro to ELO
   - **Module 2**
     Social Emotional Learning in ELO Programs
   - **Module 3**
     The Learner-Centered Model: Responsive and Engaging ELO Programs
Summary of Findings

• All coaching intervention approaches had a statistically significant and positive impact on program quality.

• Mostly online coaching had the largest positive effect on PQA, followed by in-person and then hybrid.

• More than half the discussion posts coaches and program staff posted online were substantive comments (i.e. comment included a question, critical feedback, resources, video or photo upload, or a programming experience).

• Participants and coaches had consensus for a mixed coaching model, with emphasis on in-person coaching intermixed with online video.

• The Quality Seal analysis suggested a sum score of 78 on Quality Seal items is necessary to establish baseline quality.
Quality Seal Assessment Tool

- We learned from Early Achievers that there could be benefits to using a different tool for coaching and accountability.

- Quality Seal was developed to create an accountability mechanism similar to the Early Achievers QRIS.
Raikes Foundation Role in Elevating Quality

- Original 2009 mission: Support the practice and quality of existing Expanded Learning programs within Washington State
- Lessons learned from early learning system building work in Washington
- Raikes Foundation shift to supporting the development of a robust system to sustain investments in ELO quality
- Critical role that private funders can play in public/private partner initiative
  - Investment in evaluation
  - Investment in advocacy
  - Investment in capacity and infrastructure
  - The ability to innovate, experiment and try different things
Q & A
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