The Key to Program Quality:
Unlocking your Staff's Potential through Coaching
1. Practice-Based Coaching Framework and Coaching Companion
2. Impacts of Coaching
3. Program Improvement Readiness Tool
4. Coaching Modalities: Online, In-Person and Hybrid
5. Additional Professional Development Products
Cultivate Learning History

- **2008 - 2009**: CQEL was initiated
- **2009 - 2010**: QRIS qualitative study of coaching
- **2011 - 2012**: Developed Early Achievers Standards and Coaching Framework
- **2015**: Early Start Act passed! QRIS mandatory for programs serving children with subsidies
- **2016**: Expanded Learning Opportunity Initiated to pilot a statewide QIS for school-age
Practice-Based Coaching
Practice-Based Coaching (PBC)

- Shared Goals & Action Planning
- Focused Observation
- Reflection & Feedback

Within a Collaborative Coaching Partnership
Shared Goals and Action Plans

Collaborative Coaching Partnerships
- Supporting High-Quality Programs
- Shared Goals and Action Planning
- Focused Observation
- Reflection and Feedback
What are Shared Goals?

- Desired changes and improvements identified and agreed upon by the coachee and coach
- Data-informed and address an effort for improvement across a standard area
- Research Supported
What are Action Plans?

• Within a Shared Goal, there can be many SMART Action Plans. Action Plans specify the steps and sequence that will lead to achieving the Goal. SMART Action Plans are:

Specific  Measurable  Achievable  Realistic  Time bound
What is the Purpose of Shared Goals and Action Plans?

- Facilitates the coaching relationship
- Creates a road map for efforts
- Creates a way to measure and monitor progress
- Improve program quality and child outcomes
Review internal and external ratings data

Conduct a semi-structured interview

Conduct a “data gathering” observation

Use these three data sources to write a Goal and SMART Action Plans
Focused Observations
What is a Focused Observation?

- Specific
- Observable
- Information
- Careful Note Taking
- Related to the Measurement of their “SMART” goal
Reflection and Feedback

Collaborative Coaching Partnerships
- Shared Goals and Action Planning
- Supporting High-Quality Programs
- Focused Observation
- Reflection and Feedback
What is Reflection?

- Supports the implementation of new practice
- Guides the precision of new practices
- Provides encouragement and support for the adult learner
Types of Reflection?

Objective
• What happened when you tried the new project?

Interpretive
• Why do you think X happened?

Comparative
• How did that go compared to last time?
What is Feedback?

- Information about a person’s performance of a task, used as a basis for improvement
- Feedback is always based on data (notes from an observation; video)
- Studies have shown reflection without feedback does not lead to performance improvement (Anseel et al. 2009; van den Boom et al. 2004).
What is the Difference?

- Reflection
  - Strength-based
  - Grounded in data
  - Connected to QIP
  - Open ended questions
  - Conversational

- Feedback
  - Strength-based
  - Grounded in data
  - Connected to QIP
  - Direct
  - Specific
  - Non-attributive
Continuous Improvement Cycle

Collaborative Coaching Partnerships

- Shared Goals and Action Planning
- Supporting High-Quality Programs
- Reflection and Feedback
- Focused Observation
Coaching Companion
Overview of Coaching Companion

VIDEO: Coaching Companion Overview
Use of Video in Coaching

Review this video

"What do you guys think is going to happen to the wax?"

Your open ended question here was effective for getting youth to make connections to prior knowledge.

Add Comment

Add Comments

© Action Plan Step completed?
Communities of Reflection and Practice (Year 2)

Cultivate Learning
UNIVERSITY of WASHINGTON

Communities of Reflection and Practice (Year 2)
What stood out to you or did you find interesting in this section? Why?

Are there any components of Practice Based Coaching you’re currently using with staff?
  - Creating shared goals, observations, or reflection and feedback?

What elements could you implement and how?
  - Maybe through supervision, staff meetings, or peer to peer supports…
Coaching Findings
(Year one)
Coaching Impact Findings
Data Source: Quantitative Data Year 1 Pilot Study

- Fidelity supported with on-going support and individualized feedback
- Coaching fidelity and hours are related to program improvement
- Below average baseline saw greatest improved gains
Coaching Impact
Qualitative Data Year 1 Pilot Study

Frequency of contact was helpful to remaining focused and on track to achieving a goal.

Coaching all staff and leadership helped sites collaborate and was better for improving site quality.

Technology, though challenging for some, helped maintain frequency of contact during winter closures, and staff benefited from being able to see one’s own practice on video.
Coaching Findings
(Year two)
Program Quality Improvement Tool (PIRT)
Program Quality Readiness Tool

**Domains**
- Domain I. Program purpose, mission, and vision
- Domain II. Overall program structure
- Domain III. Operational capacity
- Domain IV. Program leadership
- Domain V. Planning, training and staff support
- Domain VI. Continuous Quality Improvement

**Categories**
- Practice does not occur
- Practice rarely occurs
- Practice occurs occasionally
- Practice occurs regularly or always
- Not applicable

<table>
<thead>
<tr>
<th>I. PROGRAM PURPOSE, MISSION, AND VISION</th>
<th>This practice does not occur</th>
<th>This practice rarely occurs</th>
<th>This practice occurs occasionally</th>
<th>This practice occurs regularly or always</th>
<th>Not applicable</th>
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</thead>
<tbody>
<tr>
<td>Program Purpose, Mission, and Vision Criteria</td>
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<tr>
<td>1. There is a clearly defined, well understood vision and mission in operation. Adapted from: California After-School Program Quality Self-Assessment Tool.</td>
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<td>2. Site leaders can articulate mission/vision statement. Adapted from: Summer Learning PQM – Site Manager Interview.</td>
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<td>3. The mission statement sets forth the program philosophy, goals, and related outcomes and staff members know and support it. Adapted from: Weikart-SOWA Form B – Organizational Assessment.</td>
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<td>4. Program activities support the vision and mission of the organization. Adapted from: California After-School Program Quality Self-Assessment Tool.</td>
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Additional Notes:
What Aspects of the Readiness Tool Predict Readiness for Coaching?

Three domains were high predictors of program’s readiness for improvement.

- Domain I. Program purpose, mission, and vision
- Domain II. Overall program structure
- Domain III. Operational capacity
- Domain IV. Program leadership
- Domain V. Planning, training and staff support
- Domain VI. Continuous Quality Improvement
Coachability and Engagement

- Individual items correlated with higher level of child engagement (Functional and Mastery)
  - Stable location
  - Previous Ability to Engage in Consistent Coaching
  - Coaching Space
  - Leadership Involvement in coaching
PIRT and Improvement Gains

- Difference between groups that indicate “Practice Does Not occur” and “Practice Occurs Regularly or Always.”
- “Practice Does Occur” showed 50% higher treatment benefit than “Does Not Occur.”
- Bottom line: Programs with higher readiness scores that receive coaching show more improvement gains.
Summary of Findings

• Some PIRT domains good predictors of programs’ coachability and ability to benefit from coaching.
  • Clear program purpose, mission, and vision
  • Engaging in continuous quality improvement
  • Established process for training and supporting staff
• What did or did not surprise you about the PIRT findings? Why?
• Why do you think program readiness could be an important factor in the effectiveness of professional development/coaching?
• How could you implement any findings from the PIRT at your program or project?
Coaching Modalities
(Year Two)
Coaching Modalities

- **In-person coaching**: 10 weeks of coaching all in-person.
  - Conducted all elements of the Practice-Based Coaching process during in-person sessions
Online Coaching

- **Mostly Online**: 10 weeks of online coaching, with three in person meetings on weeks 3, 6, and 9.

- **Hybrid**: 10 weeks of coaching with the first 4 weeks starting in-person and transitioning to online the last 6 weeks.
Coaching Intervention Effect

Interventions effect on PQA over intervention
- Mostly Online (Treatment 3)
- In person (Treatment 1)
- Hybrid (Treatment 2)

PQA scale of 1 to 5, the intervention had the average effect of increasing PQA by .12-.21 or 4-7% of the average PQA score.
PQA Scores and Coaching Modalities

Pre-Post PQA of Programs by Intervention Type

<table>
<thead>
<tr>
<th>Intervention Type</th>
<th>Pre-PQA</th>
<th>Post-PQA</th>
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</thead>
<tbody>
<tr>
<td>IN-PERSON</td>
<td>3.25</td>
<td>3.36</td>
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<tr>
<td>HYBRID</td>
<td>3.29</td>
<td>3.34</td>
</tr>
<tr>
<td>ONLINE</td>
<td>3.19</td>
<td>3.47</td>
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</tbody>
</table>

Pre-post PQA of programs by intervention type
This graph shows the total hours from all different coaching activities (below) over the study period.

- Meeting with Site
- Coaching
- Travel to Site
- Travel to office
- Training for Site
- Training for Coach
- Internal Staff Meeting
- Coaching Certificate
- Admin
Summary of Quantitative Findings

• All coaching intervention approaches (in-person, mostly online, hybrid) had a statistically significant and positive impact on program quality.

• Online intervention had the largest positive effect on PQA, followed by in person and then hybrid. Online coaching is also the most cost effective, followed by in person.
Summary of Focus Group Findings

• Strong interest in a mixed coaching model that is flexible and responsive to individual sites’ needs around ratio of the in-person to online coaching and duration of coaching intervention.

• In-person interactions between staff and coaches helps build relationships and fosters staff buy-in to program quality improvement initiatives.
• What data points from year two did or did not surprise you?
• What are the pros and cons of providing coaching online or using a mixed method?
• How could you implement any findings from year two at your program or project?
Professional Development
Professional Development

Module 1
Two-Minute Tips as Intro to ELO

Module 2
Social Emotional Learning (5 CEU)

Module 3
Youth Driven Spaces (5 CEU)
Module 1.
Two-Minute Tips as Intro to ELO

**Content Topics**
- Child and Youth Developmental Stages
- Cultural Responsiveness
- Family Engagement
- Positive Relationships
- Safe and Inclusive Environment
- Social Emotional Learning
- Engaging Activities
- Youth Ownership
- Special Populations
- Leadership
**Practice Tips**

Program norms are the values and routines your staff and participants strive to practice while in the program. Establishing program norms is a quick and easy way to foster emotional safety in your program. Developing and agreeing upon them with participants fosters mutual responsibility to reinforce expectations. It also communicates an environment where participants feel heard and respected and builds confidence that encourages sharing. Feeling safe by setting norms and establishing routines is important for young people (especially for those who’ve experienced trauma) as they learn and grow.

1. **Feeling safe by setting norms and establishing routines is important for young people (especially for those who’ve experienced trauma) as they learn and grow.**
2. **Here are a few quick tips to cultivate program norms.**

   **Activity**
   - Small Group Discussion. Ask open-ended questions, invite participants to share their ideas, and ask a volunteer to take notes. The group agrees upon a set of program norms.

   **Materials**
   - Markers and presentation paper.

   **Questions**
   - Feel free to use the questions below, expand upon them, create your own, or work collaboratively with participants to adapt them to your program.
   - • How would you like to be treated while in our program?
   - • What are some examples of how we can show _____ while in programming?
   - • If we had to select 3 to 5 norms from this list, which norms do you think are the most important?
   - • What strategies can we use to make sure we remember the program norms and hold each other accountable?
   - • How will we encourage participation from everyone?

   **Additional Tips**
   - Once participants decide on 3 to 5 program norms, post them in your program where everyone can see them. Encourage participants to create a chant, song with hand motions, or a dance. This will be a fun way to recall the norms and promote belonging. You can use the chant to start and end each program or as an attention getter.

   It’s very important to integrate your program norms into your activities and program. You can also use them as a tool to resolve conflict. Use open-ended questions to help participants connect program norms to how they treat each other in group work or during activities.

   **Be Accountable**
   - It’s critical to hold yourself and fellow staff accountable to program norms. When you break a program norm, acknowledge it, revisualize the norm, and make amends. Encourage participants to hold each other accountable to norms as well.

   **Want more two-minute tips?**
   - Check out: https://depts.washington.edu/cqel/expanded-learning-opportunities/

   There you will find the latest tip, an archive of past tips, and a discussion board to connect with peers!

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**References, and additional resources**

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**Watch tip in Action:**

Exemplar video of a program applying the tip in programming

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**Content Relevance:**

Why do we care about this topic?

What does research say?

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**Practical ways to apply tips to programming**

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**Two-Minute Tips**

This Week’s Topic: Cultivating Program Norms

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**Tips in Action!**

Watch staff at Village Theatre integrate program norms throughout program activities.

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**Access to more tips:**

Link to more tips
Building high-quality, equitable, enrichment opportunities for school-aged children and youth (ages 5-18)

**Expanded Learning Opportunities (ELO)**

Cultivate Learning has broadened our scope to include the ELO field. ELO provides a wide range of enrichment opportunities to school-age children and youth (ages 5-18). These programs operate during out-of-school time, during summers, and on weekends in diverse settings such as parks and recreation departments, youth centers, after-school programs, sports organizations, and community service programs. After almost twenty years of work in evaluation, system building, and professional development for early learning programs, it’s time that we expand our work to improving quality and equity, beyond early learning to youth as old as 18 years.
Module 2. Social and Emotional Learning

Module 2. Course Outline

• Self-Awareness
• Social-Awareness
• Self-Management
• Relationship Skills
• Responsible Decision Making
Module 3. Youth Driven Spaces

Module 3. Course Outline

• Knowing Your Participants
• Safe Spaces
• How Do Young People Learn?
• Project Based Learning
• Place-Based Education
Qualitative data on PD needs

- Most of respondents used PD resources and found them helpful
- Online video resource library and Two-Minute Tips were popular with program staff and directors
- Providers value hearing and seeing peers. Commenting on discussion boards was a common way they identified their participation for the week.
- Want practical, simple, quick, graphics, examples, short videos, and little reading
- Requested topics- Facilitating Activities and SEL
- Barriers to improving quality include lack of secure funding, high staff turn-over, and few PD options
Thank you