ELO
Expanded Learning Opportunities

Quality Initiative Pilot Evaluation Study

FINAL REPORT: SEPTEMBER 2017

CULTIVATE LEARNING, UNIVERSITY OF WASHINGTON

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Executive Summary

In Washington State and throughout the nation, demand for Expanding Learning Opportunity (ELO) programs is outstripping supply. These programs, which provide a wide range of enrichment opportunities to school-age children and youth (ages 5-18), operate before and after school, during summers, and on weekends in such diverse settings as parks and recreation departments, youth centers, licensed child care facilities, sports organizations, and community service programs. A growing body of research shows that participation in these programs has been linked to such academic and non-academic gains as improved school attendance, social skills, critical problem-solving, collaboration, and innovative thinking.

As interest in these programs has increased, education policy makers have turned their attention to supporting ELOs and exploring ways to measure and improve program quality. Washington lawmakers in 2015 recognized the value of high-quality enrichment programs with the Early Start Act. Among other directives, the law requires the state Department of Early Learning (DEL) and the Office of the Superintendent of Public Instruction to jointly design and implement, by July 1, 2017, a plan to incorporate providers of before and after school programs for school-age children into an "appropriate quality improvement system." It also creates a funding pathway to evaluate program quality. In 2016, DEL launched the Expanded Learning Opportunity Quality Initiative with matching funds from the Raikes Foundation. The initiative's ultimate goal is to build a high-quality, equitable, state-supported ELO system for Washington's school-age children and youth.

Cultivate Learning (formerly the Childcare Quality and Early Learning Center for Research and Professional Development) at the University of Washington conducted a 34-week-long evaluation of this initiative pilot ending in August 2017. We present preliminary findings in this report.

Evaluation Approach and Findings

Our evaluation addressed two broad goals:

Purpose/Study 1: Program Quality, Practice-based Coaching. To understand quality in a sample of ELO sites and to explore a quality improvement intervention.

Purpose/Study 2: Stakeholder Experiences. To understand the experience of coaches and providers in the pilot and hear their perspectives on improvement interventions (stakeholder experiences).

Study 1 included a pre-assessment, an improvement intervention (Practice-based Coaching), and a post-assessment. Our study design allowed us to apply a continuous quality improvement approach to a coaching model to collect and analyze information frequently. For this evaluation, Cultivate Learning recruited 50 programs to receive training on program quality and Practice-Based Coaching from coaches from School's Out Washington (SOWA), an organization that supports afterschool and summer programs, and Child Care Aware of Washington. Coaching was delivered in person and online.

Evaluation sites were spread across four regions (Spokane, King, Pierce, and Walla Walla counties) and all program types (licensed family homes and childcare centers, 21st Century Community Learning Centers, and school-age and youth after school programs.) Fourteen coaches participated across the four regions. We categorized sites according to their type of offering for children and youth: academic programs (4 sites); specialized programs that teach a specific skill (9 sites); and recreational programs (37 sites). Participating programs received iPads to use in conjunction with the Coaching Companion, an online coaching tool, as well as video recorders and other equipment to collect data and send it to Cultivate Learning.

Direct observation measures used in the evaluation were: the School-Age and Youth Program Quality Assessment tools (SAPQA and YPQA), the Cultivate Learning-developed Engagement in Classrooms Data Collection (ECDC) observational tool, and Quality Seal, a new tool that Cultivate Learning developed and validated to measure ELO program quality in this evaluation. In the pre-assessment and post-assessment phase, Cultivate Learning data collectors assessed programs via live observation using the Quality Seal tool, and SOWA assessed programs with the PQA. During the Practice-based Coaching intervention, coaches worked with programs weekly to conduct in-person coaching sessions every other week and online coaching sessions—via the Coaching Companion, an online coaching tool—on alternating weeks. During the intervention period, data collectors observed programs via weekly recorded video and assessed quality using the ECDC and the modified SAPQA and YPQA tools.

Results of **Study 1** showed that:

- Before intervention, program quality was variable across the 50 sites.
- Programs that were rated as lower than average before coaching improved significantly in overall quality; and in the safe environment and engagement domains of quality; and on several items of the Quality Seal after training and a short trial of Practice-based Coaching.
- Coaches implement Practice-based coaching (in person and online) best when provided with ongoing support and individualized feedback
- Coaching fidelity and hours are related to program improvement.

Study 2 consisted of Cultivate Learning-conducted focus groups and interviews to hear directly from participating coaches and program staff and leadership about the continuous quality improvement process and experiences within ELO programs. Issues addressed in the focus groups and interviews included elements of quality programming, helpfulness of coaching, use of data, value of online coaching, challenges of technology, and program capacity (staff resources and turnover). In all, 33 programs, nine coaches, and 55 program staff and leadership participated in Study 2.

Results of **Study 2** showed that:

- PQA training helped program staff to define and "see" quality.
- Program staff and directors found coaching and data helpful, and they desired more frequent observations and feedback.

- When coaches were able to include program leadership, sites were able to collaborate more and resolve issues as they arose.
- Program staff and coaches regard online coaching as having potential, but more support is required for coaches and program staff to use the Coaching Companion tool.
- Programs experience several systemic barriers to improving quality including unstable staffing, limited time for training, and limited funding to support staff.

Summary of Recommendations from Studies 1 and 2

1. Programs that fall within the low-quality designation, based on their PQA scores, benefit most from intensive training and coaching support. This support would include a designated coach that would engage the program staff and leadership in regularly scheduled trainings and Practice-based Coaching. It would also include program assessment, evidenced-based goal-setting, focused observation and feedback, and trainings on research-based best practices in the ELO field.
2. Improvement-based interventions should have an adequate amount of time to ensure that trainings and coaching are ongoing and produce quality improvements. In our evaluation, programs that received more access to coaching and training improved their quality overall.
3. Systems for frequent monitoring and feedback of coaching fidelity should be put in place to increase the likelihood of coaching impact on program quality.
4. More research is necessary to determine an adequate amount of Practice-based Coaching and other research-based trainings that lead to program improvement.
5. Coaching and training should be offered program-wide. This approach would include coaching all of the staff within the program as well as the director. Staff, coaches, and leadership mentioned that disconnects between program staff and directors interfered with improvement efforts. Conversely, when leadership and staff collaborated in coaching sessions, program interferences in improvement efforts could be more easily resolved by the leadership. Allowing coaching to be inclusive across the program can help to align goals and mitigate programmatic interferences in quality improvement.
6. ELO programs would benefit from having access to a resource library of videos, articles, and other resources that support improvement efforts. This would allow program staff to learn and develop outside of program hours, and it would allow multiple staff and leadership to access the same materials and build consensus around aspects of quality and goals for improvement.
7. Coaching Companion should be used for coaching purposes. Coaches and program staff and leadership agree that having access to video supported development and allowed for ease at difficult scheduling times. Online review of performance allowed coaches to be specific about particular moments and allowed staff to see those specifics. Additionally, coaching via Coaching Companion allowed program staff to capture and share practice for which they wanted feedback.
8. Training and support should be provided to coaches and staff who engage in the Coaching Companion. While there are costs and resources associated with training and supporting the use of this online tool, they are far outweighed by the benefits of using it. Coaching Companion consumes fewer resources than in-person coach visits, and it allows for specific program practices to be reviewed and dissected.
9. Program staff should have dedicated, paid time to engage in professional development. And training.

This report presents preliminary findings of the evaluation of the Expanded Learning Opportunity (ELO) Quality Initiative Pilot in Washington State. Cultivate Learning at the University of Washington conducted this work.

1. Introduction

Expanded Learning Opportunity programs provide a wide range of enrichment programing to school-age children (ages 5-13) and youth (ages 14-18). They operate before and after school, during summers, and on weekends. ELO programs are provided in diverse settings, such as nationally sponsored youth organizations, federally funded programs, autonomous non-profits, faith-based organizations, parks and recreation departments, youth centers, sports organizations, and community service programs (Mahoney, Reed, Eccles, & Lord, 2005).

In Washington and other states, demand for these programs greatly exceeds availability. A recent analysis (http://www.afterschoolalliance.org/aboutUs.cfm) shows that, nationwide, 10.2 million children and youth attend ELO programs, but parents of 19.4 million children and youth indicate that their children would attend a program if one were available to them. The same analysis shows that, in Washington State, 183,099 children are enrolled in ELO programs, 333,927 are waiting for an available program, and 217,293 are alone and unsupervised during after-school hours. Funding is the most significant barrier to access both nationwide and in Washington. There is currently little consistent or designated funding resource that supports ELO programs. A small share of ELOs in Washington and nationwide is supported through the only federal funding resource specifically directed to ELOs: the 21st Century Community Learning Centers Funding Opportunity (21st Century CLC). In Washington, CLC resources support only 50 programs and 18,445 participants (http://www.k12.wa.us/21stCenturyLearning/Grantees.aspx).

Benefits of ELOs

Even as unmet demand for ELO programming grows, an expanding body of research shows that the programs offer opportunities to provide training in critical problem-solving, collaboration, and innovative thinking—all skills that, in the long-term, employers value. ELOs also provide the space for children and youth to build social skills in group settings, which increases self-confidence and some programs expose students to career paths—these are especially important to underserved communities (Grant, Higginbotham, Llano, & Lucheta, 2013).

Studies show that attendance and participation in ELO programs have been linked to numerous academic and non-academic gains, including increased school attendance (Auger, Pierce, & Vandell, 2013; Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Huang, La Torre, Harven, Huber, Jiang, Leon, & Oh, 2008), increased participation in class (Learning Point Associates, 2011), better grades and performance on tests (Durlak et al., 2011), reduced likelihood of developing problems with alcohol and drugs (Grossman & Tierney, 1998; Youniss, Yates, & Su, 1997; Youniss, Mclellan, Su, & Yates1999), reduced occurrence of depression and anxiety in adolescence (Barber, Eccles, & Stone, 2001; Brustad, Babkes, & Smith, 2001; Larson 1994; Mahoney, Schwder, & Stattin, 2002), promotion of personal and social development (Durlak et al., 2011), and even a lowered obesity prevalence (Mahoney, Lord, & Carryl, 2005). In addition, participation in ELO programming has been linked to increased critical thinking, problem solving, collaboration, and innovative thinking. ELO programs also provide invaluable, structured group settings to build these skills and increase self-confidence (http://www.expandinglearning.org/expandingminds/article/business-leaders-expanding-afterschool-and-summer-learning-opportunities-can). Although participation in ELO programs benefits all children and youth, participants from underserved youth populations experience greater benefits in social, academic, and language domains (Mahoney et al., 2005).

The Washington State ELO Pilot

Washington lawmakers in 2015 recognized the value of high-quality enrichment programs with the Early Start Act. Among other directives, the law mandates the implementation and study of a Quality Rating and Improvement System (QRIS) pilot for programs serving school-age children, similar to the state's Early Achievers initiative. The legislation requires the state Department of Early Learning (DEL) and the Office of the Superintendent of Public Instruction (OSPI) to jointly design and implement, by July 1, 2017, a plan to incorporate providers of before and after school programs for school-age children into the Early Achievers program or "other appropriate quality improvement system." It also creates a funding pathway to evaluate program quality. (See https://del.wa.gov/providers-educators/laws-rules-and-performance-standards/del-rules-under-development/early-start-act.)

With support from the Raikes Foundation, DEL in 2016 launched the Expanded Learning Opportunity Quality Initiative. The initiative's ultimate goal is to build a high-quality, equitable, state-supported ELO system for Washington's school-age children and youth. The department convened a Steering Committee, with representation from multiple organizations working within the ELO field, to meet monthly to discuss and align ELO quality standards, communication, and improvement efforts. (See Appendix A for a full list and description of partner organizations.) The Steering Committee leads the quality initiative and provides direction for the ELO pilot and evaluation.

For this evaluation, Cultivate Learning recruited 50 programs to receive training on program quality and Practice-based Coaching from 14 coaches from School's Out Washington (SOWA), an organization that supports after school and summer programs. Coaching was delivered in person and online. Throughout the coaching intervention, we collected rapid cycles of data that we analyzed and shared with coaches to improve practice and to document changes in site quality.

At the request of the sponsoring agencies (DEL and Raikes Foundation), we focused the evaluation on two broad purposes or studies:

Purpose/Study 1: Program Quality and Practice-based Coaching. To describe the quality of a sample of ELO programs and to explore the use and impact of an improvement intervention (including Practice-based Coaching delivered in person and online).

Purpose/Study 2: Stakeholder Experiences. To understand the experience of coaches and providers in the pilot and hear their perspectives on improvement interventions (stakeholder experiences).

Each purpose addressed multiple research questions and required a unique study design and methodology. In the following section, we provide an overview of the evaluation including the timeline, participant selection, measures, and a description of Practice-based Coaching. This is followed by a description of the two studies.

2. Evaluation Overview

The overarching goal of the ELO Quality Initiative Pilot evaluation was to examine ELO site quality and the feasibility, perceived value, and impact of improvement efforts such as Practice-based Coaching. The evaluation was approved by the University of Washington Human Subjects Institutional Review Board in July 2016.

Our evaluation spanned 34 weeks and included a pre-assessment, an improvement intervention (Practice-based Coaching) led by coaches and trainers, and a post-assessment. We assigned sites to five cohorts and started the improvement intervention in a staggered fashion across them. We collected five weeks of baseline quality data on each site within each cohort and then conducted the intervention in the remaining weeks. Once this was underway for the first cohort, we added the next cohort, and so on. We continued this approach until all five cohorts were receiving the intervention. Finally, in May 2017, Cultivate Learning conducted a post-intervention assessment of quality. Each week all sites were required to videotape one hour of their program and submit the videos to us for coding and analysis.

Throughout the improvement intervention, coaches reported their coaching activity to Cultivate Learning weekly, and we coded weekly site video data. We shared data on site quality and coaching fidelity with SOWA coaches every two weeks, and the coaches shared the data with the sites they coached. We made modifications to the intervention as needed to improve the intervention based on the analyzed data. The evaluation team conducted focus groups with program participants and coaches to understand the perceived impact and value of the coaching intervention as well as the feasibility of online coaching. Figure 1 provides a timeline of the evaluation.

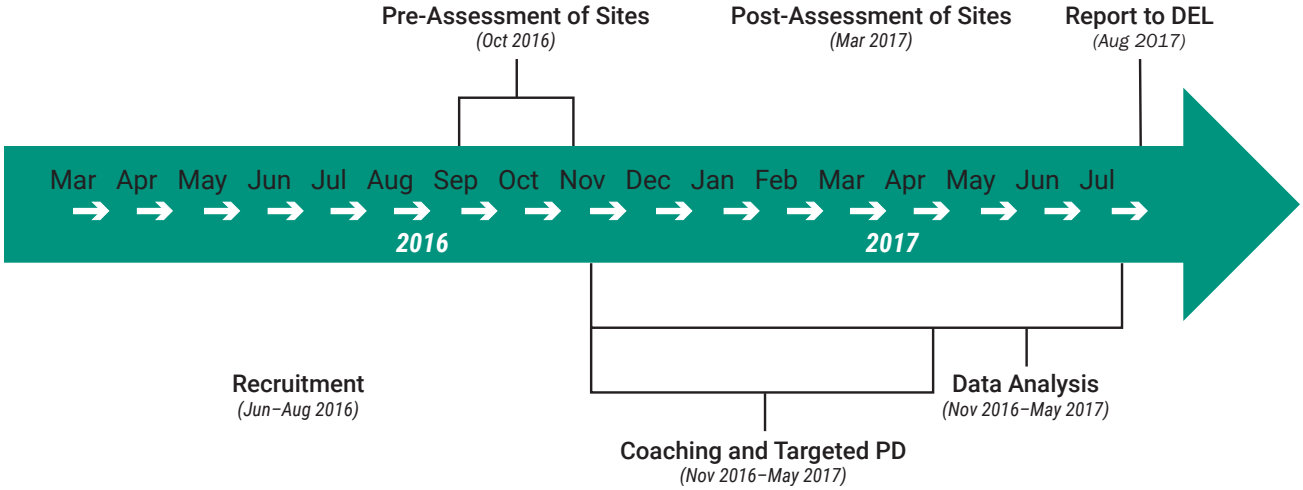


Figure 1. Timeline of Evaluation

Multiple Baseline Approach

Key purposes of the evaluation were to study the quality of ELO programming and to examine the process and impact of Practice-based Coaching, with an eye toward refinement. We determined at the outset that impact studies and more traditional evaluations did not align with the goals of this evaluation. Instead we required a study design that would apply a continuous quality improvement approach to a coaching model and provide a mechanism for SOWA to modify the support it provided to coaches. The multiple baseline approach allowed us to collect and analyze data frequently. These data then help to identify program elements that support or undermine improvement efforts, and the information allows for responsive tweaks to make the ongoing intervention increasingly effective. In other words, rapid data cycles make it possible to adjust and revise the intervention in response to what is and is not working. A multiple baseline study can also demonstrate the impact of an intervention. The design attempts to control for the effects of extraneous events by showing that specific changes are associated with the onset of the intervention. This is done by dividing the sample (study participants) into multiple groups and staggering the start of the intervention. More details about the multiple baseline design and analysis are provided in Section 5 of this report.

Below, we describe how we selected and recruited programs and conducted initial visits.

Program Selection Criteria

The ELO Quality Initiative Steering Committee established criteria for selecting programs to participate in the study. The state agencies specified regions of focus (Spokane, King, Pierce, and Walla Walla counties) based on historic ELO investments from the Raikes Foundation. The evaluation recruited all program types (licensed family homes and childcare centers, 21st Century Community Learning Centers, and school-age and youth after school programs) that fit the established criteria and were within the specified regions that were recruited to participate. Figure 2 shows a map of the State of Washington with the program recruitment regions highlighted.

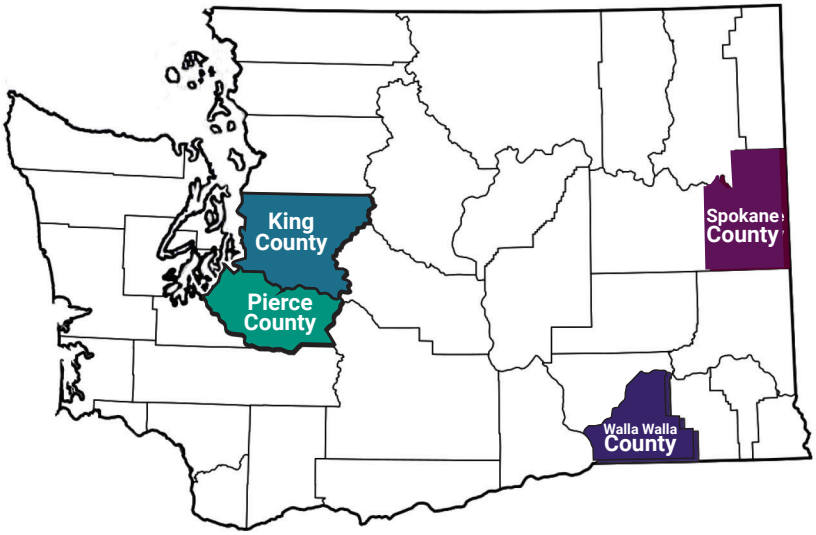


Figure 2. Participating Program Regions

One of the goals of our study was to assess quality improvement of participating sites before and after the intervention. For this reason, sites that were actively using the Youth Program Quality Assessment (YPQA) tool with dedicated coaching were not considered for participation. Sites that had used the YPQA but were not currently using the tool were considered for participation. A subset of the steering committee (representatives from SOWA, OSPI, DEL, and Child Care Aware of Washington–CCA) worked together to identify sites that met the criteria for participation. These organizations reached out to sites to assess their interest in participating. The final selection of sites included a review by the evaluation team to ensure that the sites represented sufficient regional and programmatic diversity to support the study design. (See Appendix B for a complete list of selection criteria for participation.)

Program Recruitment

SOWA, DEL, and OSPI initiated the contact and recruitment process. We recruited programs through email, phone calls, and through coaches and trainers. Table 1 shows program recruitment efforts broken down by regions.

Table 1. Program Recruitment and Participation

Regions	Number of Programs Contacted	Number of Programs Opted In	Number of Programs Opted Out
King	25	16	9
Pierce	18	13	5
Spokane	15	14	1
Walla Walla	7	7	0

Participation incentives included 20 to 30 hours of training and professional development tied to the School-Age and/or Youth Program Quality Assessment (SAPQA or YPQA), valued at $7,250, and stipends that ranged from $1,500 to $3,000 depending on the size of the program. Once applications were submitted, we awarded programs a signing bonus of $300. (See Appendix C for a complete list of recruitment incentives.)

Application Process and Consent

Programs that volunteered to participate in the study were required to complete an application form. (See appendices D1 and D2 for the full application forms and Appendix D3 for the participation agreement checklist.)

In the summer of 2016, prior to the start of the study, we distributed electronic and hard copies of consent forms with introductory letters to all participating program staff and parents or guardians of children. These letters explained the evaluation along with the responsibilities and details for participating. Program staff, parents, and guardians signed and returned the consent forms. (See appendices E1, E2, and E3 for the full text of staff and parent consent letters.)

3. Participating Programs and Coaches

Various program types—including licensed family childcare homes and childcare centers, 21st Century CLCs, and school-age and youth after school programs—were represented within each region. Nine of the school age programs were licensed. The distribution of these program types, by county, remained constant throughout the entire study, as shown in Table 2.

Table 2. Program Type Distribution by County

	King (16)	Pierce (13)	Walla Walla (7)	Spokane (14)	Total
21st Century CLCW	4	1	5	2	12
Youth Development	3	4	0	4	11
School-age	7	3	0	5	15
Family Home Childcare (FCC) Early Achievers	0	5	0	0	5
0-12 Childcare Centers (CCC) Early Achievers	2	0	2	3	7

Original Cohort Breakdown

We initially divided the recruited 50 programs into four cohorts. Tables 3 and 4 show the breakdown of these original cohorts by county and by program type. We took the following factors into consideration when creating cohorts:

- **Consistency in cohort size:** Cohort size ranged from 11–12 programs.
- **Distribution of coaches:** 14 coaches participated in the pilot. Coaches were also distributed across the four regions. Coaches' capacity and caseloads were considered in cohort grouping.
- **Alternating regions:** All of King and Walla Walla county sites were grouped and distributed across cohorts 1 and 3. All of Pierce and Spokane county sites were grouped and distributed across cohorts 2 and 4. This distribution helped coaches to implement the lessons learned from coaching their earlier cohorts when working with programs in later cohorts.

Table 3. Original Cohort Distribution by County				
Cohorts	**Counties**	**Total**	**Cohort Video Baseline Start Date**	**Cohort Intervention Start Date**
Cohort 1	King = 8 Walla Walla = 3	11 programs	10/16/2016	11/20/2016
Cohort 2	Pierce = 6 Spokane = 7	13 programs	11/6/2016	12/18/2016
Cohort 3	King = 8 Walla Walla = 4	12 programs	12/11/2016	1/22/2017
Cohort 4	Pierce = 7 Spokane = 7	14 programs	1/8/2017	2/19/2017

Table 4. Original Distribution of Program Type by Cohort					
	Cohort 1	**Cohort 2**	**Cohort 3**	**Cohort 4**	**Total**
21st Century CLC	3	2	6	1	12
Youth Development	2	3	1	5	11
School-age	3	2	5	5	15
Family Home Childcare (FCC) Early Achievers	0	4	0	1	5
0-12 Childcare Centers (CCC) Early Achievers	2	2	2	1	7

Revised Cohort Breakdown

Due to unforeseen issues with a small number of sites, we altered the cohort design part way through the study. First, a few sites from earlier cohorts requested to be shifted to later cohorts. Later, in December 2016, four sites requested to be removed from the study: one in King County, and three in Spokane County. These sites were all replaced with new sites, each in their respective counties, but these new sites were not able to start participation until a much later date. To adapt, we created a new cohort, Cohort 5, which began the coaching intervention much later than the other four cohorts. Tables 5 and 6 show the breakdown of these revised cohorts by county and by program type.

Table 5. Revised Cohort Distribution by County

Cohorts	Counties	Total	Cohort Video Baseline Start Date	Cohort Intervention Start Date
Cohort 1	King = 7 Walla Walla = 3	10 programs	10/16/2016	11/20/2016
Cohort 2	Pierce = 5 Spokane = 7	12 programs	11/6/2016	12/18/2016
Cohort 3	King = 8 Walla Walla = 3	11 programs	12/11/2016	1/22/2017
Cohort 4	Pierce = 8 Spokane = 3	11 programs	1/8/2017	2/19/2017
Cohort 5	King = 1 Pierce = 1 Spokane = 3 Walla Walla = 1	6 programs	2/5/2017	3/5/2017

Table 6. Revised Distribution of Program Type by Cohort

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Total
21st Century CLC	3	2	6	1	0	12
Youth Development	2	3	1	5	0	11
School-age	3	2	4	2	4	15
Family Home Childcare Early Achievers	0	4	0	0	1	5
0-12 Childcare Centers (CCC) Early Achievers	2	2	1	1	1	7

To understand how sites differed in quality, we categorized them based on the kind of offering they provided to youth and children (for example academic, recreational, and specialized).

- Academic: Programs in which youth learn about academic topics and/or receive academic help
- Specialized: Programs that teach youth a specific skill (for example skateboarding)
- Recreational: Family home or center-based programs in which youth do arts and crafts, sports, etc.

The number of sites that offered these different kinds of programming were as follows:

- Academic (4)
- Specialized (9)
- Recreational (37)

Practitioner Demographics

During the pre-assessment phase, 45 of the 50 sites completed information regarding practitioners' educational background and experience. Table 7 displays information about experience.

Table 7. Practitioner Demographics in the ELO Evaluation

How many years have you worked in programs like this one?		How many years have you worked in this program?	
Number of Years	Number of Staff	Number of Years	Number of Staff
Up to 1	5	Up to 1	18
1–5	20	2–5	17
6–10	10	6–10	6
11–1 5	6	11–15	2
16–20	3	16–20	2
More than 20	3	More than 20	0

Table 8 shows the breakdown by educational background among staff working in the ELO programs.

Table 8. Practitioner Educational Background

Region	High School Diploma	Some College	Bachelor's	Graduate Program; No Degree Yet	Master's	Did Not Report
King	2	8	5	1	0	0
Pierce	0	7	4	0	1	0
Spokane	0	8	3	0	1	2
Walla Walla	0	1	3	0	1	0
Total	2	24	15	1	3	2

In addition, 3 out of the 47 staff are certified school teachers, and a different set of 3 out of 47 staff are certified social workers.

Coach Recruitment and Distribution

SOWA and CCA are among the largest agencies that provide training and professional development to programs in Washington, and for this reason, we asked them to provide recruitment and supervision of the evaluation coaches. SOWA recruited most of the coaches from an existing pool of ELO coaches who had from 5 to 25 years of experience in coaching, education, and/or youth development. The agency also recruited new coaches with similar criteria. Five coaches worked for CCA. (See Appendix F for coach recruitment criteria.)

We recruited 14 coaches for the pilot. Coaches lived in the counties where they were assigned to coach, and as a result, were familiar with the programs in their regions. Coaches recruited through CCA were assigned to the childcare and family home centers. The 12 FCC and CCC programs that were a part of the evaluation were also simultaneously participating in Early Achievers. To keep their coaching experience consistent, we assigned all FCC and CCC sites in the evaluation to the same coach with whom they were working through Early Achievers.

Site Visits, Technology, and Equipment

Evaluation team members conducted two site visits to each participating site prior to the start of the pre-assessment. Team members included a SOWA staff member and two Cultivate Learning staff members. The purpose of the first site visit was to meet with participating site staff and explain the aim and purpose of the study, give them opportunities to ask questions, and explain in further detail one of the most important aspects of the evaluation: video filming. The purpose of the second visit was to acclimate the site to the video equipment and help staff set up for filming.

After school programs tend to offer a variety of activities, such as large group activities, small group time, and meals. The first site visit helped sites select the program offering that would be captured weekly on video, which needed to meet the following criteria:

1. The program offering had to be offered weekly, at the same time, by the same instructor.
2. The program offering had to contain interactions so that the video footage could be scored using the program quality assessment (PQA) tool.
3. The program offering had to be held in a room that provided suitable lighting and audio for video recording.
4. The program offering had to be facilitated by a permanent staff member who would teach the program over the 34 weeks of the study's duration. The staff member had to consent to being filmed and be comfortable using the camera and being recorded. In addition, the same staff person had to be the one participating in the intervention efforts.

At the initial visit, SOWA also distributed iPads to all programs to use in conjunction with the Coaching Companion, an online coaching tool that provides a space for private video sharing, coaching, and feedback sessions.

Each site received a Zoom Q8 Handy Video Recorder, a battery pack, charger, and one memory card for each week of the study. Sites that filmed in rooms with low acoustic quality such as gyms and cafeterias were given lavalier mics and long extendable tripods. Programs with small class sizes were given hand-free boom mics and small flexible tripods. All equipment included detailed instructions for recording. Programs used pre-paid envelopes addressed to Cultivate Learning to send in their weekly memory cards.

Each site had a second visit from the Cultivate Learning media team and SOWA team prior to the start of data collection and Practice-based Coaching. During this visit, we installed video equipment and trained the main point of contact in each program on how to use the equipment, how to submit memory cards weekly, and how to troubleshoot equipment glitches. At the start of the study each site was expected to:

- Record the one-hour, pre-determined and consistent portion of the program offering on a weekly basis.
- Mail each week's memory card containing footage of the ELO program offering to Cultivate Learning.

Evaluation Team

The evaluation team consisted of a principal investigator, a co-principal investigator and project director, an assessment lead, six data collectors, a curriculum specialist, and three graduate student research assistants. We recruited and hired members of the data collection team from January 2016 through October 2016. The roles and responsibilities of team members were:

- Principal investigator: responsible for the design and execution of the evaluation.
- Director and Co-Principal Investigator: responsible for overseeing the progress of the evaluation.
- Assessment lead: responsible for overseeing the data collection and creating processes for data collection including communicating with sites and coaches to support the integrity and quality of the data.
- Data collectors: reliable in the PQA, Quality Seal (see sections 4 and 7 for a description), and other assessment tools. In addition, all personnel handling data took part in an IRB Human Subjects Review training and certification process.
- Curriculum specialist: responsible for creating professional development materials for coaches and field staff.
- Graduate students: assisted with report writing, data analysis, and design of the evaluation.

4. Measures and Procedures

We used several direct observation measures in the evaluation. We describe each in the following section.

Program Quality Assessment

The PQA (Smith & Hohmann, 2005) is a widely used program quality tool that assesses a program's ability to create a safe, supportive, and productive environment for youth. It is available in two versions, the School-Age PQA and the Youth PQA. Each version of the PQA used in this study incorporates several age group-appropriate dimensions that load onto specific domains. Overall, they share 80% of their content (Smith & Hohmann, 2005). Following are the two PQA versions used in this study:

- **School-age PQA.** The school-age version of the PQA is appropriate for use in after school programs serving youth from grades K-4 and consists of four domains: safe environment, supportive environment, interaction, and engagement. Each domain includes between 4 - 6 scales, with each scale containing between 2 - 7 sub- scales, making up a total of 19 scales and 70 sub-scales. Scales in each domain describe a certain environmental feature, routine, or action. As an example, the School Age PQA interaction domain, contains 4 scales, such as: Managing Feelings (has 4 sub-scales), Belonging (has 4 sub-scales), School-Age Leadership (has 3 sub-scales) and Interaction with Adults (has 4 sub-scales). The sub-scales are averaged together to yield an average for the scale, and the scales are averaged together to yield a domain score between 1-5 (with 1 indicting a low quality and 5 indicating a high quality). For instance, the Safe Environment Domain has 5 scales and 20 sub-scales that make up a domain
- **Youth PQA.** The youth version of the PQA is appropriate for use in after school programs serving youth from grades 5 -12 and consists of the same four domains: safe environment, supportive environment, interaction, and engagement. Just like the SAPQA each domain includes between 2 - 6 scales, with each scale containing between 2 - 6 sub-scales, making up a total of 17 scales and 63 sub-scales. As an example, the Youth PQA interaction domain, contains 4 scales, such as: Belonging (has 4 sub-scales), Collaboration (has 3 sub-scales), Leadership (has 3 sub-scales) and Adult Partners (has 2 sub-scales). The sub-scales are averaged together to yield an average for the scale, and the scales are averaged together to yield a domain score. For instance, the Safe Environment Domain has 5 scales and 19 sub-scales that make up a domain. Additionally, each sub-scale in PQA is organized at an item level, with categories of 1, 3, and 5, with 1 indicting a low quality and 5 indicating a high quality.

Engagement in Classrooms Data Collection (ECDC)

The Cultivate Learning-developed ECDC (Joseph, Taliano, & Soderberg, 2014) is a momentary time-sampling observational tool that provides an organized approach to tracking children's engagement (or on-task) behaviors. It was designed for use as an indicator of a quality classroom environment, by looking at children's engagement with materials, peers, and adults. Adapted from the work of Daniel and Shapiro (1996), this tool provides a systematic approach to observe and track young children's engagement behaviors. Data collectors recorded the occurrence of one of four types of behaviors: mastery engagement (ME), functional engagement (FE), off-task (POFT), and challenging behaviors (CB). Behaviors are coded as present or not during three-second intervals. For the current study, six children were randomly selected and observed across multiple cycles lasting a total of 60 minutes. Because attendance in afterschool programs can be variable, in each observation the focal children could be different from one observation to the next. In ME, the child exhibits behaviors that demonstrate a growing mastery of the task at hand because these are consistent with the teacher-intended objective of the activity. In FE, the child exhibits behaviors that demonstrate a raw understanding of how materials are expected to be used. In these cases, adult and peer interactions may occur, but they are not avenues for developing further understanding or skill. POFT indicates non-participation in the assigned activity; the child does not use materials at all or is not attending to teachers or peers during the interval. In CB, the child demonstrates inappropriate motor or verbal behaviors that are dangerous or disruptive to peers or the flow of class. Summary scores for the ECDC will be percentages of time observed in a certain level of engagement. For example, the data might read: in observation 1 children engaged in challenging behavior 20% of the time.

Quality Seal

The Quality Seal is a new tool for ELO program quality assessment, developed and validated for this evaluation by Cultivate Learning as a way to effectively and efficiently measure ELO program quality. (See Appendix G for the original and revised Quality Seal items. See Appendix H for a description of how the tool was validated.) We developed the Quality Seal to create a unified assessment tool for both school-age and youth populations that could assess ELO quality comprehensively, accurately, and concisely, emphasizing only the essential aspects of ELO program quality. We used the Quality Seal in both pre-assessment and post-assessment of ELO program quality. The Quality Seal "Big 5" Domains of program quality are: Social and Emotional Support; Relationships; Program Offering and Activities; Assessment, Planning and Organizational Structure; and Family, School and Community Connections. Each domain contains between four and nine items. Each item evaluates specific and measurable behaviors or occurrences within a program that are used to quantify a particular aspect of program quality. Each item uses either one or two out of three possible data methods: observation, interview, and document analysis. Unlike the PQA, the Quality Seal follows a continuous rating system, where each item can be scored at a 1, 2, or 3 with 1 indicating a low quality and a 3 indicating a high quality.

Training and Inter-rater Reliability (IRR)

We required data collectors to achieve 80% reliability on each measure before conducting program observations. We designated the 80% level because this is the commonly-held IRR requirement for other widely used program quality assessments (i.e., ECERS-R, CLASS PreK).

SOWA provided training, certification, and reliability for the YPQA and the SAPQA. Data collectors attended multiple days of training and were expected to establish reliability of 80% to the gold standard to gain the certification. We tracked ongoing inter-rater reliability for the two PQAs on a monthly basis. Data collectors all coded the same hour-long video and then tested the 80% inter-reliability threshold. Data collectors also had the opportunity to discuss with each other differences in their ratings, allowing them to gain a greater understanding of the tool.

For the Quality Seal, the data collection team attended three days of training during which they reviewed each item in the tool, its definition, and data collection method. Assessors were assigned two or three live assessments in pairs to establish IRR during the summer of 2016. Average IRR for these assessments was 83%. Ongoing IRR evaluations for the Quality Seal occurred once a month through the coding of one hour-long program video. Assessors who did not meet the 80% IRR threshold were given additional training before collecting more data.

For engagement, Cultivate Learning trained data collectors on the use of the tool through video coding of real program sessions. In each video, a rotation of six youth served as observation targets. Data collectors were expected to establish initial reliability of 80% with the gold standard code produced by the supervisory team before doing an observation.

We also assessed ongoing IRR through the use of videos. Of the 50 programs, we randomly selected about 25% (13) programs, and of the 13 programs, we again randomly selected 25% of the videos for double coding. In total, 86 of 862 PQA videos were double-coded to establish IRR. Data analysis shows that the IRR for video coding was 0.81or 81%. (See Appendix I for weekly video coding IRR for PQA.) In common with other tools, trainings and ongoing engagement IRR evaluations were conducted on a monthly basis.

In the following sections, we present the two purpose/studies of this evaluation and associated research questions.

5. Purpose/Study 1: Program Quality and Practice-based Coaching

To describe the quality of a sample of ELO programs and to explore the use and impact of an improvement intervention (including Practice-based Coaching delivered in person and online).

- RQ 1.1 What is the baseline quality of programs included in the sample?
- RQ 1.2 How does Practice-based Coaching work across multiple settings, and what refinements are necessary to improve practice?
- RQ 1.3 How do programs change over the course of the quality initiative?
- RQ 1.4 How is the intervention effect mediated by coaching hours and fidelity?

We designed Study 1 to examine the program quality in a sample of programs and to study the implementation process and effects of a Practice-based Coaching model (offered both in person and online) on program quality. Practice-based Coaching has been used in Early Achievers since 2012. In this study, we explore how Practice-based Coaching works in ELO settings and what can be learned about implementation that will lead to refinements to the model and process.

We initially divided participating programs (n=50) into four cohorts. The cohorts then received the quality improvement intervention according to a staggered start. Ultimately, we added a fifth cohort, and its quality improvement intervention was similarly staggered. Figure 3 shows the staggered start design.

	Oct 3–Oct 28 Week 1–Week 3 External Pre-Assessment	Oct 30–Nov 18 Weeks 4–7	Nov 20–25 Weeks 8	Dec 18–23 Week 12	Jan 22–27 Week 17	Feb 19–24 Week 21	Mar 5–11 Week 23	May 1–May 26 Week 31–34 External Post-Assessment
Cohort 1 King: 7 Walla Walla: 3			Coaching started for Cohort 1					
Cohort 2 Pierce: 6 Spokane: 7				Coaching started for Cohort 2				
Cohort 3 King: 8 Walla Walla: 4					Coaching started for Cohort 3			
Cohort 4 Pierce: 7 Spokane: 7						Coaching started for Cohort 4		
Cohort 5 King: 1 Spokane: 3 Pierce: 1 Walla Walla: 1							Coaching started for Cohort 5	
Ongoing video collection								

Figure 3. Multiple Baseline Approach

The multiple baseline approach allowed for rapid data collection and responsive adjustments to the intervention as the study was occurring.

Throughout the Practice-based Coaching intervention, the Cultivate Learning project team collected, coded, and analyzed weekly videos of the program. We analyzed and shared weekly data with coaches at multiple points throughout the intervention. In addition to PQA and ECDC data generated by weekly video coding, we provided coaches with anecdotal notes about specific situations that data collectors may have observed while scoring videos for programs. Coaches then shared that data with programs. We repeated this process every two weeks. Moreover, we used the multiple baseline design to analyze the intervention effect on students' behavior change. We aggregated the students' outcome measures (i.e., engagement, passive off-task, and challenging behavior) at the program level and compared the effect across cohorts.

Data Collection and Procedures

Initial data collection protocols were adapted from Cultivate Learning's existing data collection procedures as implemented in Early Achievers. We trained data collectors to become reliable in the SAPQA and YPQA tools as well as the newly developed Quality Seal tool and ECDC. In the pre-assessment and post-assessment phase, Cultivate Learning data collectors assessed programs via live observation using the Quality Seal tool, and SOWA assessed programs with the PQA. During the intervention period, data collectors observed programs via weekly recorded video and assessed quality using the ECDC and the modified SAPQA and YPQA tools.

Live observations took place during the first four weeks of the study (pre-assessment) during October 2016 and four weeks of May 2017 (post-assessment).

Video observations took place in the intervening weeks between pre-assessment and post-assessment. The procedures for video observation were as follows:

- **Step 1. Receiving video:** Programs mailed secure digital (SD) cards to Cultivate Learning; SD cards took 1-2 weeks to arrive. The initial Cultivate Learning media coordinator checked for the quality of audio and video and saved the file in a password-protected location, under a folder designated for the site.
- **Step 2. Coding and scoring video:** Once we received the SD card for a specific site, we marked a master Google sheet to indicate that video for the specific site was available and that the data collector assigned to code that video could begin to observe and code. The first step in scoring was to watch the video and take notes. When scoring, data collectors used the scoring handbook to ensure high-quality and reliable scoring. Data collectors then used a specific survey link to enter their scores for the video. The online survey was designed to allow for multiple entries, and data collectors used the same link for all entries.
- **Step 3. Aggregating data:** The online survey tool allowed for exportation of data into Excel, and we exported and analyzed the data every two weeks. We calculated a weekly average for PQA and ECDC data for each program and shared data with the coaches, who then shared the information with their sites.

Results

RQ 1.1 What is the baseline quality of programs included in the sample?

As figures 4.1 and 4.2 show, program quality was variable before intervention across the 50 sites, and the PQA seemed to have more variability than the Quality Seal.

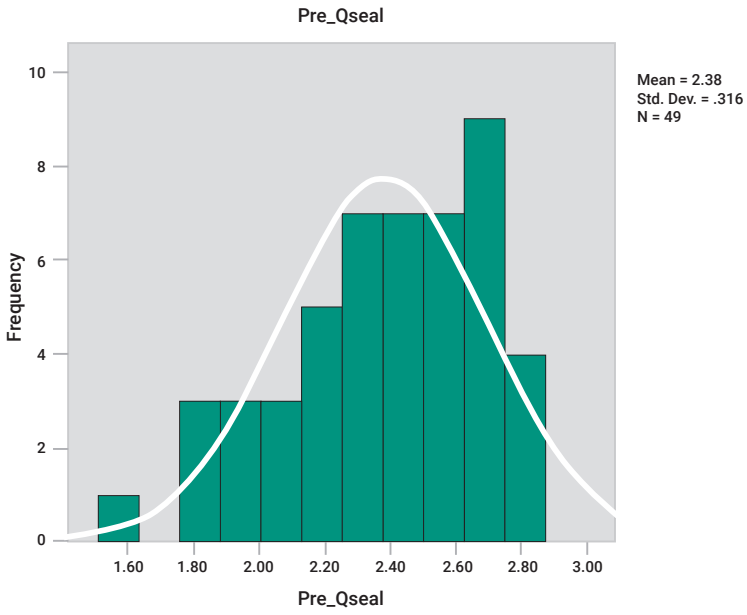


Figure 4.1 Variation of Program Quality before Intervention on Quality Seal

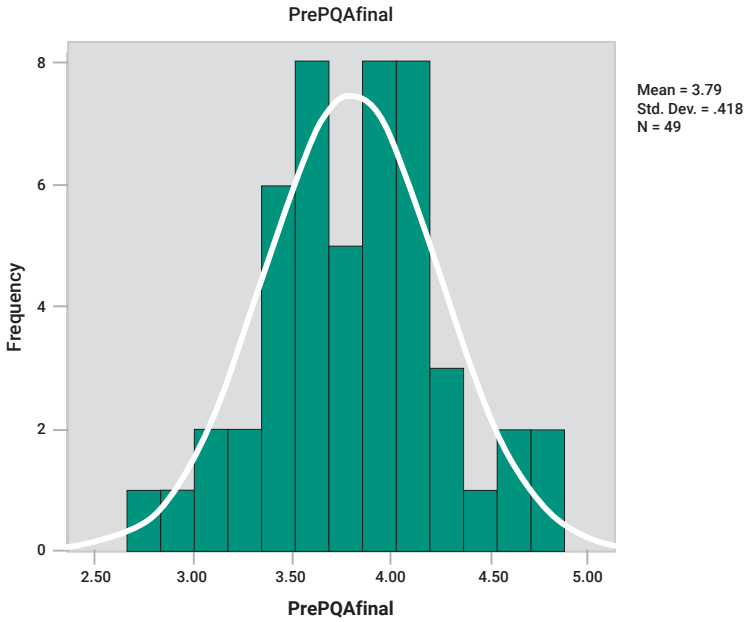


Figure 4.2 Variation of Program Quality before Intervention on the PQA

When we divided sites into kinds of program offerings (academic, recreational, and specialized), we observed that sites rated similarly on the Quality Seal with the exception of sites in the specialized category, which measured 14% better than the others. Similar results were found using the PQA data, however, these results were not statistically significant. Table 9 shows baseline quality by program type.

Table 9. Baseline Quality by Program Type

Quality Measure	Total (n=49)	Academic (n=2)	Center-based (n=15)	FCC (n=5)	Recreational (n=14)	Specialized (n=9)
PQA overall	3.8	3.9	3.7	3.7	3.8	3.9
Safe	4.6	4.7	4.6	4.7	4.6	4.6
Supportive	4.2	4.4	4.0	4.0	4.1	4.5
Interactions	3.6	3.1	3.4	3.6	3.6	3.8
Engagement	2.8	3.5	2.8	2.6	2.7	2.8
Quality Seal	2.4	2.4	2.4	2.3	2.4	2.6

According to the Weikart Center, the PQA is "a standardized, observation-based measure that provides a score (1, 3, or 5) based on the degree to which a practice and/or characteristic was present for all youth in the setting. The scale used throughout is intended to capture whether none of something (1), some of something (3), or all of something (5) exists." (Yohalem, Wilson-Ahlstrom, Fischer, & Shinn, 2009). The center does not evaluate quality based on a program's score, as do other program assessments such as the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environmental Rating Scale (ECERS). Instead, the Weikart Center promotes the PQA as a tool that helps programs determine where they are having success in meeting the needs of the children and youth they serve and where programs might focus their improvement efforts.

A recent study conducted by the American Institute for Research (AIR) described its approach to evaluating program quality based on the PQA assessment scores as follows:

> "Once Youth PQA scores were obtained, steps were then taken to classify programs into higher, moderate, and lower quality groupings using hierarchical cluster analysis. Rasch-derived scores on the supportive environment, interaction, and engagement domains of the Youth PQA were included in these analyses. Scores from the safety domain were not included given little variation in these scores across programs. Additional steps were then taken to refine the programs assigned to the higher and lower quality groups in order to ensure there was a significant difference in the level of performance between the two groups, resulting in some lower performing centers being removed from the higher quality group and higher performing programs removed from the lower quality group. The goal was to maximize the contrast between higher and lower quality programs." ***(Naftzger, 2014).*** http://www.cypq.org/sites/cypq.org/files/publications/2014-04-21%20Summary%20of%20Quality%20Studies%20FINAL.pdf

Weikart's approach to PQA evaluation and AIR's approach to determining quality based on the PQA show that there is no firmly established category for high-, medium-, or low-quality programs. We therefore have determined quality by taking an average of the varied performance of the programs involved in the evaluation and designating high, medium, and low quality based on a program's relationship to the average program quality. Low is below average, and high is above average. Figure 5 shows the distribution of the participating programs across the PQA domains in the pre-assessment. This histogram of the 50 sites displays the mean level of quality for all domains of PQA as mid to high with the exception of the engagement domain, which is mid to low quality.

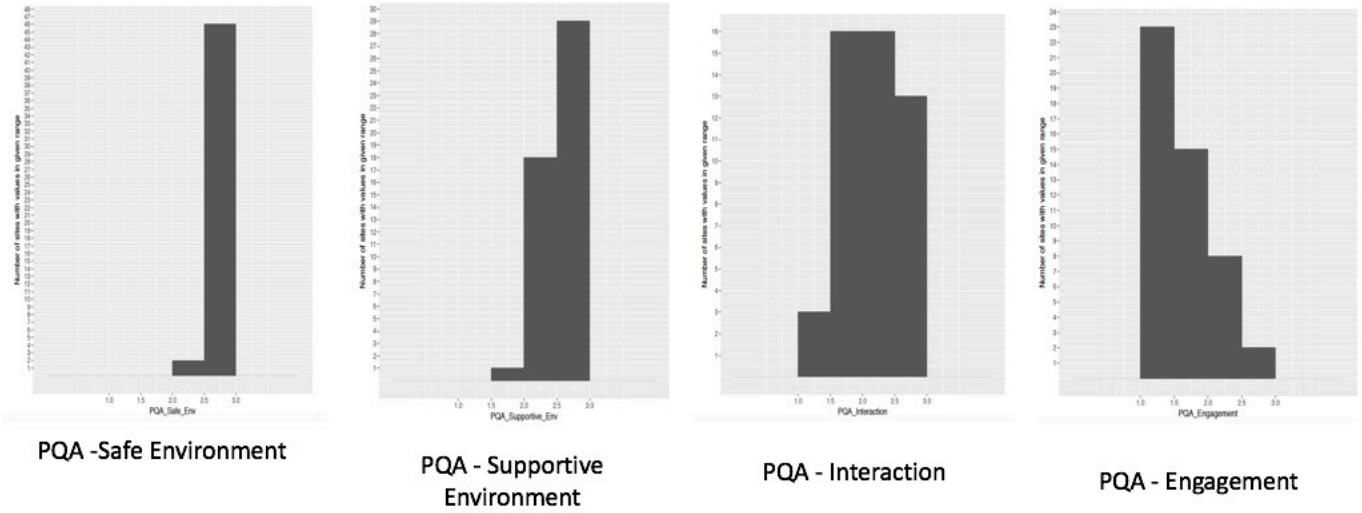


Figure 5. PQA Histogram of 50 Sites in the Pre-assessment

RQ 1.2 How does Practice-based Coaching work across multiple settings, and what refinements are necessary to improve the practice?

Coaching

We used the Practice-based Coaching model throughout the pilot. (See Appendix J for a description of Practice-based Coaching.) Prior to the start of coaching, programs completed four tasks.

1. A pre-assessment on both the PQA and Quality Seal tools. Assessments were conducted by external assessors from SOWA and UW respectively.
2. A PQA Basics Training where all programs from the same cohort come together, meet their coach for the first time, meet other programs in the cohort, and go over the timeline and expectations for the pilot and an in-depth training of the PQA tool.
3. A self-assessment using the PQA tool where program director assesses the program offering that will be participating in weekly training (also same program offering assessed by external assessors).
4. A planning meeting with data (PWD) meeting, where a coach sets up an individual meeting with program staff and director to look at their external and internal PQA data, assess overall program strengths and areas of growth and set three item level goals.

Coaching Process

Coaches were expected to meet with their programs weekly for the duration of the study and to conduct in-person coaching sessions every other week and online coaching sessions—via the Coaching Companion—on alternating weeks. This rigorous coaching process was new to both coaches and participating programs, and along the way, we introduced incentives to ensure that coaches were meeting these requirements. We modeled all in-person and online coaching after the Practice-based Coaching process, in which coaches would set a goal and an action plan based on their quality assessment data from the PQA/YPQA, conduct a focused observation aligned with the goal, and provide feedback and reflection based on the observed practice. For example, based on pre-assessment data, a School Age site may decide to work on the subdomains of Skill Building, School Age Planning, and School Age Leadership. Coaches often start with building a relationship with staff and program leaders. This may take place during the PQA basics training, or Planning with Data meetings. After the goals are identified, a coach and the staff select one out of the three areas mentioned above to focus on. A coach would first conduct a visit to observe an entire program offering. At this visit, the coach may observe a number of areas where the staff is displaying strengths or areas of

growth. However, because the goal they've set is to specifically work on Skill-Building, i.e. how staff sets up activities and provides opportunities for children to develop and build a new skill; the coach focuses their observation on moments where the staff is providing opportunities for children to learn something new, or expand on an existing knowledge or skill. After the program offering is complete, the coach sits down with the program staff to provide feedback and reflection based on the observation. In the in-person meeting the coach may choose to film the staff and the two can sit down and watch the video to discuss what worked and what could be improved. If the coach did not film the staff at the in-person visit, the next step in the process would be for the staff to incorporate the feedback and demonstrate improvement at the next coaching session. At the end of the coaching session, a goal is set for a follow up in-person or online coaching session. The coach and staff continue to carry out this process until this area of improvement is successfully demonstrated. When the staff successfully demonstrates their ability to carry out Skill Building activities, they move on to the next identified goal. Each program experienced 20–30 hours of coaching to use between the onset of their coaching intervention until June 30, 2017. An introductory meeting occurred between program staff—either alone or with the site director—and coaches to determine how to schedule the hours.

Coach Meetings and Training

Starting in July 2016 and through the end of the evaluation, coaches participated in a total of six meetings held in King County. At these meetings coaches received training, study updates, and coaching expectations from SOWA and Cultivate Learning. (See appendices K1–K6 for a list of documents, including memorandum of agreement, coaching checklist, coaching expectations, communication guide, and cohort timeline shared with coaches.) The evaluation was officially kicked off in July 2016. All partners, coaches, and data collectors came together to learn about the purpose of the evaluation and the work ahead. After the kickoff meeting, there were six subsequent coaching meetings with all recruited coaches as well as SOWA and Cultivate Learning staff. Coach meetings were designed to address challenges, clarify expectations, and implement the overall continuous quality improvement process. Throughout the evaluation, Cultivate Learning and SOWA would work with coaches to modify the intervention to improve impact based on the ongoing data collection and findings. Below is a description of the coach meetings.

- **ELO study kickoff:** Coaches were trained on cultural competency, the Practice-based Coaching model, and the Coaching Companion online tool. At this time, programs were still submitting applications, so coaches were not yet assigned to programs.
- **First all-coaches meeting:** During September 2016, Cultivate Learning and SOWA reconvened all coaches for a second training. During this meeting, coaches were given a refresher training on the evaluation overview and a notebook that contained cohort groups, timelines, and a coach memorandum of agreement outlining the coaching expectations during the evaluation. In addition, coaches were given accounts for Coaching Companion and additional training navigating the website.
- **Second all-coaches meeting:** In December 2016, the study had officially started, and Cohort 1 coaches had started coaching. Cohort 2 coaches had begun their preliminary meetings with their sites. Plenty of time was allotted to clarifying study goals and answering questions from the field. Coaches were required to submit weekly reports regarding their coaching process and were trained on documentation procedures.
- **Coaches' one-on-one meeting:** In January 2017, SOWA and Cultivate Learning set up individual coaching meetings. The one-on-one meeting was intended to answer coaches' individual questions, to introduce a new weekly documentation process, and to give coaches their program data from the weekly PQA and ECDC video coding results. Coaches were given an opportunity to examine their site data and discuss how they might share the data back with the sites they coached.
- **Third all-coaches meeting:** In February 2017, SOWA held a meeting at which all coaches received folders that contained their programs' PQA and ECDC data and indicated the number of coaching hours they had remaining with each site. Coaches watched a video of a site and had the opportunity to practice conducting a focused observation and providing feedback based on the video observation. Strategies for improving program quality were discussed, and coaches had an opportunity to plan their next few weeks with their sites
- **Coach's one-on-one meeting:** In March 2017, a second individual coach meeting was scheduled with each coach, SOWA, and Cultivate Learning. Coaches received updated program data and overall evaluation findings. A coaching fidelity model was reinforced that emphasized the Practice-based Coaching model of conducting a focused observation. SOWA and Cultivate Learning also discussed study wrap-up plans with each coach.

- **Fourth all-coaches meeting:** At the third all-coaches meeting, coaches shared the value of coming together and learning from one another. At their request, a fourth and final coaches meeting was scheduled for April 2017. At the fourth meeting, overall data findings were discussed, and coaches were given the opportunity to participate in a focus group in which they shared their experiences in the evaluation, discussed challenges, and made recommendations to improve the intervention.

Coaching Fidelity

To measure program quality improvement from pre- to post-assessment, SOWA and Cultivate Learning drafted coaching recruitment criteria, coaching procedures and expectations, and a consistent coaching model to ensure that all coaching would be conducted with consistency and fidelity. In addition, we asked coaches to provide weekly coaching documentation that would provide real-time data on coaching fidelity.

Coaching Documentation

Each week during the evaluation, coaches submitted documentation electronically showing how each coaching session was conducted. Requested documentation included: the date of coaching, type of contact (in person or online), type of coaching session (goal-setting, relationship-building, focused observation, reflection and feedback) as well as duration, which PQA items were addressed, and with whom specifically from their program they met. We used this information in the data analysis to analyze coaching fidelity as well as to answer the questions related to the role of coaching in program quality improvement. (See Appendix L for the weekly coaching fidelity survey.)

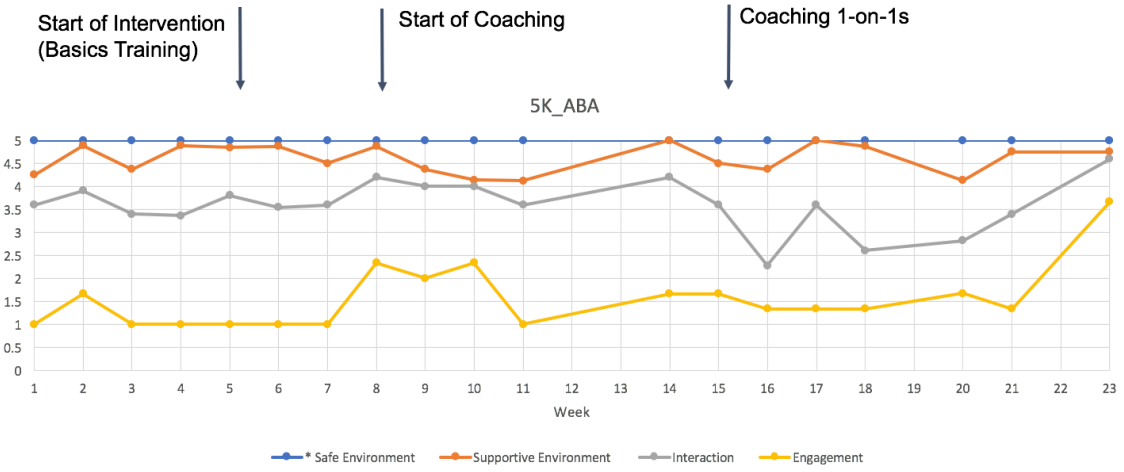
Coaching Incentives

Preliminary data showed that coaching was not occurring with fidelity. Because of challenges with fidelity to the coaching model, we introduced in January 2017 coaching incentives to intervene and improve the coaching practice. Each time coaches fulfilled all of their coaching duties within a two-week period and noted that on their weekly documentation, their names were entered into a drawing for a $50 gift card. From January through April 2017, we gave a total of 14 $50 gift cards to coaches whose names were entered into the drawing.

Coach's Site Data

Every two weeks, coaches received their site data from the weekly PQA and ECDC video coding. (See figures 6.1 and 6.2, below.) We provided the first program data to coaches during a one-on-one meeting set up in January. At this time coaches received their programs' PQA and ECDC data along with additional coaching notes. During the one-on-one coach meetings coaches were given tips on how they might share the data with their programs and facilitate a data conversation to help them make data-based improvement decisions. Figure 6.1 shows an example of weekly PQA engagement data shared with coaches.

	(Oct 2 - 7)	(Oct 9 - 14)	(Oct 16 - 21)	(Oct 23 - 28)	(Oct 30 - Nov 4)	(Nov 6 - 11)	(Nov 13 - 18)	(Nov 20 - 25)	(Nov 27 - Dec 2)	(Dec 4 - 9)	(Dec 11 - 16)	(Jan 1 - 6)	(Jan 8 - 13)	(Jan 15 - 20)	(Jan 22 - 27)	(Jan 29 - Feb 3)	(Feb 12 - 17)	(Feb 19 - 24)	(Mar 5 - 10)
Week	1	2	3	4	5	6	7	8	9	10	11	14	15	16	17	18	20	21	23
fe Environment	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
portive ironment	4.25	4.89	4.38	4.89	4.85	4.88	4.50	4.88	4.38	4.14	4.13	5.00	4.50	4.38	5.00	4.88	4.13	4.75	4.75
raction	3.60	3.91	3.40	3.36	3.80	3.55	3.60	4.20	4.00	4.00	3.60	4.20	3.60	2.27	3.60	2.60	2.82	3.40	4.60
agement	1.00	1.67	1.00	1.00	1.00	1.00	1.00	2.33	2.00	2.33	1.00	1.67	1.67	1.33	1.33	1.33	1.67	1.33	3.67



* For the Safe Environment domain, we're only looking at the Emotional Safety items

Figure 6.1 Weekly PQA Data Example

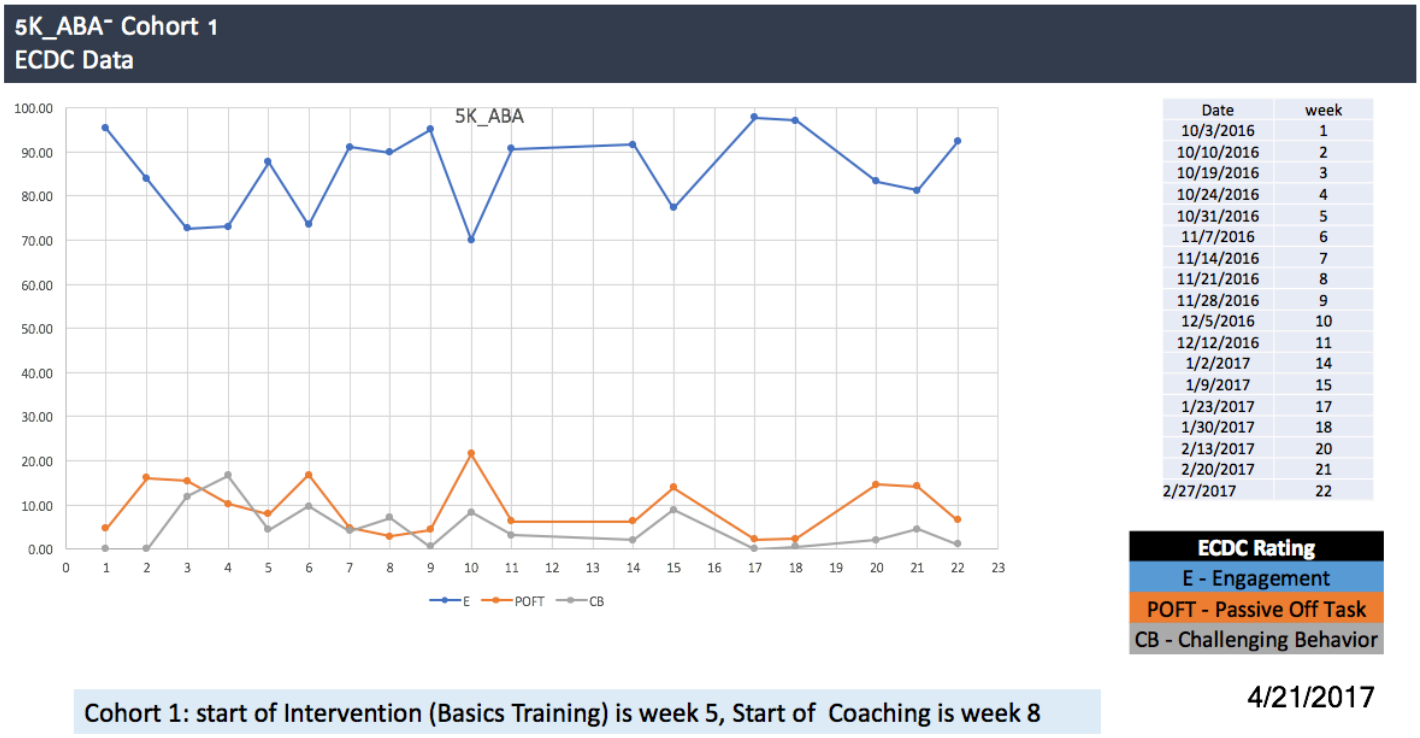


Figure 6.2. Weekly ECDC Data Example

We collected data weekly on every program in the study and analyzed visual data displays every week to discern intervention progress. When we identified trends—for example, if a program did not submit weekly data, progress was stagnant, etc.—we shared this information with SOWA along with suggested improvements to remedy the situation as quickly as possible. One important caveat to note is that ideally in a multiple baseline study, the intervention does not begin until a baseline trend has been established. That is, upon visual inspection, a trend would be evident. But due to understandable programmatic motives, the intervention start date was predetermined for each cohort to allow for sites to pre-plan and schedule. This means that only some programs' data had a discernable baseline trend before the intervention occurred. In this report, we present the data only from these programs.

The multiple baseline approach provides insight into how programs improve, and it identifies program elements that support or undermine improvement efforts.

Figure 7 displays the aggregated data across cohorts for one domain from the PQA—engagement. We selected this domain because it was the lowest scoring domain at baseline and is the hardest to improve, according to the Weikart Center data. The figure shows the baseline as well as training and coaching phase data across cohorts. (See Appendix M for a complete list of programs with stable baseline of PQA in all four domains.)

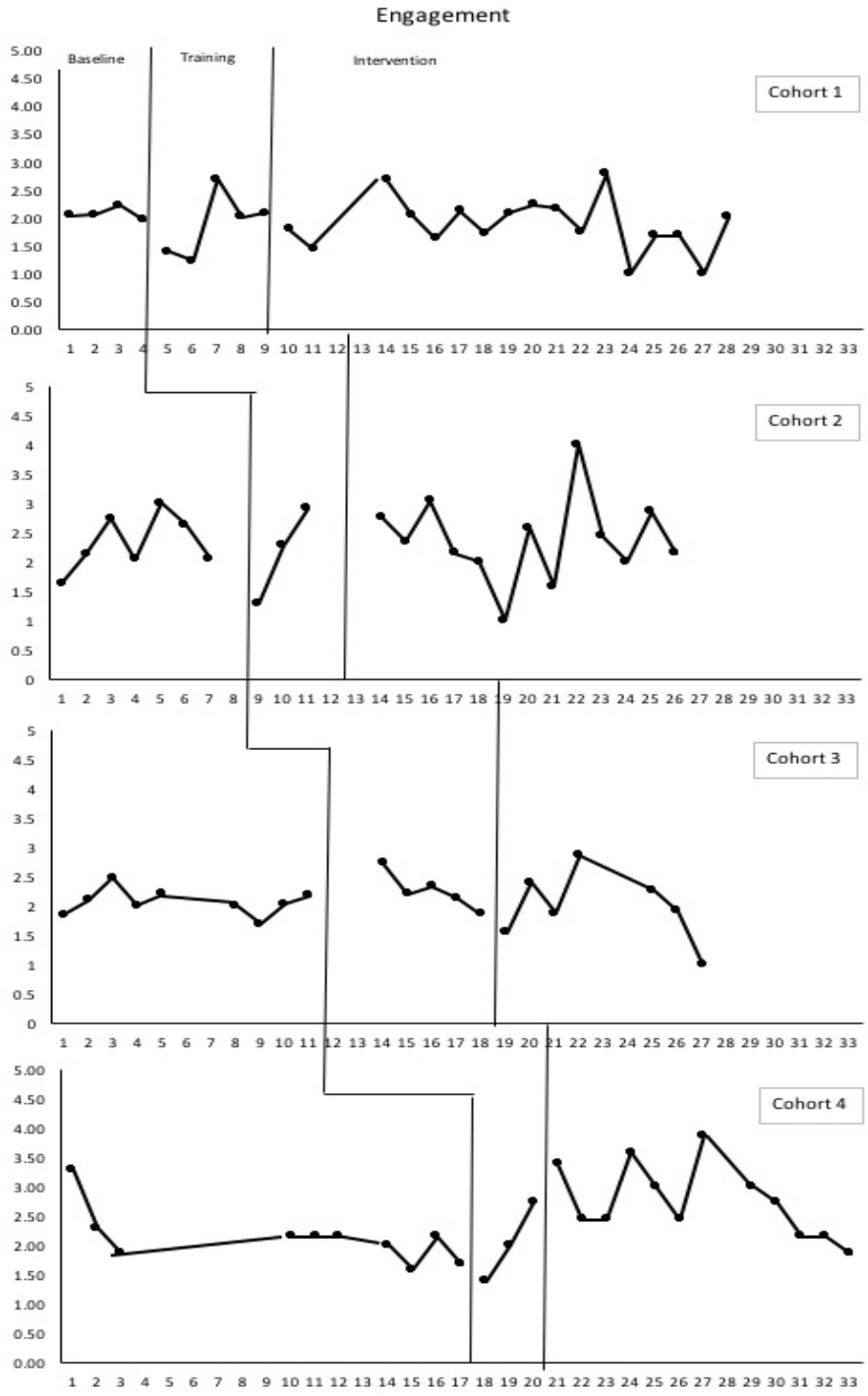


Figure 7. PQA Engagement Domain Scores Across Cohorts

We note a very modest functional relationship established between the intervention and program quality. In general, based on visual inspection, we can see an initial uptick in engagement after training is provided. Engagement is variable during the coaching phase, but in general, it appears higher than at baseline. In viewing this preliminary data display it is important to consider two things. First, each data point is the average score across a cohort. Second, we have used a rather blunt instrument that may be masking more significant changes. Each data point represents the score on a domain which is comprised of several items that may or may not be the specific focus of improvement for the program and coach. In future analyses, we will refine our investigation to look at item level changes for specific programs to identify instances in which the coaching intervention worked well and didn't to understand how we might refine the coaching model and program supports.

We also used multiple baseline design to analyze the intervention effect on students' behavior change. We aggregated the students' outcome measures (i.e., engagement, passive off-task, and challenging behavior) at the program level and compared the effect across cohorts. Because challenging behavior is a frequently requested training topic and issue for providers, we present the data on student behavior across cohorts in Figure 8.

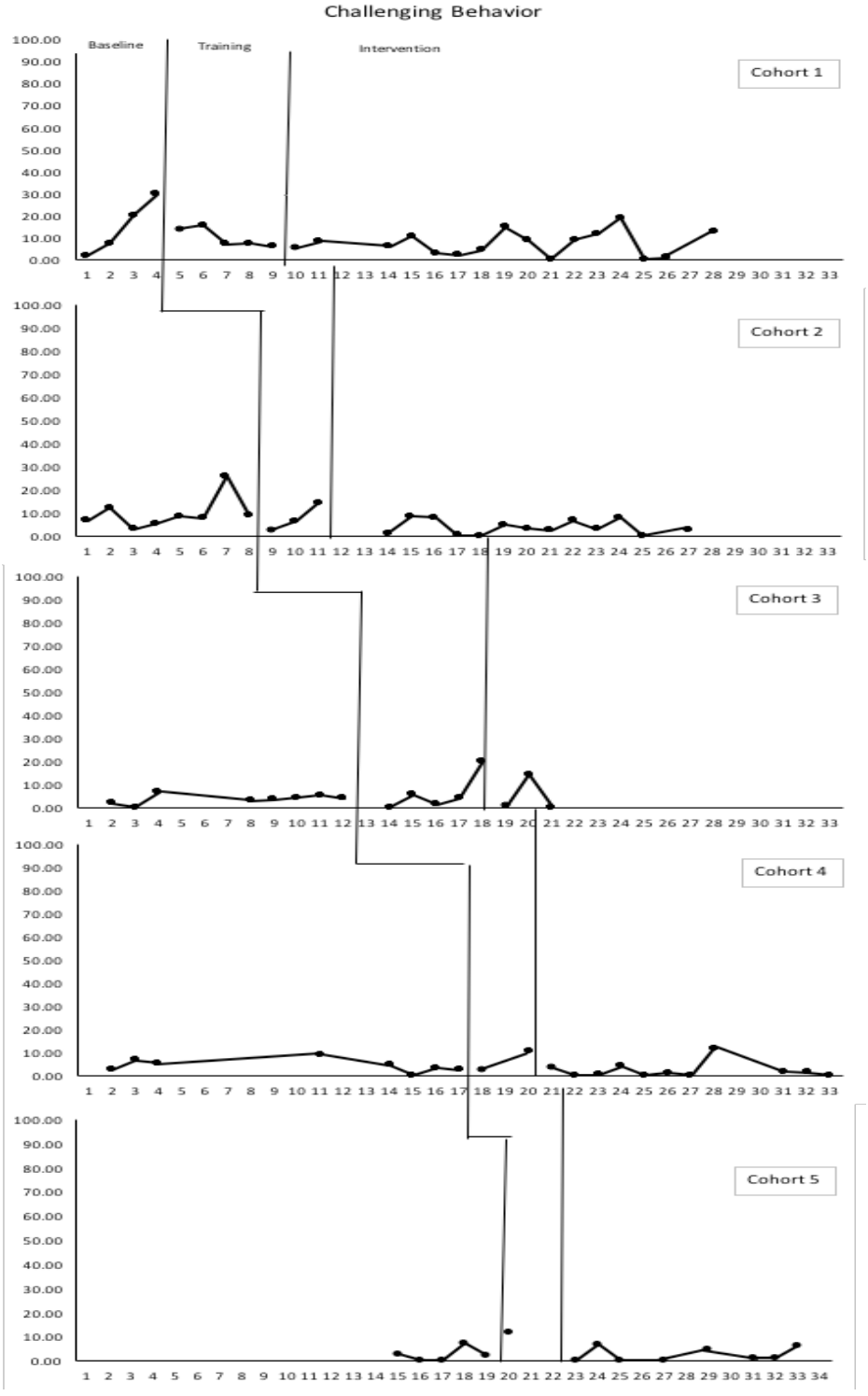


Figure 8. ECDC Challenging Behavior Data Across Cohorts

Again, we see a very modest effect of coaching on student behavior. In cohorts 1 and 2, our analysis reveals an ascending baseline of challenging behavior that declines with coaching intervention. The effect is less convincing in cohorts 3-5, but since challenging behavior is not occurring at a high percentage of time, it is not reasonable to expect a large effect. (See Appendix K for individual program data representing a stable baseline for single case design.)

The benefit of the multiple baseline is that we are able to see every participating program's data, and this was used by coaches to reflect on their own coaching behavior as well as to share with individual programs for their own continuous quality improvement. By aggregating across cohorts, we were also able to see a visible change in data trends after training and coaching.

To summarize, coaches needed support to implement the Practice-based Coaching model with fidelity, especially via online. Incentives helped to increase fidelity to the coaching model, but so did data-based, timely feedback.

RQ 1.3 What is the overall change in program quality before and after coaching?

Cultivate Learning collected direct, in-person program assessment data in the fall of 2016 and again in the spring of 2017 to determine program quality improvement over time. Program quality measures for the pre- and post-assessment consisted of the YPQA, the SAPQA, and the Quality Seal. As seen above, during the period between the pre- and post-assessments, we assessed hour-long videos using a modified PQA tool and the ECDC.

Engagement

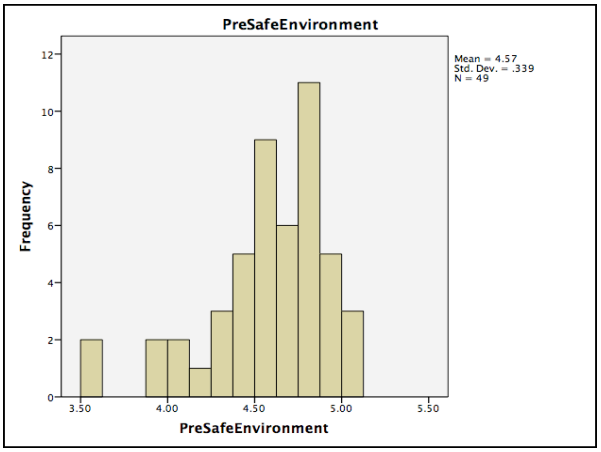
Given the diverse array of datasets and questions to be answered, we adopted several approaches to the analysis. When it comes to ECDC data, we were in the possession of a dataset that had a great number of observations (80,000), however, these observations were not independent of each other as would be the case in the most simple linear model (Ordinary Least Squares—OLS). This situation is not uncommon in education research. Education data often consist of children within the same class within the same school. In this context, one can reasonably assume that child outcomes would be correlated for children in the same classroom. Given this common property of education datasets, a solution has been standardized to analyze such data—the Hierarchical Linear Model (HLM). We have employed this model to analyze ECDC data. In modeling the ECDC data using the HLM model we have recognized that observations from the same site/week/activity/child may not be independent. This recognition has allowed us to derive correct standard error for statistical inference, resulting in a conservative approach to the derivation of conclusions from the data (Raudenbush & Bryk, 2002).

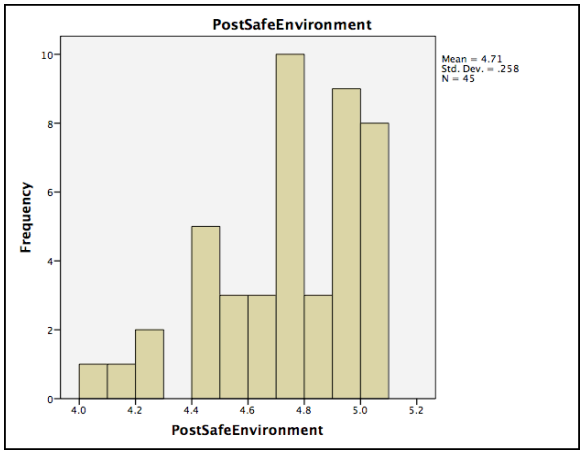
OLS for pre-post comparison of treatment effect on PQA/Quality Seal

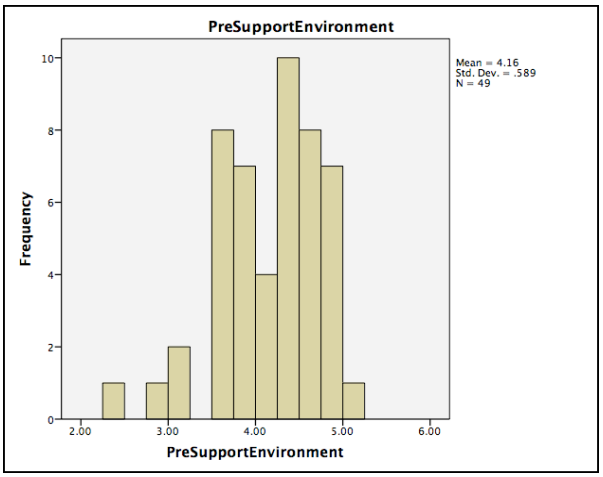
For the PQA/QS data we have used a simple OLS model as there was a single observation per site, and we have assumed that observations on different sites are independent of each other.

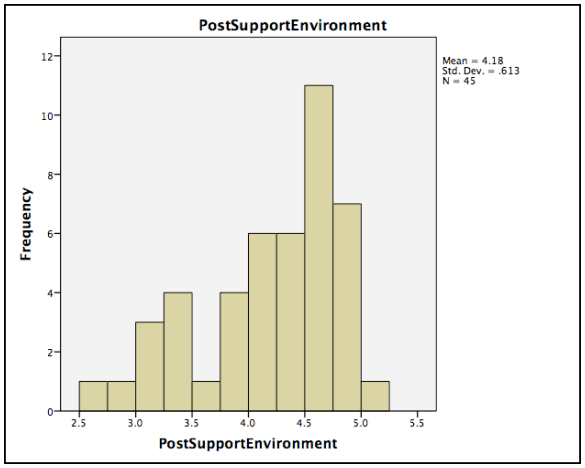
Using changes rather than absolute values as outcome in PQA/Quality Seal treatment effect

To analyze treatment effect on PQA/QS we used change in PQA/QS as a dependent variable rather than the post-experimental value of PQA/QS. With this approach, we wanted to control for the initial state of quality (to allow for the possibility that sites that start at different quality would be affected differently) and to avoid what in the statistical literature is called lagged-dependent-variable bias (Arellano & Bond, 1991). In multiple graphs, Figure 9 depicts the change in pre- to post-PQA data, both aggregated by domain average and overall PQA.


PreSafeEnvironment
Mean = 4.57
Std. Dev. = .339
N = 49
Frequency
PreSafeEnvironment


PostSafeEnvironment
Mean = 4.71
Std. Dev. = .258
N = 45
Frequency
PostSafeEnvironment


PreSupportEnvironment
Mean = 4.16
Std. Dev. = .589
N = 49
Frequency
PreSupportEnvironment


PostSupportEnvironment
Mean = 4.18
Std. Dev. = .613
N = 45
Frequency
PostSupportEnvironment

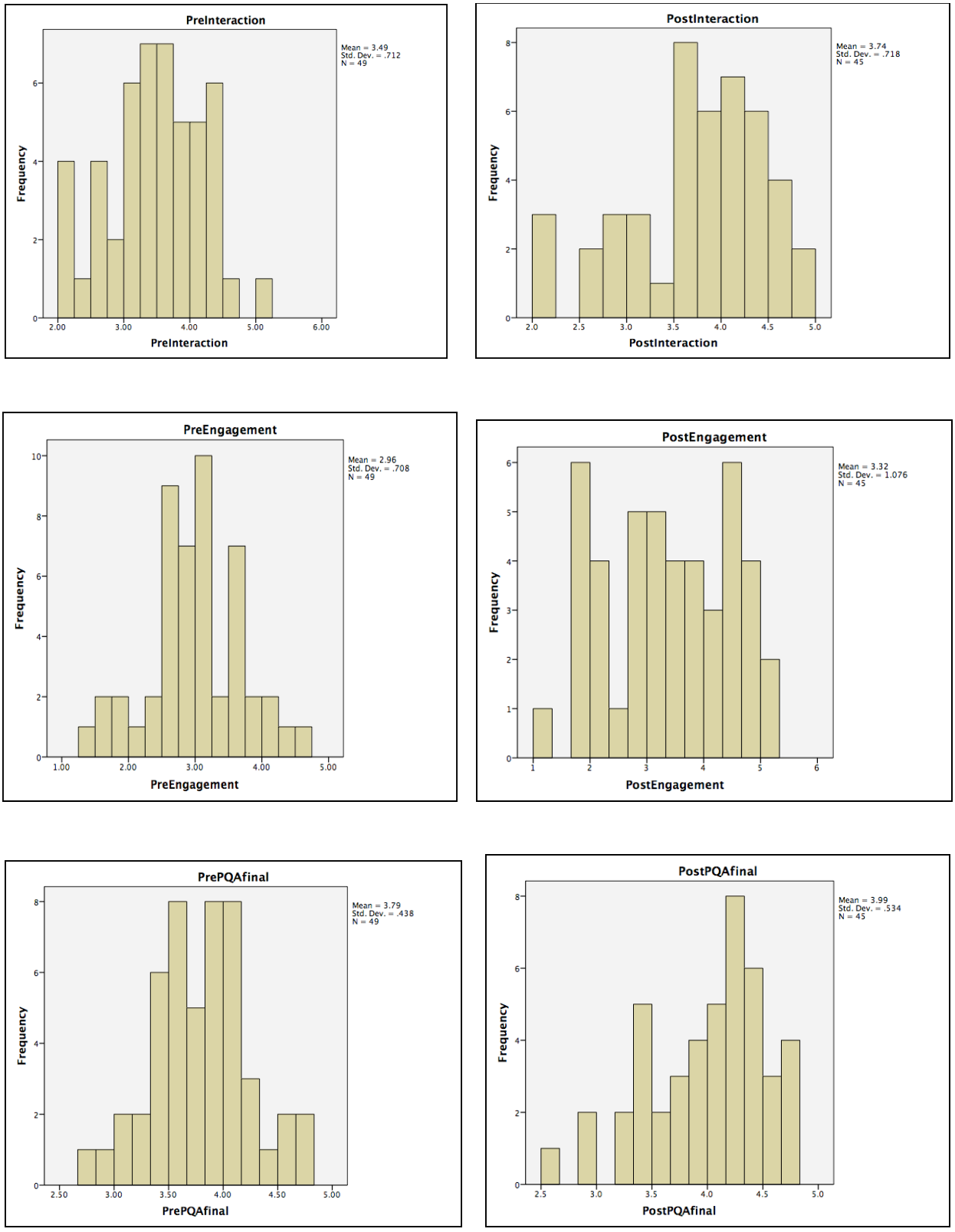


Figure 9. Pre- and Post-PQA Data by Domain and Overall Aggregate

Pre-to-post comparison: When we compared the pre- and post-assessment data (n=44), we observed significant changes for the overall PQA and for two subscales—safe environment and engagement. There were significant changes for PQA overall score (t=2.38; df=33; p=.023) and in two domains: safe environment (t=3.46; df=33; p=.002), and engagement (t=2.33, df=33, p=.026). Lower quality programs made the most significant changes, and average and high quality programs did not.

No significant results were observed for Quality Seal at the overall or domain/construct level. At the item level, the following aspects were significantly improved: lack of bias (t=0.51, df=48, p=.004), adult child interaction (t=0.62, df=48, p=.014), acknowledgement (t=0.54, df=48, p=.029), choice (t=0.55, df=48, p=.006), and feedback (t=0.88, df=48, p=.027). (See Appendix N for Quality Seal and PQA pre-to-post comparison.)

RQ 1.4 How is the intervention effect mediated by coaching hours and fidelity?

In this section, we show how we performed a Hierarchical Linear model analysis on the ECDC data to find whether there is a statistical effect of the treatment on student engagement.

- **Coaching fidelity (weekly logs and surveys):** When the coaches followed the components of the Practice-based Coaching model, student engagement increased. Specifically, the coaching practices of relationship-building and focused observation increase student engagement.[1]

- **Mediating effect of coaching fidelity:** The number of coaching hours a site received predicted its interaction outcome but no other constructs or PQA mean score. Most sites submitted videos and engaged in the coaching intervention regularly, but a small number of sites from each cohort, and most sites in Cohort 5, did not consistently submit video and did not engage in frequent and regular coaching visits. We examined all participating sites to understand if the number of coaching hours predicted PQA outcomes. We then re-ran this analysis but excluded sites that did not consistently submit video and did not engage in frequent and regular coaching visits. When we excluded sites with irregular video submissions and coaching hours, coaching hours were related but did not significantly predict any PQA outcomes.

Summary of Findings from Purpose/Study 1

1. Programs that were rated as lower than average before coaching improved significantly in overall quality; and in the safe environment and engagement domains of quality; and on several items of the Quality Seal after training and a short trial of Practice-based Coaching.

2. Coaches implement Practice-based coaching (in person and online) best when provided with ongoing support and individualized feedback.

3. Coaching fidelity and hours are related to program improvement.

6. Purpose/Study 2: Stakeholder Experiences

To understand the experience of coaches and providers in the pilot and hear their perspectives on improvement interventions.

RQ 2.1 What were the experiences of site staff, leadership, and coaches who participated in the quality initiative pilot?

RQ 2.2 What are the perspectives of site staff, leadership, and coaches regarding coaching, professional development, and overall improvement efforts that could contribute to a more effective intervention design?

1 Focused observation decreases passive behavior by 2.3 percentage points channeling it into FunctionalPlus behavior. Relationship-building increases FunctionalPlus behavior by 3 percentage points (taking away from both passive and challenging behaviors).

Overview

Cultivate Learning conducted focus groups to hear directly from participating coaches, program staff and leadership about the continuous quality improvement process and experiences within ELO programs.

Designing an intervention based on research and past systems-building approaches was useful to ensure that we were implementing and studying a sound improvement effort. But to build an improvement intervention specific to the ELO field, it was crucial to collect input directly from those doing the work on the ground—that is, the coaches, program staff, and program leadership. In this section, we discuss how we conducted these focus group meetings and what we learned from the data collected. (See appendices O and P for focus group questions.)

Program Focus Groups

In the early spring, six months into the evaluation, Cultivate Learning scheduled focus group meetings with all of the participating programs. We conducted the focus groups to learn from program staff and leadership about their experiences in the evaluation. To convene the evaluation programs, without adding a burden of an extra meeting, we joined one of SOWA's previously scheduled learning community meetings (LCM). Participating programs were required to attend the LCMs, which were scheduled prior to the start of the evaluation. During these LCMs participating sites came together for program quality training and to receive evaluation updates. They were scheduled in the regions of the participating sites—King, Pierce, Spokane, and Walla Walla counties—and therefore provided an opportunity to schedule focus groups without adding extra meetings.

Participation varied across the cohorts. Table 10 shows the time, location, and breakdown of participation.

Table 10. Program Focus Group Participation

Date*	Location	Cohort	Participating Programs
3/7/2017	King	Cohort 1	All 7 programs
3/8/2017	King	Cohort 3	4 out of 8 programs
3/7/2017	Walla Walla	Cohorts 1 and 3 (These cohorts have a total of 7 programs so they were combined.)	6 out of 7 programs
3/23/2017	Piece	Cohort 2	3 out of 5 programs
3/23/2017	Spokane	Cohort 2	7 out of 7 programs
4/27/2017	Pierce	Cohort 4	6 out of 8 programs

*Spokane Cohort 4 and some Cohort 5 sites held a focus group via Skype on April 27, 2017. Notes were taken, but due to technical difficulty the focus group was not recorded.

Coach Focus Groups

At the end of the study, Cultivate Learning scheduled focus group meetings with all of the participating coaches. Cultivate Learning and SOWA had already implemented regular meetings throughout the evaluation to check in with coaches, provide training, and monitor coach participation. For the final meeting, the team dedicated an hour to conducting the focus group.

On April 21, 2017, 9 of the 14 coaches participated in a focus group. Coaches in attendance worked with programs across all five cohorts. Table 11 summarizes participation.

Table 11. Coaching Focus Group Participation			
Number of Coaches*	Program Type	Region	Cohort
2	School-age	Spokane	2 and 4
1	Early Achievers	Spokane and Walla Walla	1,2,4, and 5
1	Youth	Walla Walla	1 and 3
2	School-age and youth	King	1,3, and 5
2	Early Achievers	Pierce	2 and 4
1	School-age and youth	Pierce	2 and 4

*Of the five coaches who did not participate, one coach dropped out of the evaluation earlier, and four had scheduling conflicts. One coach represented in the table participated in writing, and this coach's responses were included in the transcript coding.

Focus Group and Data Coding Process

The evaluation team recorded, transcribed, and coded all focus group meetings. Qualitative data from the focus groups were analyzed together using a grounded theory approach (Corbin & Strauss, 2008; Lincoln & Guba, 1985). We selected two coders from the evaluation team to analyze the data to increase objectivity and support independent repetition during the closed coding process. Both received training in grounded theory and open coding.

The process was standardized and both coders received hard copies of the same focus group transcript. First, coders read the transcript in its entirety. Next, they cut the transcript based on the different ideas programs had and assigned codes to each section, either by sentence or paragraph. Throughout the process, coders wrote memos for the data analyst to review and as a resource during the consensus meeting. After coders were identified, they reviewed and merged their codes when necessary.

During consensus meetings, coders discussed their findings, merged similar codes, provided definitions, clarified meaning, attached samples from the transcripts, and documented their processes through memos. From the consensus meeting, coders identified a short list of six codes. The data analyst reviewed these codes and checked back with the coders for consensus.

The data analyst facilitated a second training to clarify questions and ensure coder consensus. Coders independently applied the short list of codes to a second transcript. The goal was to see if other categories would emerge—if so, coders would modify the categories, and if not, they would continue to code other transcripts. Another goal was to ensure consistency among the coders. The coding meetings and trainings helped to establish consistency and reliability among the two coders.

The remaining transcripts of both program and coach focus group meetings were coded with the short list of codes. Coders slightly adjusted and refined the code when necessary. After coding all the transcripts, coders reviewed their memos and saw how often similar ideas occurred.

Focus Group Findings

Overall conversations and findings were consistent across programs and among coaches.

Below are the consensus categories from the focus groups: the emerging categories of topics that the two coders agreed upon.

1. Defining quality

Program staff and directors talked about how helpful it was to learn about quality programming during the PQA training and to share a common "quality" vocabulary. Staff commented on how they were beginning to see all aspects of programming aligned with the quality standards of the PQA. For example, one staff member stated, "I feel that the progress that [we] made over the course of the year has been great and we constantly have conversations about how YPQA is taking over my brain and everything I do."

Common definitions and language around quality helped directors and supervisors provide feedback to staff, even when a coach wasn't present. One provider said, "Even when our coach isn't there I can continue to help and support the staff who is being coached through this process." One coach remarked, "When we meet so often to coach, the directors have gotten involved in the coaching sessions. They are building a relationship with staff. When the direct staff is frustrated with things and saying I can't reach my goal because of this and that, the director says, well I can fix that. I can make that change for you."

2. Helpfulness of coaching

Program staff and directors agreed in every focus group that the coaching received during the pilot was helpful, especially in translating "quality practice" to everyday practice. One participant described the coaching as, "YPQA for adults." One provider described their coach as a mentor and said, "I think another resource that has been really helpful…is having [a] person come in and observe and have a dialogue of what is happening in the classroom. Because sometimes, the…abstract things we are learning don't always get translated or connected in the classroom." Coaches appreciated the Practice-based Coaching model and saw it as an opportunity for providers to choose what they wanted to improve in their practice. In a majority of focus groups, participants expressed the desire for more "one to one" coaching time.

3. Mobilizing data

Coaches and program staff described the program data from the multiple baseline analysis as very useful. "I really like the data. It gives me an idea on the kind of coaching I have to do." Staff requested that they receive the data more often. Coaches appreciated the opportunity to receive data about their own coaching practice. One coach said, "I really like the structure that was imposed on the organization and the coach on a weekly basis and being accountable for what that was. I think it helped all parties be more accountable. I really like the Survey Monkey piece where we were really needed to do a short report on what was accomplished."

4. Value of online coaching

Both program staff and coaches agreed that the online Coaching Companion tool has great potential for providing frequent, accessible professional development. One staff member remarked, "I really do like the idea of [coaches] having the video….What the Coaching Companion does is let us mark on the video" for activity that deserves special attention. Similarly, one coach noted, "I really like the use of technology," particularly during school breaks and other times that face-to-face meetings are impossible, but "it's kind of cumbersome sometimes."

A few staff noted that having a video library of quality program exemplars would be very helpful to show staff what high-quality interactions look like in other programs. Several coaches and staff remarked on how well they liked the iPad. One coach said, "iPad. Love the iPad. I just know how valuable it's been to be filmed….For us to look at [ourselves] was really awesome. Very powerful. I loved it."

But providers and coaches also noted that time and expertise can be barriers to using the Coaching Companion. As one coach said, "For my providers, which are family care providers, the barrier with technology is the time. They had the ability and the intention to upload videos but they never got to it because often 12 hours a day in [their homes] with children, they get to the weekend and they never want to think about it." Coaches mentioned that training coaches to a level of competence and confidence could be key to increasing the value of virtual coaching. One coach mentioned, "It should start with coaches, training us well on iPad…so we will be able to know how to problem-solve and educate."

The focus groups identified areas that need improvement, as summarized below.

1. Provide accessible, short training resources to program teams

Providers in five of six focus groups expressed the desire for resources to finance ongoing, brief training sessions, based on quality program practice, which they felt would be more effective than one-day professional development programs. For example, one provider said that 8-hour trainings "drain" participants, who "lose interest." Shorter training sessions of 1-2 hours, on the other hand, are enough to provide "some planning, strategy" and activities that show, "This is how I can do it." Providers also discussed the value of online training materials that allow staff to "see" program practice through video exemplars. As one provider noted, staff are routinely "coming and going," and they would benefit from a video lesson they could watch whenever they had the time.

2. Include directors and all staff in training

Providers and coaches said that it would be helpful if administrators and all staff receive the same information in training and coaching sessions. One provider recommended that program directors join in staff trainings: "The reality of the nature of what all of us do is that there's going to be turnover, so [it is important to make sure] that we all understand the program quality tool." Similarly, a coach reported, "The most challenging site that I have is the site where all the direct service providers say that coaches are the only ones who will care for them. Because no one from management would care about us. There is a disconnect….Whereas the ones that are progressing…are the ones where the directors and the management work together with this project."

3. Recognize that coaches also need training and support

Coaches were vocal about a desire for increased training on the PQA and program quality in general. Specifically, they expressed the desire for training on various program types, as well as more training on the Coaching Companion. Additionally, coaches desired ongoing support through communities of reflection and practice. "Most helpful in the pilot," one coach noted, "was meeting coaches and having conversations about coaching [with] the people, everyone involved in the process. Just to make us think about it very frequently."

3. Mobilize networks and cohorts for learning

Both coaches and staff remarked several times on the potential of learning in networks or cohorts. Program staff wanted the opportunity to learn from other programs near and far. Coaches likewise noted the potential of having groups of programs get together to share how they are each addressing quality improvement efforts, using resources, and building agendas around their needs.

4. Address barriers to quality improvement

Staff discussed the continued barriers to improving quality in their programs—namely, high rates of staff turnover, swing shifts (morning and after school), and staffing with volunteers. Each of these circumstances was perceived by staff to contribute to a "lack of buy-in" for ongoing professional development. Additionally, several staff members noted that program staff should be paid to attend professional development opportunities.

Summary of Findings from Purpose/Study 2

1. PQA training helped program staff to define and "see" quality, and to identify areas for needed improvement.
2. Program staff and directors found coaching and data helpful, and they desired more frequent observations and feedback.
3. When coaches were able to include program leadership, sites were able to collaborate more and resolve issues as they arose.
4. Program staff and coaches regard online coaching as having potential, but more support is required for coaches and program staff to use the Coaching Companion tool.
5. Programs experience several systemic barriers to improving quality including unstable staffing, limited time for training, and limited funding to support staff.

7. Summary of Evaluation Limitatzons

The ELO Quality Initiative Pilot evaluation had several limitations. We describe each of these below:

Sample Size

- As is often the case in education research, sample size for Study 1 was an issue. The sample of sites enrolled in the experiment was 50 and decreased via attrition to 39 for some analyses. Most of Cohort 5 dropped out. Cohort 5 programs were recruited in December, and started their pre-assessment in late February and Early March. This gave programs a very small window to complete the requirements of the study, including: introducing video mid-year, receiving consent forms from parents in order to film, and a shorter timeline than usual to complete a pre-assessment, a basics training, and planning with data sessions. These challenges were discussed during Cohort 5 programs' Focus Group. While most understood the value of having weekly coaching, the challenge of time constraint did not allow them to fully grasp the requirements and expectations, and to fully participate in the study. Consequently, the statistical analyses (as opposed to some graphical analyses that we have also performed) were seriously underpowered to reject the null hypothesis of no effect.

Evaluation Timeline

- Traditionally, in a multiple baseline study design the intervention does not begin until the baseline has been established. But because there was an initial training at the onset of the intervention, and all of the cohort sites needed to attend the training together, the intervention had a specified start date regardless of whether site-level baselines were established.

- We grouped the sites into cohorts for the intervention, which was delivered according to a staggered start. This meant that some cohorts received the improvement intervention for many more weeks than other sites. The total evaluation was to last only 34 weeks, which resulted in cohorts that may not have had enough of the intervention to realize program improvements.

Introduction of New Technology

- We captured much of the quality assessment data using a stable camera on a tripod with a boom microphone. This provided a view into the site activity. There were limitations on what the camera and mic could capture, however. We worked to mitigate these challenges by ensuring we chose an hour of programming that took place in the best possible space for filming, and that we collected the same hour of programming every week.

- Operating the camera equipment presented a challenge for some of the program staff. We worked to mitigate this by closely monitoring the video in the first three weeks of taping and then providing extra support and training as necessary to sites that continued to have difficulty. Over the course of data collection, there were times when program staff forgot to turn on a mic or did not realize the camera was out of batteries. Almost all programs had instances of video data that were not useable.

- We introduced the Coaching Companion and provided programs iPads to video programming and share with coaches. This online approach to coaching presented a challenge to both coaches and program staff, who were all new to online coaching. This became a persistent problem throughout the evaluation and we can now recommend ways to move the process along faster.

Program Capacity

- Many programs were affected by staff turnover, or did not have enough staff to allow for coaching and training opportunities. Often there was no one to cover for a staff member who might try to engage in a debrief conversation with a coach. The use of online coaching mitigates this issue because the coaching conversations do not need to happen in real time while children and youth are attending the program.

- The intervention focused on the staff member who was directly responsible for the children and youth in the program. The staff being coached, along with the program leadership, believed that the intervention would be more effective if the coach were able to include other staff and the director in the trainings and coaching.

8. Summary of Recommendations from Studies 1 and 2

1. Programs that fall within the low-quality designation, based on their PQA scores, benefit most from intensive training and coaching support. This support would include a designated coach that would engage the program staff and leadership in regularly scheduled trainings and Practice-based Coaching. It would also include program assessment, evidenced-based goal-setting, focused observation and feedback, and trainings on research-based best practices in the ELO field.

2. Improvement-based interventions should have an adequate amount of time to ensure that trainings and coaching are ongoing and produce quality improvements. In our evaluation, programs that received more access to coaching and training improved their quality overall.

3. Systems for frequent monitoring and feedback of coaching fidelity should be put in place to increase the likelihood of coaching impact on program quality.

4. More research is necessary to determine an adequate amount of Practice-based Coaching and other research-based trainings that lead to program improvement.

5. Coaching and training should be offered program-wide. This approach would include coaching all of the staff within the program as well as the director. Staff, coaches, and leadership mentioned that disconnects between program staff and directors interfered with improvement efforts. Conversely, when leadership and staff collaborated in coaching sessions, program interferences in improvement efforts could be more easily resolved by the leadership. Allowing coaching to be inclusive across the program can help to align goals and mitigate programmatic interferences in quality improvement.

6. ELO programs would benefit from having access to a resource library of videos, articles, and other digital professional learning resources that support improvement efforts. This would allow program staff to learn and develop outside of program hours, and it would allow multiple staff and leadership to access the same materials and build consensus around aspects of quality and goals for improvement.

7. Coaching Companion should be used for coaching purposes. Coaches and program staff and leadership agree that having access to video supported development and allowed for ease at difficult scheduling times. Online review of performance allowed coaches to be specific about particular moments and allowed staff to see those specifics. Additionally, coaching via Coaching Companion allowed program staff to capture and share practice for which they wanted feedback.

8. Training and support should be provided to coaches and staff who engage in the Coaching Companion. While there are costs and resources associated with training and supporting the use of this online tool, they are far outweighed by the benefits of using it. Coaching Companion consumes fewer resources than in-person coach visits, and it allows for specific program practices to be reviewed and dissected.

9. Program staff should have dedicated, paid time to engage in professional development and training.

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APPENDIX A:

Full List and Descriptions of Partner Organizations

ELO Study partners: crucial to the success of the ELO pilot study work has been the partnerships of multiple organizations working within the ELO field. This includes the University of Washington Child Care Quality & Early Learning Center for Research and Professional Development (CQEL), Department of Early Learning (DEL), the Office of the Superintendent of Public Instruction (OSPI), School's Out Washington (SOWA), the David P. Weikart Center (Weikart Center), Child Care Aware (CCA) and the Raikes Foundation. Representatives from each of these organizations come together on a monthly basis to align around quality standards, communication, and improvement efforts. While these monthly meetings ensure regularly scheduled face-to-face time, often it is the work done by subsets of this larger collective where the largest gains are made. In small collaborative partnerships, we have been able to complete a study design, develop a program quality assessment tool (the Quality Seal), built a data registry for ELO, and created a long-term plan for program quality improvement that will benefit the largest populations of children and youth in need of these services in the state of Washington.

- **Department of Early Learning (DEL):** is responsible for offering programs and services that support healthy child development and school readiness for the approximately 90,000 children born in Washington each year. DEL, plays a major role in Washington States, QRIS system for early learning, oversees the funding and deliverables of Early Achievers project and in the ELO quality initiative study, DEL served in the steering committee, and worked with School's Out Washington to recruit qualified ELO programs to volunteer for the ELO quality initiative study.

- **Office of Superintendent of Public Instruction (OSPI):** is the primary agency charged with overseeing K-12 public education in Washington state. OSPI works with the state's 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students. In the ELO quality initiative study, OSPI served in the steering committee, and worked with School's Out Washington to recruit qualified ELO programs, particularly 21st century – CLC sites to volunteer for the ELO quality initiative study.

- School's Out Washington (SOWA): has nearly three decades of active leadership in providing a rich foundation of quality standards, professional development, advocacy and support to bring empowering learning opportunities within reach of every young person. SOWA also works with large agencies, such as YMCA's, Boys and Girls Clubs, school districts, and government agencies, as well as small local afterschool and summer programs across Washington state through assessments, staff training, and partnerships to improve the quality of programs for all youth. As a partner in the ELO quality initiative study, SOWA was the point of contact between study partners, programs, and trainers. SOWA was tasked with recruiting programs, recruiting coaches, facilitating all communication related to the study and all trainings related to the study.

- **Raikes Foundation:** has invested in strengthening the quality of ELO programs in Washington since 2009. Currently, the foundation is working with program staff, policymakers, funders and parents to elevate the conversation about high-quality youth programs, and are partnering to ensure organizations get the knowledge, tools and support they need to develop and maintain high-quality programs. Raikes Foundation is one of the major funders for the ELO quality initiative study. The foundation had set the parameters and regions for conducting the study and have created the criteria for program participation.

- **David P. Weikert's Center for Youth Program Quality:** is one of the leading centers in ELO program quality development work. The center has developed the widely used, Program Quality Assessment (PQA) tool for both programs serving K–12 children. The School-Age and Youth PQA evaluate the quality of children and youth experiences as they attend workshops and classes, complete group projects and participate in meetings and regular program activities. For staff, the SAPQA and YPQA self-assessment process helps them know what is happening their program and how they can build their professional development competencies. The Weikert's center's PQA tools were used in the ELO quality initiative study to support program recruitment, program evaluation, and program improvement efforts. The PQA was also used as the basis for the Quality Seal tool (created by University of Washington).

- **Child Care Aware (CCA) and Child Care Resources (CCR):** these two agencies serve as a hub of childcare information for parents and childcare providers. The agencies provide resources for child care programs and help families learn more about the elements of quality child care and how to locate programs in their communities. CCA also offers professional development for coaches and trainers and is one of the largest coach contractors for programs participating in Early Achievers. CCA and CCR have been a part of the development of Early Achievers, and in addition to providing support with recurring coaches, they also serve on the steering committee to help bring to light lessons learned from the implementation of QRIS in early child care.

- **University of Washington Child Care Quality & Early Learning Center for Research and Professional Development (CQEL):** works to improve the quality of early care and education in Washington State and beyond by providing professional development, support, and research on numerous research-based early childhood assessments and quality standards. CQEL is the major player in Washington State's QRIS system, a big portion of its work revolving around Early Achievers evaluation and professional development training. As the research partner, CQEL developed a quality measurement tool (the Quality Seal) and designed a ELO quality imitative study, which examined the state of current quality in ELO programs in Washington and the improvement efforts.

Criteria for Participation in Out-of-School Time (OST) Pilot:

APPENDIX B:

Full List of Selection Criteria for Participation

Licensed Family Homes participating in Early Achievers:

- Business operating for at least 3 years
- Located in a pilot county
- Completed Early Achievers rating process and rated at least a 3
- Care for at least 4 school-age children (children cannot be related to provider)
- Good standing with licensing
- Accept school-age subsidies
- Explicit commitment from family home owner and/or provider
- Professional development time set aside to fully participate and commitment to participate in training and coaching as identified below:
  - Introductory Meeting (2 hrs)
  - Basics Training (8 hrs)
  - Consensus Meeting (3 hrs)
  - Planning with Data (4 hrs)
  - Improvement Planning (2 hrs)
  - Trainings linked to improvement plan (4 hrs)
  - Coaching (30 hrs for program lead during 1st year of intervention)
- Enrichment activities/expanded learning in addition to any 1:1 homework help
- Must consent to participate in evaluation including youth outcomes study
- Must consent to collect required data elements
- Must attend Learning Community Meetings once per quarter

Licensed Child Care Centers participating in Early Achievers:

- Business operating for at least 3 years
- Limited staff turnover (not more than 25% of front-line staff turnover in past year)
- Located in a pilot county
- Completed Early Achievers rating process and rated at least a 3
- Care for at least 15 school-age children
- Have dedicated classroom space for school-age programming
- Good standing with licensing
- Accept school-age subsidies
- Explicit commitment from Director and ensure that there is a point person for participation
- Professional development time set aside to fully participate and commitment to participate in training and coaching as identified below:
  - Introductory Meeting (2 hrs for Director/Program Supervisor and 1 lead teacher)
  - Basics Training (8 hrs for Director/Program Supervisor and 1 lead teacher)

  - Consensus Meeting (3 hrs for Director/Program Supervisor and 1 lead teacher)
  - Planning with Data (4 hrs for Director/Program Supervisor and 1 lead teacher)
  - Improvement Planning (2 hrs for Director/Program Supervisor and 1 lead teacher)
  - Trainings linked to improvement plan (4 hrs for Director/Program Supervisor and 1 lead teacher)
  - Coaching (30 hrs for site during 1st year of intervention)
- Enrichment activities/expanded learning in addition to any 1:1 homework help
- Must consent to participate in evaluation including youth outcomes study
- Must consent to collect required data elements
- Must attend learning community meetings once per quarter

Non-Licensed OST Programs:

- Organization operating for at least 3 years prior to application
- Organizational leadership (executive director) and program lead (program director or site director) in place for at least 2 years prior to application
- Limited staff turnover (not more than 25% of front-line staff turnover in past year)
- Explicit commitment from executive director and ensure that there is a point person to manage pilot
- Professional development time set aside for managers and frontline staff to fully participate and commitment to participate in training and coaching as identified below:
  - Introductory Meeting (2 hrs for executive director plus 2 hrs for program lead)
  - Basics Training (8 hrs for program lead plus 8 hrs for 1–2 frontline staff)
  - Consensus Meeting (3 hrs for program lead plus 3 hrs for all frontline staff)
  - Planning with Data (4 hrs for program lead plus 4 hrs for 1–2 frontline staff)
  - Improvement Planning (2 hrs for program lead plus 2 hrs all frontline staff)
  - Trainings linked to improvement plan (4 hrs for program lead plus 4 hrs for frontline staff)
  - Coaching (30 hrs for program lead during 1st year of intervention)
- Regular staff meetings that include program team (at least monthly)
- Can be current YPQI Participant or new participant
- Strong group enrichment activities/expanded learning in addition to any 1:1 homework help
- Consistent participation of at least 15 youth
- Must consent to participate in evaluation including youth outcomes study
- Must consent to collect required data elements
- Must attend Learning Community Meetings once per quarter

Considerations:

Note that this doesn't include criteria for 21st Century CLC's but imagine that will be similar to the youth dev programs. The idea is that this list has some room for negotiation for partners to weigh in on (rated 3 in EA, number of years in business, etc.).

For thinking about recruitment numbers in each of the 4 groups (licensed family homes in EA, licensed child care centers in EA, non-licensed afterschool programs that serve older age youth and 21st Century Community Learning Centers), there are some important considerations:

1. We need programs that serve both early learning ages and school-age to review the alignment and ensure that it is not difficult for a program to do both.
2. It would be helpful to have programs participate that represent the full spectrum between K and grade 12. Is this possible from an evaluation standpoint? In other words, in one community we may have 21st century programs that focus on elementary age and youth development organizations that focus on middle and high school participate.
3. We want the pilot to be successful of course, but it may be helpful to have some programs participate that are already familiar and using the YPQI and those that are brand new to the tool.
4. Ideally, it would be great to have 12 of each type of program represented which would equate to ~3–4 of each type in each community. However, it may be difficult to recruit certain types of programs in certain communities. We definitely want to make sure that each type is represented at a minimum on both the east and west side of the state.

APPENDIX C:

Program Recruitment Incentives

In addition, by signing this participation agreement, _____
understands the following: (Primary Contact)

- Participation in the *OST Quality Initiative* is completely voluntary and participants may withdraw at any time.
- *OST Quality Initiative* associated staff, including assessors and coaches are mandated reporters of child abuse and neglect according to Washington State Law, and therefore are required to report any suspected abuse and neglect directly to Child Protective Services.
- School's Out Washington reserves the right, upon providing 15 days written notice, to terminate the program's participation in the *OST Quality Initiative*, in the event School's Out Washington determines that the program is failing to make a good faith effort to meet the above listed requirements.

By signing below I agree to participate in the OST Quality Initiative in accordance with the above requirements.

Primary Contact Date

School's Out Washington Contact Date

APPENDIX D1:

Application Form 1

Application for Out-of-School-Time (OST) Quality Initiative – Early Achievers Sites

Please use this application to complete the OST Quality Initiative Registration. If you need additional space, you may attach a sheet containing the information to this application. **All fields are required, unless otherwise indicated.**

DEFINITIONS:

- A Program is an organization that offers services to children and young people. Programs may have multiple sites under the organization umbrella. For example, the Boys and Girls Clubs of King County.
- A Site is a single building where services take place. A site may have several types of program offerings happening within the building.
- A Program Offering is a specific OST group that is offered at a site. For example, ECEAP classrooms and school-age child care.

For the OST Quality Initiative, *you must designate a specific site and program offering to participate.*

STEP 1 A: Site Information		
Site name	Phone	City
Site address	Zip	County
How many youth are served at the Site (list under capacity and enrollment columns)?	Capacity (# youth able to serve)	Enrolled (# youth actively participating)
Daily Average		
Weekly Average		
OST Program Offering (Either Family Child Care name or Center classroom name)		
How many youth are served at Program Offering (list under capacity and enrollment columns)?	Capacity (# youth able to serve)	Enrolled (# youth actively participating)
Daily Average		
Weekly Average		
Is the Site affiliated with a larger Program? If so, please list the Program name.	Program phone	Total program sites
If applicable, total number of children and youth served in the Program (list under capacity and enrollment columns)?	Capacity (# able to serve)	Enrolled (# actively participating)
Weekly Average		

STEP 1 B: Site Type	
Select the type of Site: r Licensed Family Child Care r Licensed Child Care Center	
Provider license number	
STEP 1 C: Contact Information	
The Primary OST Quality Initiative Contact must be the designated administrator based on Site type. For licensed family child care, this is the primary provider. For licensed child care centers, this is the center director. The Primary OST contact will lead the quality improvement process and is responsible for attending the trainings, overseeing self-assessments, developing a quality improvement plan and coordinating with the evaluation team. You may list a Secondary OST Quality Initiative Contact who can also represent your program during the quality improvement process. You can designate the Secondary OST Quality Initiative Contact as the person who will attend the trainings, but keep in mind that the same person must attend all trainings in order for the requirement to be met.	
Name of primary OST contact	Email
Role within the site	Phone
Name of secondary OST contact (Optional)	Email (Optional)
Role within the site (Optional)	Phone (Optional)
STEP 2 A: Program Offering Schedule	
Please list the specific days and times the Program Offering meets from September 2016–June 2017:	
STEP 2 B: Youth Served	
For the purposes of OST Quality Initiative, "staff" refers to lead staff and assistant staff who are assigned to one group of youth for the majority of the program offering. A Program Offering is defined as one group of youth under the supervision of an assigned lead staff.	
Ages served. Please check all that apply: ❒ School-age (5–11 years) ❒ Youth (12–18 years)	
Total number of children ages 5–11 years currently enrolled: _____ Total number of youth ages 12–18 years currently enrolled: _____	
List the number of Program Offering staff who will participate in the OST Quality Initiative. Please include both paid and volunteer staff. # Staff: _____	❒ Paid staff: _____ ❒ Americorps staff: _____ ❒ Vista staff: _____ ❒ College interns: _____ ❒ Parent volunteers: _____ ❒ Other (Please describe):

STEP 2 C: Program Offering Content

Please describe the Program Offering identified for the OST Quality Initiative in detail. Include information on your Program Offering goals and activities. Questions to address include: What is a typical day like for a youth? Do youth work in a group setting or independently? Is a specific curriculum used? If you need additional space, you may attach a sheet containing the information to this application.

STEP 3: Site Demographics

Please indicate which of the following characteristics for each category best describe your site.

Corporate Structure:

❒ Nonprofit ❒ Private Business (for profit) ❒ Public Agency-College/ University

❒ Public Agency-Other ❒ Public Agency-School District

What best describes your Site location?

❒ Suburban ❒ Rural ❒ Urban

How many youth currently qualify for free and reduced lunch in your program offering? _____

Do any currently enrolled youth have an IEP for diagnosed special needs? ❒ Yes ❒ No

If yes, how many? Please count each child only once, listing them under their primary diagnosis:

Special need and number of youth:

❒ ADHD/ADD _____ ❒ Autism, Spectrum Disorders _____

❒ Behavioral _____ ❒ Down Syndrome _____

❒ Hearing Impairment _____ ❒ Learning Disabilities _____

❒ Maintenance Care Diseases (Diabetes, HIV) _____

❒ Mentally Disabled/Developmentally Delayed _____

❒ Neurological Disorders _____ ❒ Orthopedic Handicaps _____

❒ Speech and Language Disorders _____ ❒ Visual Impairment _____

❒ Other _____

Primary language spoken in your Program Offering (between staff and youth)?

Secondary language spoken in your Program Offering between staff and youth? (Optional)

Do you serve special populations? (Optional)

❒ Foster Children ❒ Homeless Youth ❒ Youth in Treatment Programs

❒ Youth in Military Families ❒ Teen Parents ❒ Dual Language Learners

❒ Other:

How are young people find out about your Program Offering (Check all that apply):

❒ School Referral ❒ Peer Recruitment ❒ Family Inquiry

❒ Word of Mouth ❒ Child Care Aware Inquiry

❒ Other: (Please list)

Check and estimate the number of youth currently served in your program offering who identify as any of the following race/ethnicity categories (check all that apply):

❒ Black/African Descent ❒ South Asian (e.g., Indian, Pakistani, Bangladeschi)

❒ Middle Eastern ❒ Latina/Latino/Hispanic/Latin American Descent

❒ East Asian (e.g. Chinese, Japanese, Korean) ❒ Pacific Islander

❒ Southeast Asian (e.g., Vietnamese, Thai) ❒ Native/Indigenous (please specify): _____

❒ White/European Descent ❒ Other

STEP 4: Applicant Assurances

The information I provided is true and accurate. I authorize the Department of Early Learning (DEL) to store and use this information for evaluative purposes. All collected information will be kept confidential and stored in a secure space. I agree to and understand that:

❒ I understand that my participation in OST Quality Initiative is voluntary.

❒ I have read, fully understand, and will abide by the OST Quality Initiative Guidelines.

Signature: I, _____ , affirm that the information on this application and the supplemental documentation provided are true and correct to the best of my knowledge.

Date:

APPENDIX D2:

Application Form 2

Application for Out-of-School-Time (OST) Quality Initiative – Youth Development Sites

Please use this application to complete the OST Quality Initiative Registration. If you need additional space, you may attach a sheet containing the information to this application. **All fields are required, unless otherwise indicated.**

DEFINITIONS:

- A Program is an organization that offers services to young people. Programs may have multiple sites under the organization umbrella. For example the Boys and Girls Clubs of King County
- A Site is a single building where services take place. A site may have several types of program offerings happening within the building. For example, a branch of the Boys and Girls Clubs such as the Wallingford site.
- A Program Offering is a specific OST group that is offered at a site. An example would be the youth program offering, Art Lab at the Seattle Art Museum.

For the OST Quality Initiative, *you must designate a specific site and program offering to participate. The site must offer continuous services to youth during the time period of the pilot although specific content may change.*

STEP 1 A: Site Information		
Site name	Phone	City
Site address	Zip	County
How many youth are served at the Site (list under capacity and enrollment columns)?	Capacity (# youth able to serve)	Enrolled (# youth actively participating)
Daily Average		
Weekly Average		
OST Program Offering title		
How many youth are served at Program Offering (list under capacity and enrollment columns)?	Capacity (# youth able to serve)	Enrolled (# youth actively participating)
Daily Average		
Weekly Average		
Is the Site affiliated with a larger Program? If so, please list the Program name.	Program phone	Total program sites
If applicable, total number of children and youth served in the Program (list under capacity and enrollment columns)?	Capacity (# able to serve)	Enrolled (# actively participating)
Weekly Average		

STEP 1 B: Site Type

Select the type of Site:

❒ Licensed ❒ Not licensed

Provider license number (if applicable)

❒ Youth Development Program ❒ Licensed School-Age Program

❒ 21st Century Community Learning Center

STEP 1 C: Contact Information

The Primary OST Quality Initiative Contact must be the Program Manager (Name of the person who has supervisory and budgetary oversight for the day-to-day operations of the program). The identified OST Staff Lead at your Site (someone in a supervisory position) will lead the quality improvement process and is responsible for attending the trainings, overseeing self-assessments, developing a quality improvement plan and coordinating with the evaluation team. You may list a Secondary OST Quality Initiative Contact who can also represent your program during the quality improvement process. You can designate the Secondary OST Quality Initiative Contact as the person who will attend the trainings, but keep in mind that the same person must attend all trainings in order for the requirement to be met.

Name of primary OST contact	Email
Role within the site	Phone
Name of secondary OST contact (Optional)	Email (Optional)
Role within the site (Optional)	Phone (Optional)

STEP 2 A: Program Offering Schedule

Please list the specific days and times the Program Offering meets from September 2016–June 2017:

STEP 2 B: Youth Served

For the purposes of OST Quality Initiative, "staff" refers to lead staff and assistant staff who are assigned to one group of youth for the majority of the program offering. A Program Offering is defined as one group of youth under the supervision of an assigned lead staff.

Ages served. Please check all that apply:

❒ School-age (5–11 years) ❒ Youth (12–18 years) ❒ Young adults (19–24 years)

Total number of children ages 5–11 years currently enrolled: _____

Total number of youth ages 12–18 years currently enrolled: _____

Total number of young adults ages 19–24 years currently enrolled: _____

List the number of Program Offering staff who will participate in the OST Quality Initiative. Include both paid and volunteer staff. # Staff: _____	❒ Paid staff: _____	❒ Americorps staff: _____
	❒ Vista staff: _____	❒ College interns: _____
	❒ Parent volunteers: _____	❒ Other (Please describe):

STEP 2 C: Program Offering Content

Please describe the Program Offering identified for the OST Quality Initiative in detail. Include information on your Program Offering goals and activities. Questions to address include: What is a typical day like for a youth? Do youth work in a group setting or independently? Is a specific curriculum used? If you need additional space, you may attach a sheet containing the information to this application.

STEP 3: Site Demographics

Please indicate which of the following characteristics for each category best describe your site.

Corporate Structure:

❒ Nonprofit ❒ Private Business (for profit) ❒ Public Agency-College/ University

❒ Public Agency–Other ❒ Public Agency-School District

What best describes your Site location?

❒ Suburban ❒ Rural ❒ Urban

How many youth currently qualify for free and reduced lunch in your program offering? _____

Do any currently enrolled youth have an IEP for diagnosed special needs? ❒ Yes ❒ No

If yes, how many? Please count each child only once, listing them under their primary diagnosis:

Special need and number of youth:

❒ ADHD/ADD _____ ❒ Autism, Spectrum Disorders _____

❒ Behavioral _____ ❒ Down Syndrome _____

❒ Hearing Impairment _____ ❒ Learning Disabilities _____

❒ Maintenance Care Diseases (Diabetes, HIV) _____

❒ Mentally Disabled/Developmentally Delayed _____

❒ Neurological Disorders _____ ❒ Orthopedic Handicaps _____

❒ Speech and Language Disorders _____ ❒ Visual Impairment _____

❒ Other _____

Primary language spoken in your Program Offering (between staff and youth)?

Secondary language spoken in your Program Offering between staff and youth? (Optional)

Do you serve special populations? (Optional)

❒ Foster Children ❒ Homeless Youth ❒ Youth in Treatment Programs

❒ Youth in Military Families ❒ Teen Parents ❒ Dual Language Learners

❒ Other:

How are young people find out about your Program Offering (Check all that apply):

❒ School Referral ❒ Peer Recruitment ❒ Family Inquiry

❒ Word of Mouth ❒ Child Care Aware Inquiry

❒ Other: (Please list)

Check and estimate the number of youth currently served in your program offering who identify as any of the following race/ethnicity categories (check all that apply):

❒ Black/African Descent ❒ South Asian (e.g., Indian, Pakistani, Bangladeschi)

❒ Middle Eastern ❒ Latina/Latino/Hispanic/Latin American Descent

❒ East Asian (e.g. Chinese, Japanese, Korean) ❒ Pacific Islander

❒ Southeast Asian (e.g., Vietnamese, Thai) ❒ Native/Indigenous (please specify): _____

❒ White/European Descent ❒ Other

STEP 4: Applicant Assurances

The information I provided is true and accurate. I authorize the Department of Early Learning (DEL) to store and use this information for evaluative purposes. All collected information will be kept confidential and stored in a secure space. I agree to and understand that:

❒ I understand that my participation in OST Quality Initiative is voluntary.

❒ I have read, fully understand, and will abide by the OST Quality Initiative Guidelines.

Signature: I, _____ , affirm that the information on this application and the supplemental documentation provided are true and correct to the best of my knowledge.

Date:

APPENDIX D3:

Participation Agreement

ELO Program Participation Agreement Schedule Breakdown

Program Responsibility	Participation Agreement for Sites: Sites Expectation
Coaching	To participate fully in 30 hrs of coaching. This includes: • Bi –monthly participation for in-person coaching. • Bi-monthly Coaching Companion participation by uploading 2 practice videos for your coach. • Weekly completion of coaching survey following an in-person or online coaching session. • Complete a self-assessment and develop a Quality Improvement Plan in consultation with my coach.
Video Taping	• Follow through with commitments including video-taping sessions. • Film 1 hour of program offering per week for 28 weeks, and ensure memory card is delivered to UW. • Camera is stored in a safe place. • Batteries are charged and ready to be used for next session. • Notify SOWA if filming will be missed for any given week.
Training	• Provide time and space for staff to participate in coaching. • Attend trainings such as: Orientation, YPQI Basics, Planning with Data, Methods Workshops and Peer Learning Community Meetings (~ 20 – 30 hrs). • Participate in Quality initiative evaluation.
Administrative	• Collect and return parental, youth and staff consent forms for onsite videotaping. • Submit all forms, reports, transcripts, receipts and other information to SOWA. • Keep appointments, return phone calls, follow through with commitments. • Upload required data into Scores Reporter data system. • Notify SOWA of any changes that may affect site participation and/or eligibility, including changes in staffing, capacity, enrollment, licensing status, address, and site closure.

APPENDIX E1:

Parent Consent Form (English)

College OF Education

COLLEGE OF EDUCATION
UNIVERSITY of WASHINGTON

Dear Parent(s) or Guardian, Date: _____

The Out of School Time (OST) Quality initiative is a year-long study that supports staff as they make a positive and lasting impact on the development of youth. As part of the OST Quality Initiative, staff are asked to set program improvement goals as a means of improving their practice and offering. In order for coaches and

colleagues to provide program staff feedback about their practice and their offering, sessions are often videotaped. This reflection and feedback process encourages excellence in programing. The program staff are the main focus of the videotape, but it is likely that your child/youth will be on camera as well.

We are writing to ask for your consent to have your child/youth videotaped, as part of the group and/or session for which they are attending. These taped sessions will be used in program improvement and professional development for school age and youth program staff.

Assurance of information security and appropriate use

All videos collected for this OST Quality Initiative will be uploaded into a web-based, privacy-protected space as approved and monitored by the University of Washington. This site is called the Coaching Companion (www.cqelcoach.org). Your child will never be identified by last name in the video. The video cannot be downloaded or shared outside of the Coaching Companion.

We hope to have your permission.

If you agree to have your child or youth videotaped, please complete the permission slip at the bottom of this page. If you have any questions or concerns, please do not hesitate to contact School's Out Washington at smauck@schoolsoutwashington.org (email) or at (206) 336-6909.

Sincerely,

Cultivate Learning
UNIVERSITY of WASHINGTON

College OF Education

COLLEGE OF EDUCATION
UNIVERSITY of WASHINGTON

Consent Form

I, _____ (print parent name) give my permission for my child _____ (print child name) to participate in instructional sessions with _____ (print program staff name), and for this interaction to be videotaped as part of coaching and professional development for the OST Quality Initiative, and to be used solely for educational and professional purposes related to the program.

_____ _____
Parent signature Date

Participant Information

_____ _____
Full legal name Date of birth

_____
Name of school (2016)

_____
Grade (2016)

Cultivate Learning
UNIVERSITY of WASHINGTON

APPENDIX E2:

Parent Consent Form (Spanish)

College OF Education

COLLEGE OF EDUCATION
UNIVERSITY of WASHINGTON

Estimado Padre(s) o Guardián(es), Fecha: _____

La iniciativa Out of School Time (OST) Quality o Tiempo Fuera de la Escuela es un estudio de un año que apoya al personal mientras hace un impacto positivo y perdurable en el desarrollo de los niños y jovenes. Como parte de la Iniciativa de Calidad (OST), pedimos que el personal establezca objetivos de mejoramiento de programa como un medio para mejorar su práctica y oferta. Para que los entrenadores y colegas puedan proporcionar consejos al personal del programa sobre su práctica y oferta, las sesiones son grabadas en vídeo a menudo. Este proceso de reflexión y seguimiento fomenta la excelencia en la programación. El foco principal de los vídeos es el personal del programa, pero es probable que su hijo/a aparezca también.

Nos dirigimos a usted para pedir su consentimiento para que su niño / joven sea grabado en video como parte del grupo y/o de la sesión del programa. Estas sesiones grabadas serán utilizadas en el programa de mejoramiento y desarrollo profesional del personal que trabaja con los niños y jovenes.

Garantía de la seguridad de información y el uso apropiado

Todos los vídeos recogidos para esta Iniciativa de Calidad (OST) se cargarán en un espacio basado en la web con privacidad protegida, aprobado y controlado por la Universidad de Washington. Este espacio o sitio se llama el Coaching Companion o el Compañero de Entrenamiento (www.cqelcoach.org). Su hijo/a nunca será identificado por su apellido en el vídeo. El vídeo no puede ser descargado o compartido fuera del Compañero de Entrenamiento.

Esperamos tener su permiso.

Si usted acepta que su niño o joven sea grabado en vídeo, por favor complete el formulario de permiso en la parte inferior de esta página. Si usted tiene alguna pregunta o inquietud, por favor no dude en ponerse en contacto con School's Out Washington (La Escuela Fuera de Washington) en smauck@schoolsoutwashington.org (correo electrónico) o
al (206) 336-6909.

Sinceramente,

Cultivate Learning
UNIVERSITY of WASHINGTON

College OF Education

COLLEGE OF EDUCATION
UNIVERSITY of WASHINGTON

Formulario de Permiso

Yo, _____ (nombre del padre/guardian) doy permis o que mi hijo/a _____ (nombre del niño/a) partici pe en sesiones instructivas con _____ (nombre del empl ea do del progra ma), y que esta interacción sea grabada como parte del entrenamiento y desarrollo profesional para la Iniciativa de Calidad (OST), y que sea utilizada solamente con fines educativos y profesionales relacionados con el programa.

_____ _____

Firma del padre Fech

Información del Participante

_____ _____

Nombre Legal Completo Fecha de Nacimiento

_____

Nombre de la Escuela (2016)

_____

Grado (2016)

Cultivate Learning
UNIVERSITY of WASHINGTON

APPENDIX E3:

Staff Consent Form

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Dear Program Staff, Date: _____

The Out of School Time (OST) Quality initiative is a year-long study that supports OST program staff as they make a positive and lasting impact on the development of youth. As part of the OST Quality Initiative, staff are asked to set program improvement goals as a means of improving their practice and offering. In order for coaches and colleagues to provide program staff feedback about their practice and their offering, sessions are often videotaped. This reflection and feedback process encourages excellence in programing. The program staff are the main focus of this videotape, to capture best practices, and quality programming.

We are writing to ask for your consent to be videotaped, as part of the group and/or session for which you are participating/leading. These taped sessions will be used in program improvement and professional development for school age and youth program staff, but most importantly these videos will be a contribution to the Out of School Time field. Only videos that are approved by programs will be used for future professional development and parent consent will be required before any filming occurs on-site.

Assurance of information security and appropriate use

All videos collected for this OST Quality Initiative will be uploaded into a web-based, privacy-protected space as approved and monitored by the University of Washington. This site is called the Coaching Companion (www.cqelcoach.org). The video cannot be downloaded or shared outside of the Coaching Companion.

We hope to have your permission.

If you agree to be videotaped, please complete the permission slip at the bottom of this page. If you have any questions or concerns, please do not hesitate to contact School's Out Washington at smauck@schoolsoutwashington.org (email) or at (206) 336-6909.

Sincerely,

The CQEL Team at The University of Washington

Cultivate Learning
UNIVERSITY of WASHINGTON

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Consent form

I, _____ (print name) give my permission to be videotaped as part of coaching and professional development for the OST Quality Initiative, and to be used solely for educational and professional purposes related to the program development.

_____ _____

Signature Date

APPENDIX F:

Coach Recruitment Criteria

REQUEST FOR QUALIFICATIONS
YOUTH DEVELOPMENT PROGRAM QUALITY COACH

The mission of School's Out Washington (SOWA) is to provide services and guidance for organizations to ensure all young people have safe places to learn and grow when not in school. School's Out is dedicated to building community systems to support quality afterschool and youth development programs for Washington's 5–18 year olds through training, advocacy and leadership.

School's Out Washington is currently seeking professionals to serve as part-time youth development program quality coaches. Coaches will be on-call part-time employees of SOWA.

Coaches will provide on-site coaching and technical assistance to assigned youth development and afterschool programs in one of three geographic regions: King County, Pierce County, or eastern Washington (including Spokane and Walla Walla) for the purpose of enhancing the quality of services to youth. Coaches will deliver focused on-site coaching and technical assistance for programs on how to complete an assessment process using the Youth Program Quality Assessment (YPQA) tool, how to use the results to develop an action plan for quality improvement, how to carry out the plan, and how to measure success. Coaches will support the designated agency lead in managing the year-long assessment and intervention cycle, maintaining the focus on strengthening staff performances with youth at the point of service and supporting strategies that promote sustainable change in youth worker performance. School's Out seeks to match coaches to sites based on location and in response to the specific needs and characteristics of each program.

On-call coaching rate is $33.22 per hour. Coaching hours may vary based on the details of different initiatives throughout each region. Initial coaching assignments may be implemented between April 2016 and August 2016, with the majority of assignments taking place during the 2016–2017 academic calendar year (September 2016 through June 2017).

On-Call Employee Responsibilities:

1. Attend quarterly YPQA project Learning Community meetings;
2. Attend coaching meetings with SOWA staff and/or Hub Leads to report on progress;
3. Maintain timely records of coaching activities with each site, and complete evaluation and required project paperwork;
4. Support the designated site lead in navigating/leading the YPQA self-assessment process at their sites;
5. Provide suggestions/feedback to sites in using the assessment results to identify program improvement and professional development priorities;
6. Support development of a specific, measurable, attainable, realistic and timely (SMART) action plan for quality improvement aligned with improvement goals;
7. Deliver and/or coordinate training and technical assistance services to support implementation of the quality action plan;
8. Schedule and travel to on-site appointments with the site leads to review training plans and accomplishments;
9. Model interactions with youth that are culturally relevant and cognitively, linguistically, socially and emotionally appropriate; and group management techniques for meeting the diverse needs of youth;
10. Conduct YPQA Methods workshops for youth development staff to support their identified goals;
11. Make referrals to community resources as needed.

MINIMUM QUALIFICATIONS

- Bachelor's Degree in education, human development, social work, counseling, recreation or other related course work required;
- At least three years of experience with middle/high school youth as a director of a youth development program, classroom teacher or other youth work experience;
- Experience delivering coaching or technical assistance to youth-serving agencies;
- Demonstrated understanding of or familiarity with program quality and assessment tools;
- Successful completion of YPQA Basics full-day training within past three years;
- Successful completion and endorsement as a reliable Youth or School-Age PQA External Assessor within the past 12 months (or be available to attend a 2-day training in King County to achieve reliability—April 28–29, 8:30am–5pm);
- Successful completion of Youth Work Methods Training of Trainers course within the past three years (or be available to attend 4-week online course and 3-day live training May 11-13 in Seattle);
- Ability to attend additional live trainings during the summer of 2016 as needed (Tentatively July 2016)
- Familiar with and comfortable using online cloud services, including Google Apps;
- Ability to travel to program sites throughout one of the three geographic regions (King County, Pierce County, or eastern Washington);
- Familiar with Outlook, Excel, Word and PowerPoint;
- Demonstrated experience and ability to work with diverse populations;
- Possess working knowledge of child, adolescent and adult learning theory and experience programming for diverse populations and learning styles;
- Commitment to working toward racial equity through undoing institutional and structural racism.
- Competencies: Adaptability, open communication, collaboration/partnership, achieving measurable results, racial equity and social justice advocacy.

SUBMISSION PROCEDURE

Interested persons should submit a letter of intent, including preferred geographic region to Sheely Mauck, School's Out Washington, 801 23rd Ave. S., Suite A, Seattle, WA 98144. Further information may be obtained by calling Sheely at (206) 336-6909. You may email your letter to: smauck@schoolsoutwashington.org

Closing Date: Submissions will be accepted until 4pm on April 4, 2016.

School's Out Washington is an Equal Opportunity Employer.

APPENDIX G:

Quality Seal
Original and Revised Items

Quality Seal Original

Domain I: Social and Emotional Support

A. Self-Regulation/Managing Emotions
B. Empathy & Compassion
C. Lack of Bias
D. Redirection
E. Engagement
F. Persistence
G. Skill-Building
H. Reflection
I. Youth Leadership

Domain II: Relationships

A. Emotional Climate
B. Open-Ended Questions
C. Sense of Belonging
D. Collaboration
E. Acknowledgment
F. Conflict Resolution

Domain III: Program Offering and Activities

A. Learning Objectives
B. Lesson Plans
C. Communication of Objectives
D. Teaching Strategies
E. Connection to Prior Knowledge
F. Choice and Planning
G. Tangible Outcomes
H. Feedback to Staff

Domain IV: Assessment, Planning, and Organizational Structure

A. Common Vision
B. Continuous Improvement
C. Cultural Competency Training
D. Professional Development
E. Data Management

Domain V: Family, School, and Community Connections

A. Youth and Family Input
B. Communication with Families
C. Communication with Schools
D. Community Partnership

Quality Seal Revised

Domain I: Social and Emotional Support

A. Self-Regulation/Managing Emotions
B. Empathy & Compassion
C. Lack of Bias
D. Redirection
E. Engagement
F. Persistence
G. Skill-Building
H. Reflection
I. Youth Leadership

Domain II: Relationships

A. Emotional Climate
B. Open-Ended Questions
C. Sense of Belonging
D. Collaboration
E. Acknowledgment
F. Conflict Resolution
G. Behavioral Expectations
H. Understanding Youth
I. Metacognition

Domain III: Program Offering and Activities

A. Learning Objectives
B. Lesson Plans
C. Communication of Objectives
D. Teaching Strategies
E. Connection to Prior Knowledge
F. Choice and Decision-Making
G. Planning
H. Tangible Outcomes
I. Feedback to Staff
J. Modeling
K. Feedback to Youth

Domain IV: Assessment, Planning, and Organizational Structure

A. Common Vision
B. Continuous Improvement
C. Cultural Competency Training
D. Professional Development
E. Data Management
F. Long-Term Outcomes

Domain V: Family, School, a nd Community Connections

A. Youth and Family Input
B. Communication with Families
C. Communication with Schools
D. Community Partnership

APPENDIX H:

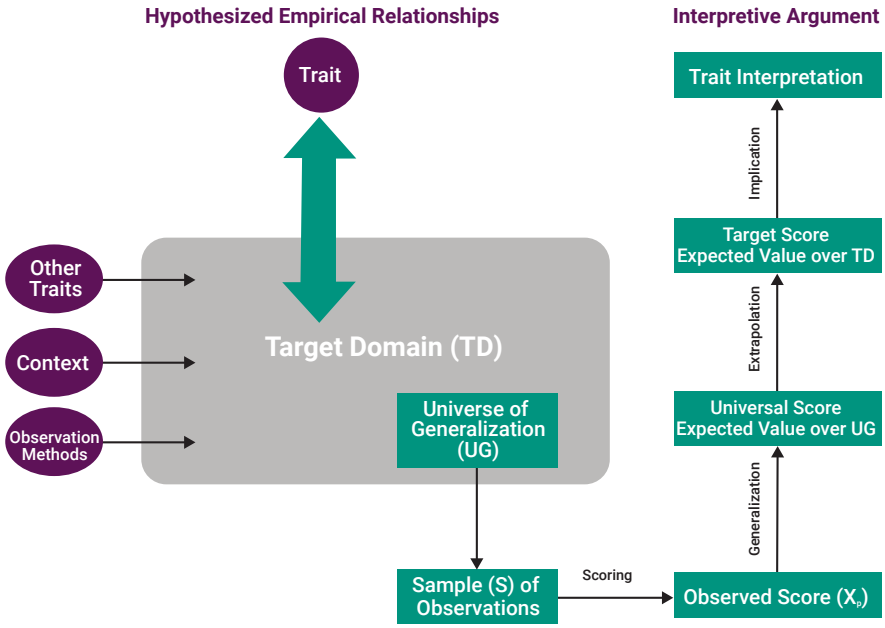
Quality Seal Development and Validation

The Quality Seal is an observation-based tool designed to assess the quality of programs that serve children and youth in before- and after-school programs and in the summer. It was created to serve as the quality assessment tool and protocol for a state accountability mechanism, thus contributing to ELO system-building and the state-supported birth-to-18 quality continuum. By attaining certain thresholds of performance, as assessed by the tool, programs could be publicly recognized with a Seal of Quality for ELO practice. The achievement of this Quality Seal could affect eligibility for funding, and the process could hold programs accountable by providing incentives for the development or maintenance of high-quality ELO practices.

Given the high-stakes purpose, it is critical that the Quality Seal tool possess optimal psychometric properties. This validation occurred during the evaluation, as we rigorously assessed the instrument's reliability, validity, and usefulness. This is a critical first step in gathering initial psychometric property data and supports continuous tool improvement.

We sought to develop and validate a program quality assessment instrument for use in ELO settings. Measurement validation is a continuous process. Kane's (2006) validity argument framework (see Figure 1) specifies four inferences in understanding validity: scoring, generalization, extrapolation, and implications.

Figure 1. Kane's Validity Argument Framework



The scoring inference connects the observed interactions with the scores given to those interactions. Generalization inference refers to the extent that the dimensions of program quality in the measure are representative of the universal score of the trait. The extrapolation inference makes claims about the degree to which scores from the observation protocol are related to the trait. The implication involves extensions of the interpretation to include any claims or suggestions associated with the trait. While individual studies in a validity argument may focus on content analyses, statistical analyses, or relationships to criteria, the validity argument as a whole requires the integration of different kinds of evidence from different sources.

The main advantage of Kane's (2006) argument-based approach to validation is the guidance it provides in allocating research effect to the appropriate validation argument. A validation argument refers to the purpose for which the assessment tool will be used. For example, if an assessment tool is going to be used to screen children who are at risk for a developmental disability, then it would be most important to validate how well the tool accurately distinguishes a child with a potential developmental delay from one who does not have a delay. In the case of the Quality Seal, the purpose of the tool is to measure program quality. Kane's framework guided the Quality Seal tool development and led us to pursue answers to the following questions:

Scoring:

- What is the inter-rater reliability of the Quality Seal?

Generalization:

- What is the internal consistency of the Quality Seal?

Extrapolation:

- What is the face validity of the Quality Seal?
- What is the factor structure of the Quality Seal?
- What is the convergent validity between the Quality Seal and the Youth Quality Assessment?

Implication:

- How sensitive is the Quality Seal in detecting program quality change?

Answers to these six questions provide important information about the psychometric properties of the Quality Seal, and ultimately, its validity as a measure of ELO program quality. Specifically:

a) At the scoring inference level, we evaluated the inter-rater reliability of the scoring protocol. Inter-rater reliability, or inter-rater agreement, is the degree of agreement among raters. It gives a score of how much homogeneity or consensus there is in the rating. It is useful in refining the tools given to human judges, for example, by determining if a particular scale is appropriate for measuring a particular variable. If various raters do not agree, either the scale is defective or the raters need to be re-trained. This information is critical to further improve the Quality Seal items and scoring procedures. It also helps to evaluate the extent to which the observation data are reliable and accurate.

b) At the item generalization level, internal consistency provides information about whether several items that propose to measure the same general construct produce similar scores. It provides initial information about whether items fit well together as a scale, or whether a subset of items may well represent or generalize to the larger pool of items.

c) Regarding the extrapolation, we gathered initial face validly evidence and then conducted factor analysis to understand how the constructs are best measured by the items. Face validity looks at the degree to which a procedure, especially a psychological test or assessment, appears effective in terms of its stated aims. This helps to determine whether the Quality Seal appears to measure what it is supposed to measure. The key concept of factor analysis is that multiple observed variables have similar patterns of responses because they are all associated with a latent (i.e., not directly measured) variable (i.e., program quality in this case). Factor analysis is a useful tool to investigate variable relationships for complex concepts such as socioeconomic status, dietary patterns, or psychological scales. It allows researchers to investigate concepts that are not easily measured directly by collapsing a large number of variables into a few interpretable underlying factors. Understanding the factor structure of quality seal will help us better measure the construct or aspect of program quality and thus provide better estimate of the domain score. Moreover, convergent validity analysis provides evidence about the degree of alignment with the criteria or gold standard measure (i.e., Youth Quality Assessment).

d) At the score interpretation level, our goal was to understand how sensitive the Quality Seal is in detecting program quality change. This provides critical information for future cut score development, or in other words, Quality Seal attainment.

We gathered multiple data sources to evaluate the evidence regarding the Quality Seal psychometric properties. For ease of comprehension, we describe this method in chronological order.

- First, we gathered face validity information through expert review. We based development of the Quality Seal on the long-standing work already in the field of ELO program quality and program quality assessment, which included assessment tools, frameworks of child and youth development, and new and compelling research around social and emotional learning. The Quality Seal was developed as a simple and succinct instrument that combined and aligned the standards and research from these sources. Among these important tools and reports instrumental to the Quality Seal's development are the University of Chicago Consortium on School Research's Wallace Report, a developmental framework for youth development, and the Weikart Center's School-Age and Youth Program Quality Assessment tools. Because of their expertise in areas relevant to the Quality Seal's development, the Equity in Education Coalition and the Consortium on Chicago School Research (CCSR) vetted the Quality Seal in the later stages of its development. To ensure that the Quality Seal tool supports all youth in Washington State communities equitably, the Equity in Education Coalition reviewed and provided feedback on the Quality Seal tool through a racial equity lens. To improve the tool's ability to accurately assess ELO quality, the CCSR provided important feedback on the structure of the tool. We integrated feedback from these organizations into the Quality Seal before the tool's implementation.

- Second, we developed an assessment protocol with training materials on the face validity result. We recruited six data collectors to assist with the data collection process. The data collectors were paired to double-assess 25% of the programs, and they calculated the absolute inter-rater agreement. Data collectors that did not meet the 80% agreement criteria were asked to reassess. We provided further training and the protocol was improved and refined as needed to minimize ambiguity.

- We used the initial Quality Seal tool to measure the program quality of 50 after school programs across Washington State. The Cronbach alpha statistics were calculated to measure the degree of internal consistency using the baseline assessment data. The process was replicated for the post assessment data because new items were added to the Quality Seal. Cronbach's Alpha ranges from 0 to 1, with higher values indicating greater internal consistency (and ultimately reliability). Common guidelines for evaluating Cronbach's Alpha are: .00 to .69 = poor; .70 to .79 = fair; 80 to .89 = good; 90 to .99 = excellent/strong.

- We conducted an exploratory factor analysis (EFA) with the pre- and post-assessment data to understand the potential factor structure and reduce items that did not seem to load on any of the factors. EFA is a statistical method used to uncover the underlying structure of a relatively large set of variables. We used Eigenvalue-greater-than-one (Kaiser, 1960) to determine the factor loading and oblique rotations as they permit correlations among factors, though the factors thus identified may not correlate. (See Appendix R for factor analysis data.)

- We calculated the convergent validity of the Quality Seal and PQA with the pre- and post- assessment data. Convergent validity refers to the degree to which two measures of constructs that theoretically should be related are in fact related. Campbell and Fiske (1959) developed the Multitrait-Multimethod Matrix to assess the construct validity of a set of measures in a study. The approach stresses the importance of using both discriminant and convergent validation techniques when assessing new tests. In other words, to establish construct validity, both convergence and discrimination were demonstrated through a correlation matrix.

- Finally, to compare the sensitivity of both measures, we conducted a series of pair sample t-tests with both the pre- and post-Quality Seal and PQA scores.

The results of our investigation are below, along with recommendations for continued research and development regarding the Quality Seal.

- Scoring inference. Inter-rater reliability (IRR): The inter-rater reliability for the Quality Seal was tested using pre- and post-assessment data. The mean pre-assessment IRR was .88 (ranged from .76 to .99), while the mean post-assessment IRR was .81 (ranged from .50 to .99). For assessors that fell below the .80 standard, we provided further training. Tables 1 and 2 show Quality Seal pre-and post-assessment IRR data.

Table 1. Inter-rater Reliability for Pre Quality Seal (Mean=0.88)							
	ICC	Lower	Upper	Value	df1	df2	Sig
7W_BCA	0.99	0.98	1	99.58	31	31	<.001
10P_CCB	0.97	0.93	0.98	28.61	31	31	<.001
14K_ADB	0.96	0.92	0.98	25.93	31	31	<.001
5K_ABA	0.96	0.91	0.98	25.28	31	31	<.001
10K_ACB	0.93	0.85	0.96	13.58	29	29	<.001
9K_ACA	0.91	0.81	0.96	12.49	31	31	<.001
1P_CAA	0.88	0.74	0.94	8.54	31	31	<.001
8P_CBD	0.86	0.7	0.93	7.61	31	31	<.001
13P_CDA	0.83	0.65	0.92	6.39	31	31	<.001
5P_CBA	0.82	0.64	0.91	5.62	31	31	<.001
7P_CBC	0.76	0.5	0.88	4.05	31	31	<.001
16K_ADD	0.69	0.37	0.85	3.29	31	31	0.001

Table 2. Inter-rater Reliability for Post-Quality Seal (Mean=0.81)							
	IRR	Lower	Upper	Value	df1	df2	p
1P_CAA	0.959	0.978	1	23.995	39	39	<.001
11K_ACC	0.502	0.059	0.737	2.008	39	39	0.016
3K_AAC	0.752	0.509	0.872	4.538	39	39	<.001
13K_ADA	0.967	0.937	0.982	29.504	39	39	<.001
4K_AAD	0.568	0.176	0.773	2.284	39	39	0.006
14K_ADB	0.793	0.608	0.89	4.824	39	39	<.001
2W_BAB	0.992	0.984	0.996	118.744	39	39	<.001
6P_CBB	0.884	0.78	0.938	8.417	39	39	<.001
15K_ADC	0.866	0.746	0.929	7.331	39	39	<.001
7K_ABC	0.774	0.549	0.884	5	39	39	<.001

Generalization inference. Internal consistency: We tested the internal consistency of the Quality Seal using pre- and post-assessment data. The Quality Seal showed excellent internal consistency using the pre-assessment data (Cronbach's Alpha = .86) and acceptable internal consistency using the post-assessment data (Cronbach's Alpha = .68). Including the added items to the post-assessment data improved overall internal consistency (Cronbach's Alpha = .73). Based on the interpretation guideline, the internal consistency of the Quality Seal is fair to good. Tables 3–5 present internal consistency data.

Table 3. Pre Qseal Internal Consistency				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Cronbach's Alpha if Item Deleted
aSelfRegulationManagingEmotions_pre	72.90	108.69	0.24	0.86
bEmpathyandCompassion_pre	73.29	104.68	0.44	0.856
cLackofBias_pre	73.10	109.50	0.12	0.864
dRedirection_pre	73.25	104.06	0.38	0.857
eEngagementAct_pre	72.98	105.55	0.48	0.856
fPersistence_pre	73.15	104.77	0.45	0.856
gSkillBuilding_pre	73.19	99.69	0.72	0.848
hReflection_pre	73.90	100.31	0.54	0.852
iYouthLeadership_pre	74.10	104.48	0.40	0.857
aEmotionalClimate_pre	72.96	109.19	0.24	0.86
bAdultChildInteractions_pre	73.23	103.07	0.49	0.854
cSenseofBelonging_pre	72.92	107.23	0.36	0.858
dCollaboration_pre	73.44	104.68	0.42	0.856
eAcknowledgment_pre	73.15	109.28	0.14	0.863
fConflictResolution_pre	72.90	109.29	0.19	0.861
aLearningObjectives_pre	73.52	99.83	0.61	0.85
bLessonPlans_pre	73.06	104.83	0.48	0.855
cCommunicationofObjectives_pre	74.06	103.51	0.42	0.856
dTeachingStrategies_pre	73.21	105.06	0.48	0.855
eConnectiontoPriorKnowledge_pre	73.73	103.31	0.46	0.855
fChoiceltstronggtoriginalltstronggt_pre	73.33	107.46	0.35	0.858
gTangibleOutcomes_pre	73.21	103.11	0.47	0.855
hFeedback_pre	74.04	102.34	0.46	0.855
aCommonVision_pre	73.17	104.48	0.41	0.856
bContinuousImprovement_pre	73.73	104.54	0.44	0.856
cCulturalCompetencyTraining_pre	73.83	105.50	0.31	0.86
dProfessionalDevelopment_pre	73.15	110.17	0.09	0.864
eDataManagement_pre	73.38	104.24	0.37	0.858
aYouthandFamilyInput_pre	73.17	106.01	0.38	0.857
bCommunicationwithFamilies_pre	73.60	110.63	0.05	0.865
cCommunicationwithSchools_pre	73.10	109.24	0.16	0.862
dCommunityPartnership_pre	73.23	105.93	0.31	0.859

Table 4. Post Qseal Internal Consistency				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Cronbach's Alpha if Item Deleted
aSelfRegulationManagingEmotions	74.46	39.04	0.13	0.632
bEmpathyandCompassion	75.32	37.48	0.24	0.623
cLackofBias	74.48	39.14	0.07	0.635
dRedirection	75.48	39.37	-0.05	0.658
eEngagement	74.52	37.79	0.42	0.619
fPersistence	74.80	35.93	0.39	0.608
gSkillBuilding	75.11	39.13	-0.02	0.651
hReflection	75.27	36.11	0.22	0.624
iYouthLeadership	75.89	39.68	-0.05	0.647
aEmotionalClimate	74.66	38.37	0.20	0.627
bOpenEndedQuestions	74.52	38.40	0.19	0.628
cSenseofBelonging	74.98	37.09	0.21	0.625
dCollaboration	74.98	39.28	-0.02	0.647
eAcknowledgment	74.52	37.93	0.32	0.622
fConflictResolution	74.50	38.12	0.25	0.624
aLearningObjectives	74.86	35.00	0.37	0.614
bLessonPlans	74.68	36.92	0.48	0.855
cCommunicationofObjectives	75.89	37.68	0.42	0.632
dTeachingStrategies	74.93	38.21	0.20	0.627
eConnectiontoPriorKnowledge	75.48	36.16	0.25	0.62
fChoiceltstronggtoriginalltstronggt	74.71	40.45	-0.15	0.651
gTangibleOutcomes	74.61	38.01	0.20	0.625
hFeedbacktostaff	75.18	33.46	0.47	0.591
aCommonVision	74.71	37.56	0.20	0.856
bContinuousImprovement	75.25	38.10	0.11	0.635
cCulturalCompetencyTraining	75.36	37.12	0.18	0.628
dProfessionalDevelopment	75.07	36.95	0.26	0.62
eDataManagement	75.11	36.20	0.26	0.619
aYouthandFamilyInput	74.66	36.56	0.54	0.607
bCommunicationwithFamilies	75.25	39.68	-0.05	0.645
cCommunicationwithSchools	75.02	37.23	0.21	0.625
dCommunityPartnership	74.84	37.67	0.14	0.631

Table 17. Post Qseal Revised Internal Consistency				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Cronbach's Alpha if Item Deleted
aSelfRegulationManagingEmotions	91.11	69.96	0.17	0.729
bEmpathyandCompassion	91.98	67.79	0.28	0.723
cLackofBias	91.14	69.80	0.15	0.729
dRedirection	92.14	70.03	0.00	0.742
eEngagement	91.18	68.52	0.41	0.723
fPersistence	91.46	66.30	0.38	0.718
gSkillBuilding	91.77	67.14	0.02	0.739
hReflection	91.93	36.11	0.18	0.73
iYouthLeadership	92.55	70.35	0.02	0.735
aEmotionalClimate	91.32	68.55	0.30	0.724
bOpenEndedQuestions	91.18	69.18	0.21	0.727
cSenseofBelonging	91.64	67.63	0.21	0.726
dCollaboration	91.52	70.16	0.02	0.736
eAcknowledgment	91.18	68.62	0.33	0.724
fConflictResolution	91.16	68.84	0.27	0.725
aLearningObjectives	91.52	65.19	0.50	0.712
bLessonPlans	91.34	66.88	0.42	0.718
cCommunicationofObjectives	92.55	68.53	0.14	0.73
dTeachingStrategies	91.59	66.12	0.15	0.729
eConnectiontoPriorKnowledge	92.14	36.16	0.28	0.723
fChoiceItstronggtoriginalltstronggt	91.36	71.49	--0.08	0.738
gTangibleOutcomes	91.27	69.18	0.16	0.728
hFeedbacktostaff	91.84	62.70	0.48	0.708
aCommonVision	91.36	68.56	0.18	0.728
bContinuousImprovement	91.91	68.60	0.15	0.73
cCulturalCompetencyTraining	92.02	67.88	0.17	0.729
dProfessionalDevelopment	91.73	66.85	0.32	0.721
eDataManagement	91.77	66.37	0.27	0.723
aYouthandFamilyInput	91.32	66.92	0.53	0.717
bCommunicationwithFamilies	75.25	71.57	-0.09	0.739
cCommunicationwithSchools	91.68	67.71	0.22	0.726
dCommunityPartnership	91.50	69.00	0.11	0.732
addgBehavioralEpectations	91.93	65.69	0.33	0.719
addhUnderstandingYouth	92.09	69.43	0.09	0.732
addMetacognition	92.41	64.34	0.41	0.714
addfChoiceampDecisionMaking	91.50	71.23	-0.06	0.737
addfPlanning	92.25	64.42	0.38	0.715
addhModeling	91.96	63.53	0.46	0.71
addhFeedbacktoYouth	92.02	67.88	0.27	0.724
addfLongTermOutcomes	91.55	66.77	0.28	0.722

Extrapolation inference. *Face validity:* Based on the conceptual model and expert feedback, we proposed an initial protocol for the Quality Seal. It gets at the heart of high-quality programs and assumes many other challenges have been addressed when a program is able to meet the standards of the tool. The Quality Seal emphasizes only five essential pillars of high-quality ELO programs:

1. Social and emotional support
2. Relationships
3. Program offerings and activities
4. Assessment, planning, and organizational structure
5. Family, school, and community connections

Each of these essential pillars serves as a domain of ELO program quality, and each contains from four to nine *items*. Each item evaluates specific and measurable occurrences or situations within a program that are used to quantify a particular aspect of ELO program quality. The items within the first three domains are primarily evaluated through an observation of an ELO program, while the items from the last two domains are assessed through the information gained from standardized interview questions with ELO staff and by reviewing certain documents from the ELO program.

Each item in the Quality Seal, corresponding to a particular aspect of ELO program quality, is scored on a 3-point interval scale (1, 2, or 3), and each point is assigned specific criteria for scoring. An interval scale system was used because it allows for more advanced statistical analysis, such as correlation and regression (Brennan, 2006). Additionally, whereas an ordinal scale describes one category only as greater than, less than, or equal to another, with an interval scale, the difference between categories is quantified in scale points that have consistent meaning in the scale (Lee, W. C., Brennan, R. L., & Kolen, M. J. (2006))

Factor structure: Based on the EFA result, a four-factor structure seemed to be more appropriate compared to the original five-factor solution. Table 6 shows how the items were loaded for each factor. It may be necessary to reorganize the items and re-label the constructs based on the theories and results.

Table 6. Quality Seal Factor Analysis				
	Component			
	1	2	3	4
aLearningObjectives	0.727			
cCommunicationofObjectives	0.64			
dTeachingStrategies	0.624			
gSkillBuilding	0.563			
hReflection	0.559			
dCollaboration	0.556			
eEngagement	0.54			
bAdultChildInteractions	0.498			
bLessonPlans	0.489			
hFeedback	0.469			
gTangibleOutcomes	0.436			
dCommunityPartnership	0.397			
aCommonVision	0.377			
fPersistence	0.372			
aSelfRegulationManagingEmotions		0.795		
aEmotionalClimate		0.75		
fConflictResolution		0.739		
dRedirection		0.31		
cCulturalCompetencyTraining			0.714	
dProfessionalDevelopment			0.703	
cSenseofBelonging			0.556	
bContinuousImprovement			0.518	
bEmpathyandCompassion			0.446	
eDataManagement			0.415	
aYouthandFamilyInput			0.376	
cCommunicationwithSchools			0.362	
bCommunicationwithFamilies				0.659
fChoiceItstronggtoriginalltstronggt				0.529
cLackofBias				0.46
iYouthLeadership				
eAcknowledgment				

Convergent validity Q. Seal and PQA: The convergent validity between the Quality Seal and PQA for the pre-assessment data was acceptable (r = .54), and it is improved (r = .63) based on factor analysis results. For the post-assessment data, the convergent validity between the Quality Seal and the PQA was weak (r =.01), and it is improved (r = .24) based on factor analysis results. Correlation at the .50-.60 level is considered good—meaning that the Quality Seal

and PQA have good convergent validity. The mean score of a construct tends to measure the construct better based on information from the factor analysis, and thus improves the overall convergent validity between two instruments. Meanwhile the correlation matrix of both pre- and post-assessment indicated that constructs are discriminate with one another as well as across the instrument (see tables 7, 8, and 9 for correlations between Quality Seal and PQA). Originally we attempted to further evaluate the convergent validity between the Early Achievers Quality Rating and Improvement System (QRIS) and the Quality Seal. But the convergent validity between the Quality Seal and the Early Achiever's QRIS was inconclusive due to a sample size of only 10 sites. (See Appendix S for convergent validity data.)

Table 7. Spearman's rho Correlations between Quality Seal and Youth Program Quality Measure

	1	2	3	4	5	6	7	8	9	10	11
Pre_socialemotionQ	1										
Pre_relationship	.621**	1									
Pre_programofferingQ	.718**	.423**	1								
Pre_assessmentQ	.316*	0.279	0.281	1							
Pre_familyQ	0.262	0.196	0.138	0.081	1						
PreSafe Environment	0.292	0.158	0.224	-0.116	0.041	1					
PreSupport Environment	.617**	.543**	.621**	0.285	0.025	0.117	1				
PreInteraction	.297*	0.282	0.212	0.171	0.119	.300*	.419**	1			
PreEngagement	.304*	0.158	0.18	0.02	0.17	.485**	.353*	.422**	1		
Pre_Qseal	.854**	.715**	.779**	.593**	.428**	0.172	.643**	.356*	0.217	1	
PrePQAfinal	.574**	.445**	.490**	0.184	0.106	.577**	.641**	.760**	.793**	.539**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 8. Spearman's rho Correlations between Post Quality Seal and Youth Program Quality Measure											
	1	2	3	4	5	6	7	8	9	10	11
Post_ socialemotionQ	1										
Post_relationshipQ	.422**	1									
Post_programofferingQ	.521**	.471**	1								
Post_assessmentQ	0.067	-0.093	0.073	1							
Post_familyQ	0.12	0.253	0.154	.339*	1						
PostSafe Environment	0.002	0.159	-0.163	-.320*	-0.243	1					
PostSupport Environment	0.155	0.22	0.079	-0.127	0.183	0.099	1				
PostInteraction	-0.023	.305*	0.138	-0.175	0.174	0.262	.614**	1			
PostEngagement	-0.068	0.181	0.145	-0.12	0.053	0.204	.462**	.710**	1		
Post_Qseal	.567**	.551**	.622**	.595**	.646**	-0.26	0.091	0.078	0.02	1	
PostPQAfinal	-0.009	0.229	0.086	-0.178	0.05	.328*	.698**	.884**	.906**	-0.011	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 9. Spearman's rho Correlations between Post Quality Seal (based on factor analysis) and Youth Program Quality Measure										
	1	2	3	4	5	6	7	8	9	10
Post_F1_Q	1									
Post_F2_Q	-0.146	1								
Post_F3_Q	0.1	0.112	1							
Post_F4_Q	-0.174	-0.04	0.115	1						
PostSafeEnvironment	-0.057	.298*	-0.146	0.042	1					
PostSupportEnvironment	0.08	0.103	0.007	0.155	0.13	1				
PostInteraction	0.123	0.226	0.292	0.073	0.268	.622**	1			
PostEngagement	0.074	0.108	0.121	-0.019	0.24	.450**	.716**	1		
Post_Qseal_F	.379**	.424**	.725**	.403**	0.063	0.181	.369*	0.164	1	
PostPQAfinal	0.068	0.217	0.126	0.029	.356*	.701**	.888**	.904**	0.236	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Implication inference. Program quality change sensitivity: Descriptive data suggest program quality varies before intervention (M=2.41, SD=0.28, ranging from 1.77 to 2.86). Table 10 presents the descriptive information at the construct level.

Table 10. Descriptive Statistics of the Pre and Post Quality Seal and PQA Scores

	Pre				Post			
Social Emotion	1.44	3	2.41	0.43	1.75	2.67	2.33	0.25
Relationship	1.83	3	2.64	0.32	2	3	2.70	0.27
Program Offering	1.25	3	2.23	0.50	1.38	3	2.30	0.39
Assessment	1	3	2.27	0.52	1.4	3	2.27	0.51
Family	1.5	3	2.45	0.38	1.5	3	2.41	0.39
Quality Seal	1.77	2.86	2.41	0.28	1.92	2.82	2.40	0.22
Safe Environment	3.56	5	4.57	0.34	4	5	4.71	0.26
Support Environment	2.37	5	4.16	0.59	3	5	4.19	0.61
Interaction	2.08	5	3.49	0.71	2	5	3.74	0.71
Engagement	1.25	4.67	2.96	0.71	1	5	3.34	1.07
PQA	2.78	4.76	3.79	0.44	3	5	4.00	0.53

There were significant changes (see Table 11) for the PQA overall score (t=2.38, df=33, p=.023) and its two subscales: safe environment (t=3.46, df=33, p=.002), and engagement (t=2.33, df=33, p=.026). But no significant results were observed for the Quality Seal at the construct level. At the item level, the following aspects were significantly improved: lack of bias (t=0.51, df=48, p=.004), adult child interaction (t=0.62, df=48, p=.014), acknowledgment (t=0.54, df=48, p=.029), choice (t=0.55, df=48, p=.006), and feedback (t=0.88, df=48, p=.027). The evidence suggests that the Quality Seal might be sensitive to detecting certain aspects of the program quality, but the PQA seems to be more responsive in detecting changes. One reason for the overall non-significant results may have to do with the ceiling effect. As the descriptive data of Quality Seal indicated, programs tend to score high on both the pre- and post-assessment, while the PQA had more variability between the pre- and post-assessment.

Table 11. Paired T-test of the pre and post Qseal and PQA Scores								
	M	*SD*	*SE*	*Lower*	*Upper*	*t*	*df*	*p*
Post_socialemotionQ–Pre_socialemotionQ	-0.08	0.48	0.07	-0.21	0.06	-1.10	48	.28
Post_relationshipQ–Pre_relationship	0.06	0.42	0.06	-0.05	0.18	1.09	48	.28
Post_programofferingQ–Pre_programofferingQ	0.10	0.57	0.08	-0.07	0.26	1.17	48	.25
Post_assessmentQ–Pre_assessmentQ	0.00	0.68	0.10	-0.19	0.20	0.04	48	.97
Post_familyQ–Pre_familyQ	-0.02	0.55	0.08	-0.17	0.14	-0.20	48	.85
Post_Qseal– Pre_Qseal	0.01	0.35	0.05	-0.09	0.11	0.30	48	.77
PostSafeEnvironment–PreSafeEnvironment	0.19	0.33	0.06	0.08	0.31	3.46	33	.002
PostSupportEnvironment–PreSupportEnvironment	0.06	0.65	0.11	-0.16	0.29	0.57	33	.571
PostInteraction–PreInteraction	0.24	1.00	0.17	-0.11	0.59	1.41	33	.167
PostEngagement–PreEngagement	0.43	1.09	0.19	0.05	0.81	2.33	33	.026
PostPQAfinal–PrePQAfinal	0.23	0.57	0.10	0.03	0.43	2.38	33	.023

As with the overall evaluation, the sample size was an issue. The sample of sites enrolled in the experiment was 50 and decreased via attrition to 39 for some analyses. Most of Cohort 5 dropped out. Consequently, the statistical analyses (as opposed to some graphical analyses that we have also performed) were seriously underpowered to reject the null hypothesis of no effect.

Based on our finding, we believe it is necessary to collect more data on the updated Quality Seal to determine cut scores and to provide a high-quality attainment goal for ELO programs engaged in quality improvement. Among the PQA, the Quality Seal, and the updated Quality Seal with additional items, the updated Quality Seal is the most rigorous of the three program quality evaluations.

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APPENDIX I:

Weekly Video Coding Inter-rater Reliability for PQA

Table 2. Inter-rater Reliability for Post-Quality Seal (Mean=0.81)							
	IRR	*Lower*	*Upper*	*Value*	*df1*	*df2*	*p*
1P_CAA	0.79	0.61	0.89	4.83	40	39	0
2S_DAB	0.94	0.88	0.96	15.11	44	44	0
5K_ABA	0.92	0.84	0.96	11.96	39	39	0
4P_CAD	0.68	0.41	0.83	3.11	41	41	0
15K_ADC	0.81	0.64	0.89	5.52	44	44	0
5W_BBB	0.69	0.43	0.84	3.32	40	40	0
9P_CAA	0.90	0.80	0.94	10.33	43	43	0
6W_BBC	0.83	0.67	0.91	6.38	41	41	0
12P_CCD	0.80	0.64	0.89	4.89	48	48	0
3K_AAC	0.83	0.69	0.91	5 5.83	43	43	0
7K_ABC	0.77	0.58	0.87	4.58	44	44	0
2P_CAB	0.95	0.90	0.97	18.72	40	40	0
14K_ADB	0.70	0.43	0.84	3.59	42	42	0

APPENDIX J:

Description of Practice-Based Coaching Model

Practice Based Coaching and Coaching Companion

a. Coaching as a Professional Development Strategy

Coaching is a form of professional development that supports professionals, ensures intervention fidelity, increases program quality, and produces positive outcomes for children. 101 studies, published between 1995 and January 2011, were reviewed that all included some form of coaching to practitioners working with children ages three through five. Coaching was the primary form of professional development in 24% of studies. Of those using coaching, only 23% followed a manual or script and 27% used specific materials or resources. Seventy-four percent delivered coaching face-to- face and 12% used a web-based format. 22% stated coaching typically lasts for one year. Thirty-nine percent met weekly and 26% met monthly. The specific length of sessions was not reported in 48% of the studies, but 37% stated sessions lasted more than 30 minutes. (NCQTL, Practice-Based Coaching, 2014)

Coaching not only positively impacts programs and practices, but studies that used components of Practice-based coaching were associated with positive child outcomes. Outcomes included increased participation and engagement, increased social skills and fewer challenging behaviors, increased literacy and language; and increased skills associated with the Head Start Outcomes Framework for logic and reasoning and approaches to learning. (NCQTL,What Do We Already Know About Coaching?, 2014)

b. Practice Based Coaching in ELO

PBC supports the implementation of evidence based practices that are attached to an assessment tool. The PBC framework is new to the ELO field, but CQEL has a long history and proven-track record of providing and supporting PBC in the Early Childhood field. PBC has shown to support professionals use of effective evidence based practices has led to positive outcomes for children. The ELO pilot, created an opportunity to apply the PBC framework to the ELO field.

i. Collaborative Partnership

Participants in the PBC process are referred to as partners. Partners can be the coach, individual, and possibly peers. PBC can happen either in-person or through distance learning and individually or in a group. In PBC, an expert is defined as someone who has knowledge and experience in the strategies coached. The coach is seen as the expert, but a peer or the professional can also step into the role of the expert. (NCQTL, Practice-Based Coaching, 2014)

PBC occurs within a collaborative partnership which is a working interaction between a coach and professional, group facilitator and professionals, or between peers. It provides a safe space for providers to ask questions, discuss problems, get support, gather feedback, reflect on practice, and try new ideas.

PBC is not evaluative or judgmental, but supportive with the goal of helping adults grow professionally. Coaches establishes reciprocal relationships through building rapport and creating a shared understanding. Each relationship is unique to the individuals and centered around strengths, needs, shared understanding, and desired outcomes. Developing collaborative partnerships is on-going throughout the PBC framework. (NCQTL, Practice-Based Coaching, 2014)

ii. Guiding Principles

The three guiding principles of PBC is culturally responsive coaching, parallel process, and resilience. Culturally responsive coaching promotes inclusiveness, mutual respect, and community. It emphasizes am awareness of how culture influence how providers think about and practice high quality strategies. Parallel Process highlights that the coach and coachee relationship is a coaching strategy that impacts interactions between the coachee and program participants. Resiliency highlights that asking providers to make changes can be taxing and at times overwhelming. PBC values acknowledging and supporting the coachee's well-being. (NCQTL, Practice-Based Coaching, 2014)

iii. PBC Elements

PBC has three elements; shared goals and SMART action planning, focused observation, and reflection and feedback. Each component is designed to inform the actions taken by the coach and coachee during the next step, and throughout the coaching process. The cyclical nature supports coaching as a continuous cycle of review and updating. (NCQTL, Practice-Based Coaching, 2014)

1. Shared Goals and SMART Action Plans

In this stage, the coach and coachee assess needs, set goals, create an action plan, review, and update goals and action plans throughout the coaching partnership. It includes both initial and on-going goal setting and action planning. During initial goal setting and action planning, a needs or program assessment is conducted. The coach will gather data about current teaching practices and work collaboratively with the coachee to determine priorities. Based on the data, a goal is developed that guides the creation of a SMART action plan. A SMART action plan is specific, measurable, achievable and within a timeframe. Goals and action plans provide a road map for improvement, accountability, and the opportunity to monitor progress. When creating a SMART action plan, the coach and coachee would identify specific; planning, steps, resources, and supports needed to reach the goal. Twenty-three percent of coaching studies explicitly identified goal setting and action planning as a component of coaching. (NCQTL, Practice-Based Coaching, 2014)

2. Focused Observation

In this stage, the coach gathers information thorough observation. Observation is defined as the process of gathering and recording information and implementing a desired practice. It is guided by the goal and action plan. The coach observes the coachee's practice, records information about the observation, and uses supportive strategies to learn more, improve, or refine the practice. Observations are considered focused because the coach is gathering specific information on the shared goal and action plan rather than a general observation. Focused observations can include live observations, reviewing video tape, reviewing program materials, and/or self-monitoring. Sixty-five percent of all coaching studies used observation in coaching. (NCQTL, Practice-Based Coaching, 2014)

3. Reflecting on and Sharing Feedback about Practice

In this stage, the coach and coachee discuss and reflect on the observation and progress. The coach shares and considers feedback and provides support strategies to learn more about the provider to improve or refine their practices. This stage focuses on providing support strategies and data to identify

successes, challenges, and additional areas of improvement or refinement. The coachee takes time to think about effectiveness, barriers, and considers feedback and support given by the coach. The feedback could be both supportive and/or corrective, but is given with the intention of helping the coachee reach their goal. Reflection can occur through journaling while watching a video, conversation, written notes, graphs on progress, or discussion. Twenty two percent of coaching studies identified reflective conversation in their coaching process and 72% provided performance feedback on practices. (NCQTL, Practice-Based Coaching, 2014)

4. Continuous Cycle

After the reflection and feedback stage the goal and action plan is revisited, reviewed, and updated. The coach and coachee might continue with the same goal, revise it, or identify a new goal or action plan. (NCQTL, Practice-Based Coaching, 2014)

c. Coaching Companion

Coaching Companion is a video sharing and coaching feedback app created by CQEL. Providers can record their practice and share videos with their administrators, coaches, trainers, and faculty, as appropriate. They can ask questions, exchange feedback, and develop individualized coaching plans that support quality teaching and positive outcomes for children and youth. It helps coaches and providers or peer-coaching teams work together, even between coach visits or at a distance. The observation tool may be used as part of training, coursework, communities of practice, or one-on-one reflective supervision. (https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching- pbc)

Providers and coaches can use the Coaching Companion to view the video library with examples of teaching practices. They can also share their own classroom video and track progress through the three major components of PBC: Shared Goals and Action Planning, Focused Observation, and Reflection and Feedback. (https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching- pbc)

APPENDIX K1:

Coaching Memorandum of Understanding

School's Out Washington

2016–2017 OST QUALITY INITIATIVE COACHING MEMORANDUM OF UNDERSTANDING

This is a Memorandum of Understanding between School's Out Washington, hereinafter referred to as "SOWA" and

_____ (Coach).

During the Out-of-School-Time (OST) Quality Initiative, coaches will be individually assigned to sites to support them through the Youth Program Quality Intervention (YPQI). Sites will be placed into one of four cohorts, each with its own timeline of training. In general, OST trainings and coaching will take place between October 2016 and June 2017. Please Refer to the Cohort Timelines to determine exact coaching time frames for each cohort.

COACH RESPONSIBILITIES:

1. Complete all required training and attend all required meetings:
   a. Attend one Early Achievers Institute (or equivalent orientation) involving an introduction to the OST Initiative. Mileage will be reimbursed. Travel/Lodging will be provided as needed.
   b. Attend 1–2 Basics Trainings. These trainings are full-day (approx. 9am-5pm) sessions between November 2016 and February 2017. Mileage will be reimbursed.
   c. Attend 1–2 Planning with Data (PWD) trainings. These trainings are four hours per session between November 2016 and February 2017. Mileage will be reimbursed.
   d. Attend three All Coaches' Meetings (or equivalent meeting) throughout the initiative. These meetings will last four hours each and will be held tentatively in September 2016, December 2016, and February 2017. Mileage will be reimbursed. Travel/Lodging will be provided as needed.
   e. Attend 2–3 Learning Community Meetings. These meetings will be three hours each and will be scheduled between December 2016 and May 2017. Mileage will be reimbursed.
2. Travel to youth program locations. Mileage will be reimbursed.
3. Meet regularly with assigned sites:
   a. Site coaching will take place from October 2016 to June 2017 (Note the actual start dates will vary for each cohort). Each site will receive/require 30 hours of coaching.
   b. Involve both the site director and program lead teacher in all coaching activities.
   c. Conduct a coaching session weekly with each assigned site.
   d. Observe programs and provide feedback as needed both in-person and through Coaching Companion weekly.
4. Document all OST Coaching activities
   a. Documentation time will be required from all coaches. Up to 24 billable hours total for all data entry will be allowed between October 2016 and June 2017.
   b. Utilize UW-SOWA provided tracking documents for reporting coaching activities.
5. Maintain regular communication with SOWA and the Regional Coordinators throughout the pilot program.
   a. Respond to emails or phone calls within 48 hours.
   b. Utilize out-of-office or automatic replies when not available for an extended period of time and/or notify SOWA of extended absences.

The undersigned have read the above statements, understand them, and agree to abide by their terms.

Signature _____ Date _____

Print name _____

APPENDIX K2:

Coaching Checklist

School's Out Washington

2016–2017 OST QUALITY INITIATIVE COACHING CHECKLIST

Thank you for serving as a coach for the OST Quality Initiative. Below is a checklist of activities or tasks that will need to be completed once your assigned sites officially start the PQA intervention. Some items will need to be completed weekly, whereas others may only need to be completed monthly or on an as- needed basis.

Weekly:

- ❑ Coaching visit with each site. This can be done in person, through Coaching Companion, or by phone/email
- ❑ Track/document any staff changes, programming changes, or other issues your sites may be experiencing
- ❑ Update coaching records including timesheets, mileage forms, and UW-SOWA provided coaching documentation
- ❑ Confirm that your sites are recording their program offering each week and mailing video cards to UW (Note: Regional Coordinators will also be supporting this task)

Monthly:

- ❑ Confirm attendance totals for each program offering and/or take note of any significant changes in attendance
- ❑ Hold a minimum of two in-person coaching sessions (Sessions can inclusde observation, providing feedback, reflecting on strategies staff have practiced, etc.)
- ❑ Hold a minimum of two online coaching sessions using Coaching Companion to send/receive videos and provide feedback to sites

Varying Times/As needed:

- ❑ Support sites in preparing for and completing self-assessment observations
- ❑ Support sites in facilitating a consensus scoring meeting for self-assessment and ensure sites submit scores into the online Scores Reporter
- ❑ Support sites in developing an Improvement/Action Plan that includes three PQA-item-specific goals
- ❑ Facilitate Methods Workshops for site(s) or modified workshops to train staff on strategies related to PQA goals
- ❑ SOWA Coaches: Submit timesheets every two weeks along with mileage reimbursement forms

APPENDIX K3:

Coaching Expectations

ELO Coaching Participation Agreement Schedule Breakdown

Coach Responsibility	Participation Agreement for Coaches: Coaching Expectation
Coaching	To offer 30 hrs of coaching for Each site. This includes: ❑ Weekly check-in with each assigned site. ❑ Bi- monthly, in person coaching visits with observation of practice and feedback. ❑ Bi-monthly online coaching companion observation and feedback. ❑ Weekly update of coaching documentation survey monkey, following an in person coaching or onsite session for all assigned site that are actively being coached. ❑ Involve both the site director and program lead teacher in all coaching activities.
Video Taping	❑ Ensure weekly video filming is occurring at the site. ❑ Notify SOWA if sites will miss filming for a given week ❑ Notify SOWA of any challenges sites may have regarding their weekly filming
Training	❑ Attend one Early Achievers Institute (or equivalent orientation) involving an introduction to the ELO Initiative. ❑ Attend 1-2 Basics Trainings ❑ Attend 1-2 Planning with Data (PWD) trainings. ❑ Attend three All Coaches' Meetings ❑ Attend 2-3 Learning Community Meetings.
Administrative	❑ Respond to emails or phone calls within 48 hours. ❑ Utilize out-of-office or automatic replies when not available for an extended period of time and/or notify SOWA of extended absences. ❑ Up to 24 billable hours of documentation time. ❑ Utilize UW-SOWA provided tracking documents for reporting coaching activities.

APPENDIX K4:

Coaches Communication Guide

OST QUALITY INITIATIVE – COMMUNICATION GUIDE

Thank you for supporting the OST Quality Initiative. As we fully embark in the pilot, there will likely be many questions that arise. To help identify the best contact person to address these questions, we have included the list of key contacts and their roles in the OST Quality Initiative.

1. **Regional Coordinators:** Regional Coordinators provide support to both sites and to coaches. Coordinators schedule initial site visits to prepare media and filming of the program, provide information to sites regarding their timelines and schedules, prepare coaching assignments, support coaches throughout the year, and ensure that sites complete all forms and paperwork associated with participation in the OST Initiative. Regional Coordinators also serve as the direct liaison between University of Washington's Data Collection Team and program sites. Contact your Regional Coordinator for questions about your individual sites such as your primary contact, program times and start dates, and other information specific to your assigned sites and programs. You can also contact your Regional Coordinator for any questions about the PQA process.

   The Regional Coordinators are:

   1) Karen Summers in King County at ksummers@schoolsoutwashington.org
   2) Clifford Armstrong III in Pierce at carmstrong3@schoolsoutwashington.org
   3) Angelique Rusk in Spokane and Walla Walla at arusk@schoolsoutwashington.org

- **Coaches should not communicate with sites until official cohort start dates.** Due to experimental protocols, coaches cannot discuss the PQA with sites until the site has officially started the PQA process (in this case – by attending the Basics training). The dates of these trainings will be dependent on which cohort the site is in. Until a site completes the Basics training, sites should only have contact with their Regional Coordinator. If your sites contact you with questions regarding the PQA process before they have completed their scheduled Basics training, please redirect them to the appropriate Regional Coordinator.

2. **Data & Administrative Coordinator** – Jarrod Hamerly: The Data & Administrative Coordinator's role is to provide administrative support to the Regional Coordinators, coaches, and sites, in addition to supporting all reporting needs. Please contact Jarrod at jhamerly@schoolsoutwashington.org for questions regarding cohort timelines, dates and times of trainings, travel arrangements and reimbursements, site stipends, Coaching Companion, or general questions regarding the pilot program. Jarrod will also be available to answer any questions if your Regional Coordinator is not available.

3. **Statewide Out-of-School-Time Quality Manager** – Sheely Mauck: The Statewide OST Quality Manager directs and supports the overall OST Quality Initiative. Contact Sheely if you have questions about specific trainings or contract concerns, the evaluation process, general coaching questions or concerns, and any other questions about the OST Quality Initiative at smauck@schoolsoutwashington.org

4. **Data Collectors** - School's Out Washington and University of Washington are working together to coordinate data collection in support of the overall evaluation of the OST Quality Initiative and the development of a Quality Seal. Sites will be visited by both SOWA assessors and UW data collectors simultaneously during the pre-assessment season and post-assessment season.

   UW data collectors may need to meet with sites, parents, and/or youth at other times throughout the initiative as well. All communication and coordination of data collection will be led by the Regional Coordinators and the Data & Administrative Coordinator.

APPENDIX K5:

Cohort 1–4 Timelines

OST QUALITY INITIATIVE – COHORT SCHEDULE

Cohort 1: King & Walla Walla

Oct. 3rd–Oct. 21st > External Assessment Period

Nov. 1st, 9am–5pm > PQA Basics Training

Nov. 2nd, Nov. 15th > Program Self-Assessment

Nov 15th, by 6pm > Self-Assessment Scores Due in Scores Reporter

Nov. 17th, 10am–2:30pm > Planning with Data

Nov. 2nd, April 3rd > Required Weekly Coaching

Dec. 6th, 10:00am–1:00pm > 1st Learning Community Meeting

Jan. 18th, 10:00am–1:00pm > 2nd Learning Community Meeting

Mar. 7th, 10:00am–1:00pm > 3rd Learning Community Meeting

April 3rd–April 21st > Post-External Assessment Period

Cohort 2: Pierce & Spokane

Oct. 3rd, Oct. 21st > External Assessment Period

Nov. 30th, 9am–5pm > PQA Basics Training

Dec. 1st, Dec. 13th > Program Self-Assessment

Dec. 13th, by 6pm > Self-Assessment Scores Due in Scores Reporter

Dec. 15th, 10am–2:30pm > Planning with Data

Dec. 1st, April 21st > Required Weekly Coaching

Jan. 26th, 10:00am–1:00pm > 1st Learning Community Meeting

Feb. 23rd, 10:00am–1:00pm > 2nd Learning Community Meeting

Mar. 23rd, 10:00am–1:00pm > 3rd Learning Community Meeting

April 3rd–April 21st > Post-External Assessment Period

Cohort 3: King & Walla Walla

Oct. 3rd, Oct. 21st > External Assessment Period

Jan. 4th, 9am–5pm > PQA Basics Training

Jan. 5th, Jan. 17th > Program Self-Assessment

Jan. 17th, by 6pm > Self-Assessment Scores Due in Scores Reporter

Jan. 19th, 10am–2:30pm > Planning with Data

Jan. 5th, April 21st > Required Weekly Coaching

Feb 9th, 10:00am–1:00pm > 1st Learning Community Meeting

Mar. 8th, 10:00am–1:00pm > 2nd Learning Community Meeting

April 25th, 10:00am–1:00pm > 3rd Learning Community Meeting

April 3rd–April 21st > Post-External Assessment Period

Cohort 4: Pierce & Spokane

Oct. 3rd, Oct. 21st > External Assessment Period

Jan. 31st, 9am–5pm > PQA Basics Training

Feb. 1st, Feb. 14th > Program Self-Assessment

Feb. 14th, by 6pm > Self-Assessment Scores Due in Scores Reporter

Feb. 16th, 10am–2:30pm > Planning with Data

Feb. 1st, April 21st > Required Weekly Coaching

Mar. 16th, 10:00am–1:00pm > 1st Learning Community Meeting

April 27th, 10:00am–1:00pm > 2nd Learning Community Meeting

May 25th, 10:00am–1:00pm > 3rd Learning Community Meeting

April 3rd–April 21st > Post-External Assessment Period

APPENDIX K6:

Cohort 5 Timeline

OST QUALITY INITIATIVE – COHORT 5 SCHEDULE

Cohort 5: King

Jan 23rd–Feb 8th > External Assessment Period

Feb. 16th, Time TBD (3 hours) > PQA Basics Training

Feb 17th–Mar. 2nd > Program Self-Assessment

Mar. 2nd, by 6pm > Self-Assessment Scores Due in Scores Reporter

March 3rd, Time TBD (3 hours) > Planning with Data (Goals due March 10th)

Feb 17th–April 21st > Required Weekly Coaching

Mar. 8th, 10:00am – 1:00pm > 1st Learning Community Meeting

April 25th, 10:00am – 1:00pm > 2nd Learning Community Meeting

April 3rd–April 21st > Post-External Assessment Period

Cohort 5: Walla Walla

Jan 23rd–Feb 8th > External Assessment Period

Feb. 16th, Time TBD (3 hours) > PQA Basics Training

Feb 17th–Mar. 2nd > Program Self-Assessment

Mar. 2nd, by 6pm > Self-Assessment Scores Due in Scores Reporter

March 3rd, Time TBD (3 hours) > Planning with Data

Feb 17th–April 21st > Required Weekly Coaching

Mar. 7th, 10:00am–1:00pm > 1st Learning Community Meeting

April 25th, 10:00am–1:00pm > 2nd Learning Community Meeting

April 3rd–April 21st > Post-External Assessment Period

Cohort 3: Spokane

Jan 23rd–Feb 8th > External Assessment Period

Feb. 16th, Time TBD (3 hours) > PQA Basics Training

Feb 17th–Mar. 2nd > Program Self-Assessment

Mar. 2nd, by 6pm > Self-Assessment Scores Due in Scores Reporter

March 3rd, Time TBD (3 hours) > Planning with Data

Feb 17th–April 21st > Required Weekly Coaching

Mar. 16th, 10:00am–1:00pm > 1st Learning Community Meeting

April 27th, 10:00am–1:00pm > 2nd Learning Community Meeting

May 25th, 10:00am–1:00pm > 3rd Learning Community Meeting

April 3rd–April 21st > Post-External Assessment Period

APPENDIX L:

Weekly Coaching Fidelity Survey

ELO–Weekly Coaching Documentation

Please submit at least one coaching log per week per program you are coaching.

1. Name of Coach:

2. Date of the coaching or training session that you are filling survey for.
   Date: Month _____ Day _____ Year _____

3. Are you completing this survey for a coaching or training session for a specific site?

   Yes

   No - Meeting with Multiple Sites (e.g. attended Basics Training, Planning with Data, or a Learning Community Meeting with multiple sites)

4. Name of Program you're completing this survey for? (Note: Select only one program per survey)

5. Type of contact (how was coaching session or training provided on the date indicated above)?

   In-person Coaching or Training + Email/Phone On-line (Coaching Companion) + Email/Phone Email Only

   Phone (Call or Text) only Other please specify

6. Length of coaching or training session (please enter in minutes and use numbers only).

7. Number of staff that attended the coaching or training session (enter numbers only).

8. Name of individual(s) that attend the coaching or training session).

9. Which PQA tool are you using to create item level goals for this site?

   SAPQA YPQA

10. Select one SAPQA item that you and your site focused on during this coaching or training session?

    If you worked on more than one SAPQA item please specify:

11. What are the specific coaching strategies you used during this coaching session?

    Relationship Building Goal Setting Focused Observation

    Reflection and Feedback Other (please specify)

12. How do you rate your progress with your site?

    Making Progress Goal Achieved

    If no progress include specific comments

13. What are specific next steps you and your coach identified?

14. Are there any changes to the program (e.g. significant change in number of students, change in staff, change in program offering)?

    No

    Yes (please specify)

15. Please use this field to enter any additional notes or comments about this site.

16. Select one YPQA item you and your site focused on during this coaching or training session?

    If you worked on more than one yPQA item please specify

17. What are the specific coaching strategies you used during this coaching session?

    Relationship Building Goal Setting Focused Observation

    Reflection and Feedback Other (please specify)

18. How do you rate your progress with your site?

    Making Progress Goal Achieved

    If no progress include specific comments

19. What are specific next steps you and your coach identified?

20. Are there any changes to the program (e.g. significant change in number of students, change in staff, change in program offering)?

    No

    Yes (please specify)

21. Please use this field to enter any additional notes or comments about this site

APPENDIX M:

Sites with Stable Baseline in PQA Domains (Single Case Design)

Figure M.1. PQA: Safe Environment Data for 3 sites from cohorts 1–3

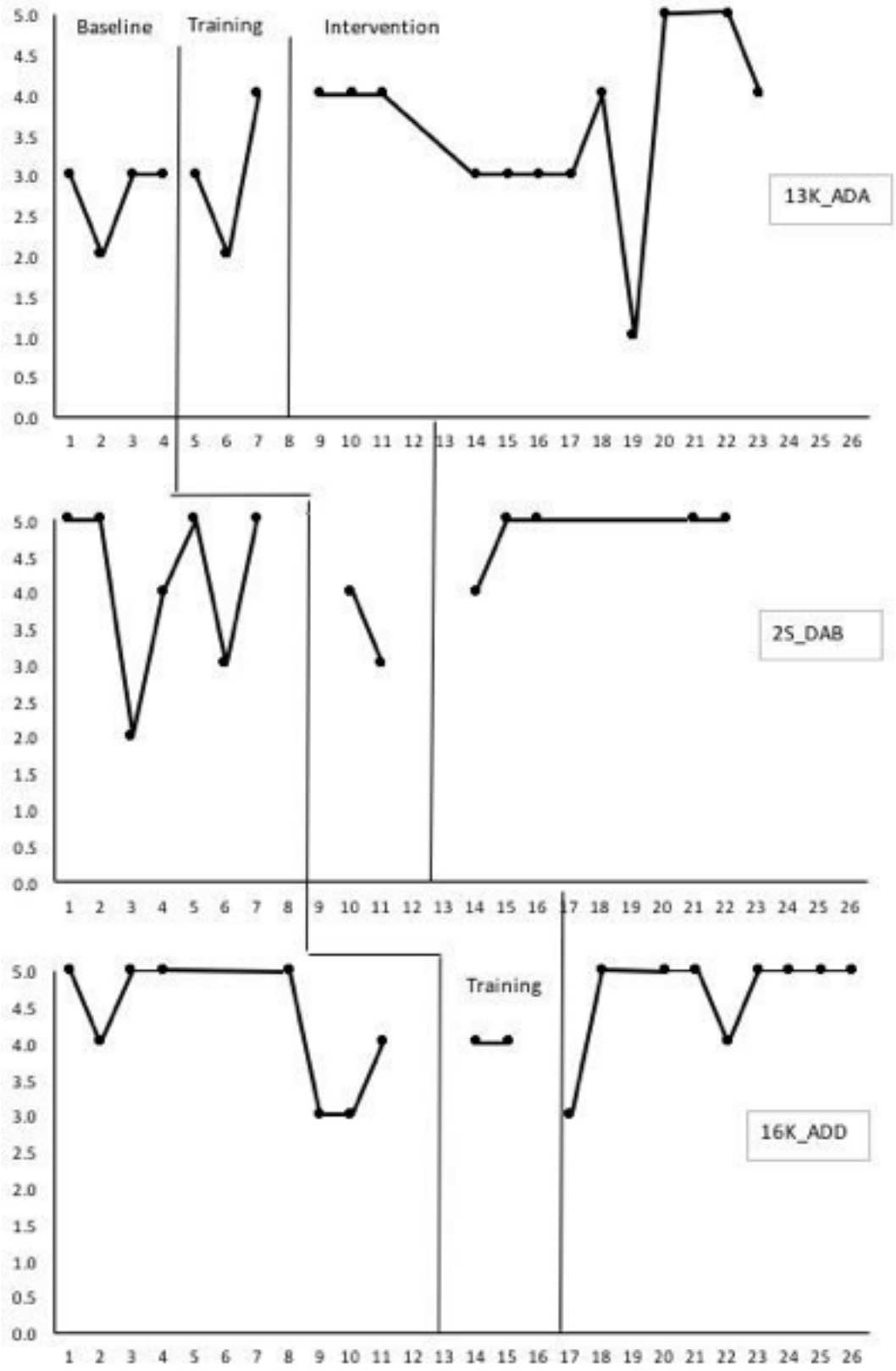


Figure M.2. PQA: Supportive Environment Data for 4 sites from cohorts 1–4

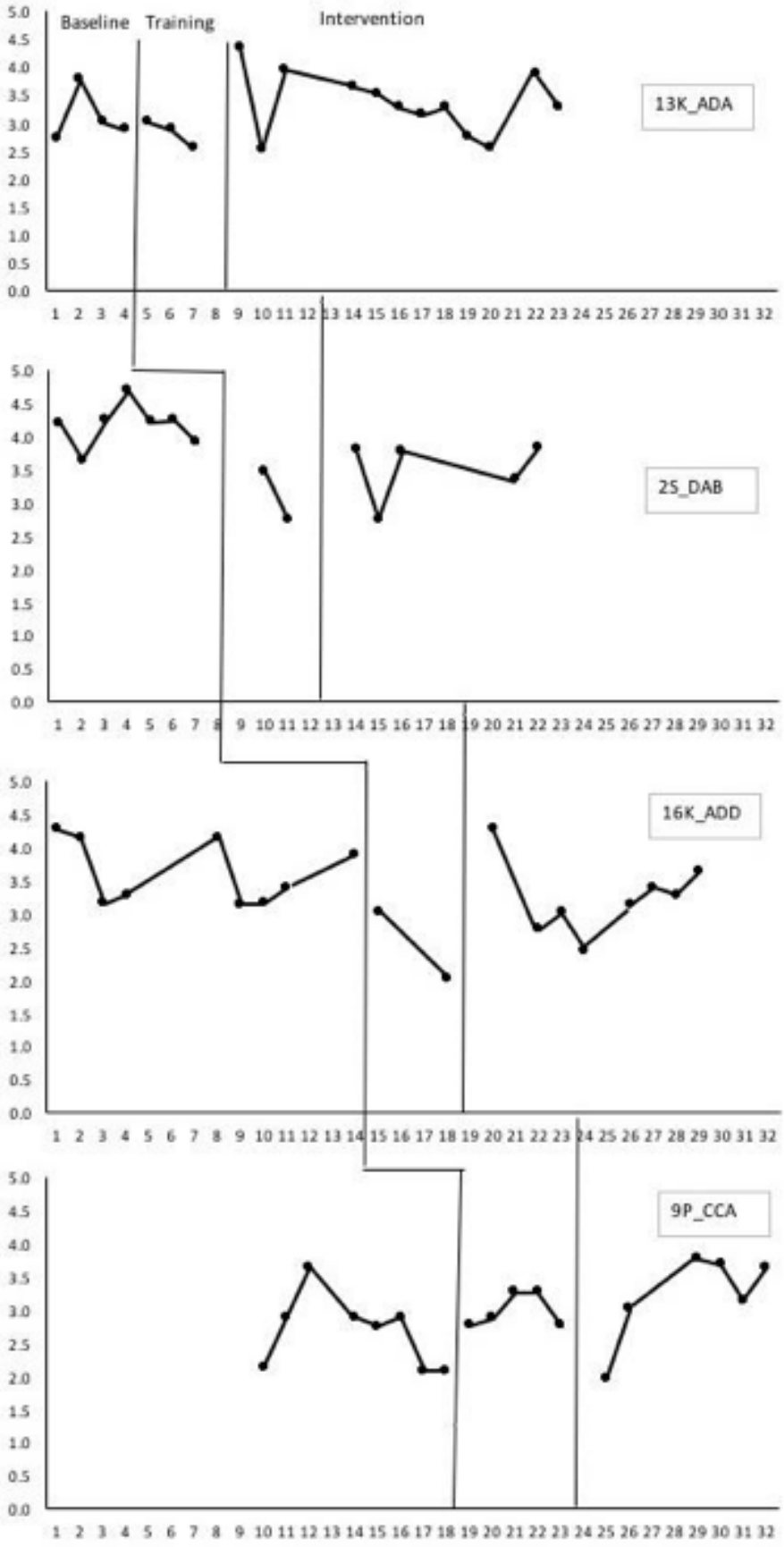


Figure M.3: PQA: Average Interaction Data for Cohorts 1–4

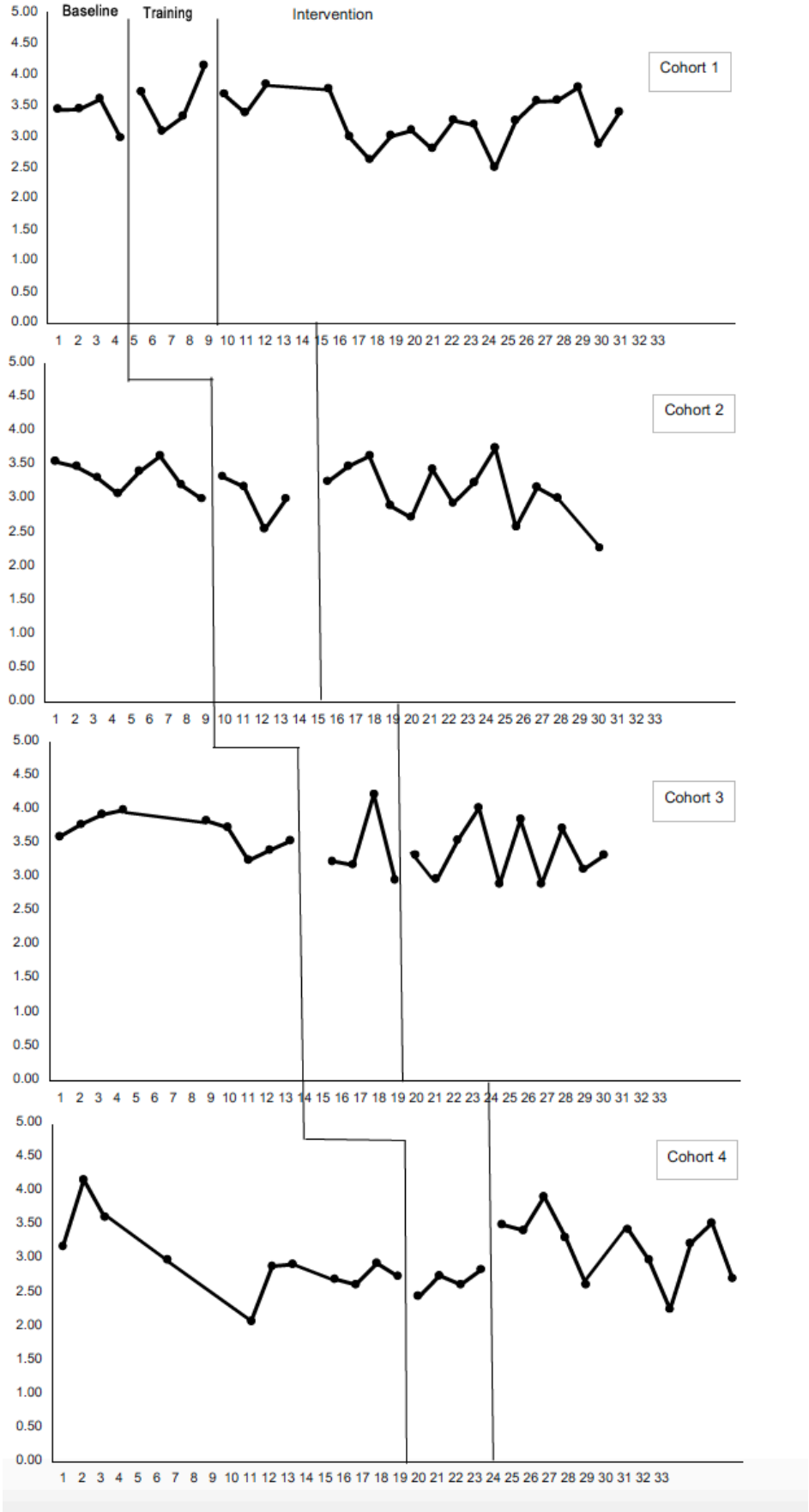
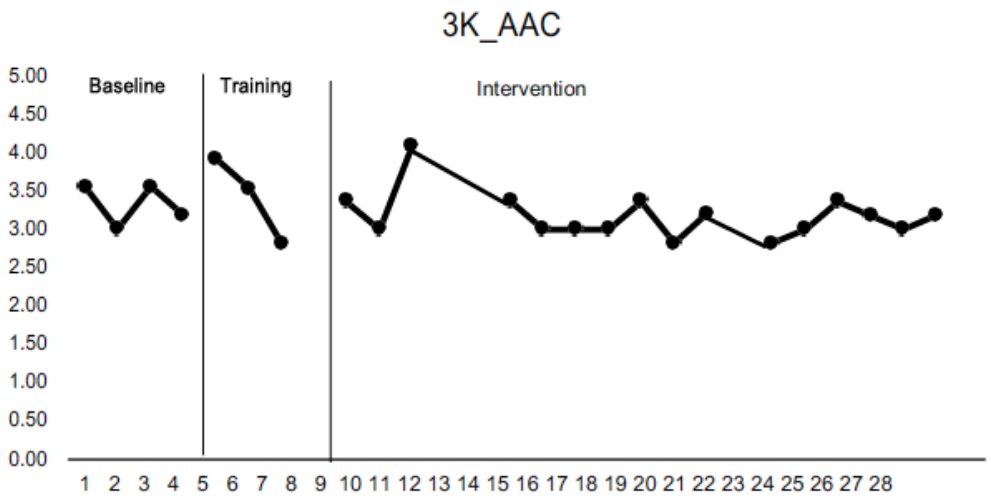
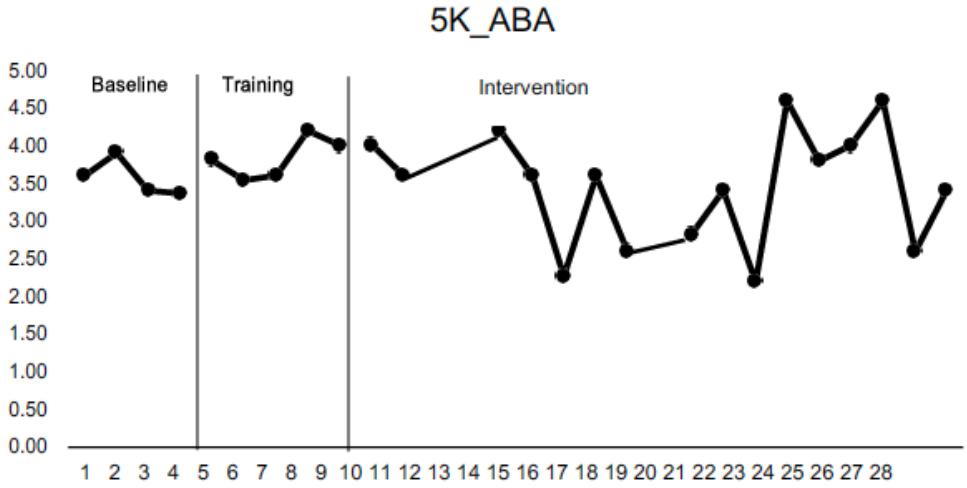


Figure M.4. PQA: Interaction Data for 3 sites from Cohort 1





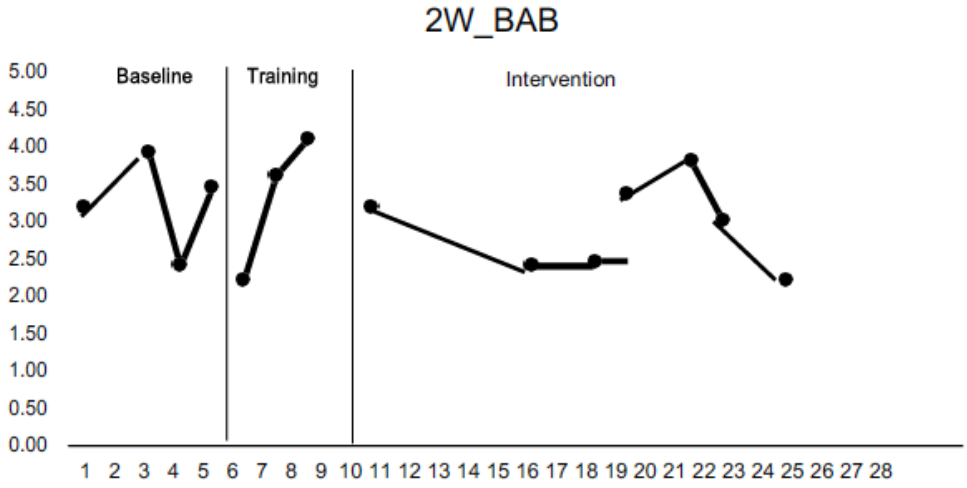


Figure M.5. PQA: Interaction Data for 4 sites from Cohort 2

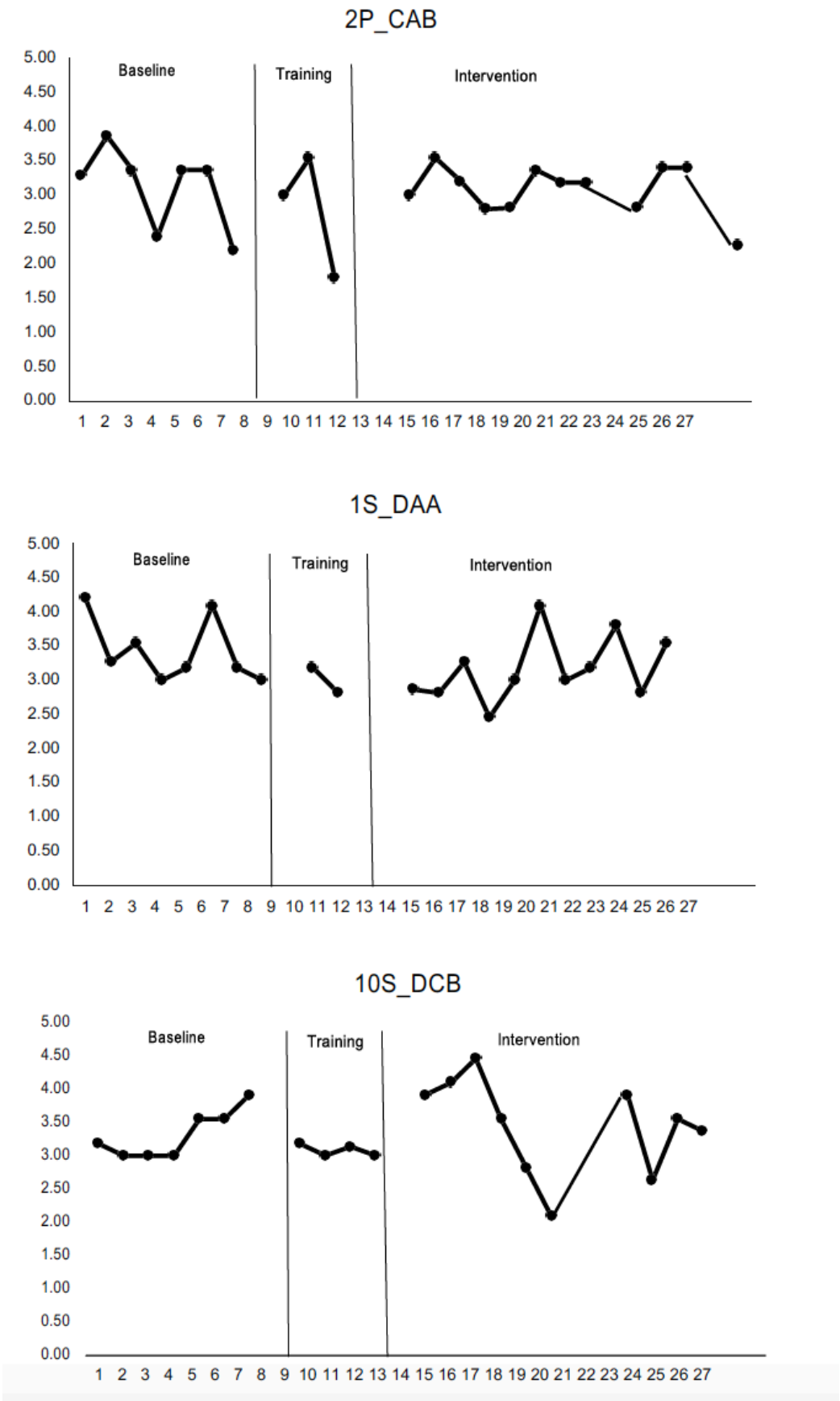


Figure M.6. PQA: Interaction Data for 3 sites from Cohort 3

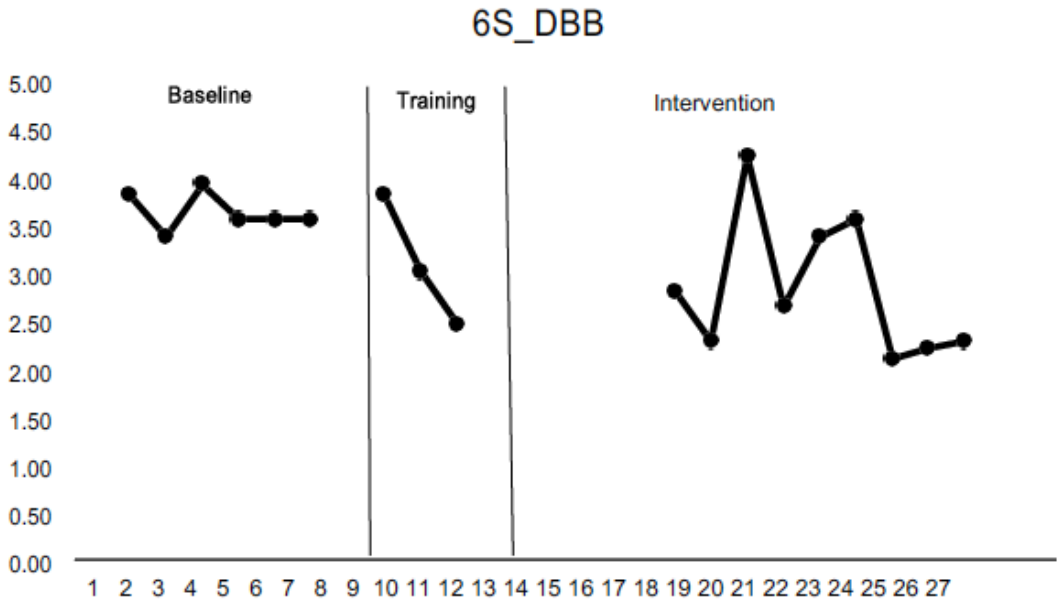
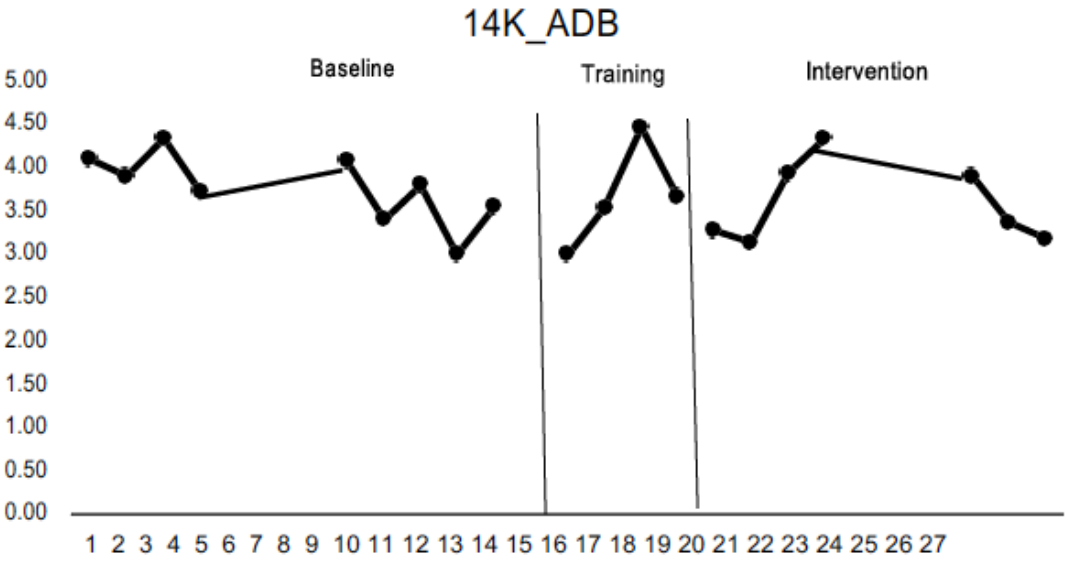
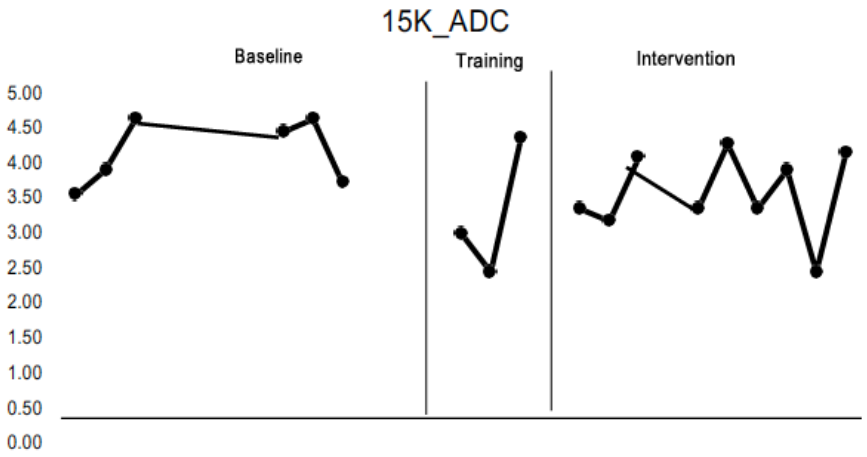


Figure M.6. PQA: Interaction Data for 3 sites from Cohort 3





5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00

Figure M.7. PQA: Interaction Data for 4 sites from Cohort 4

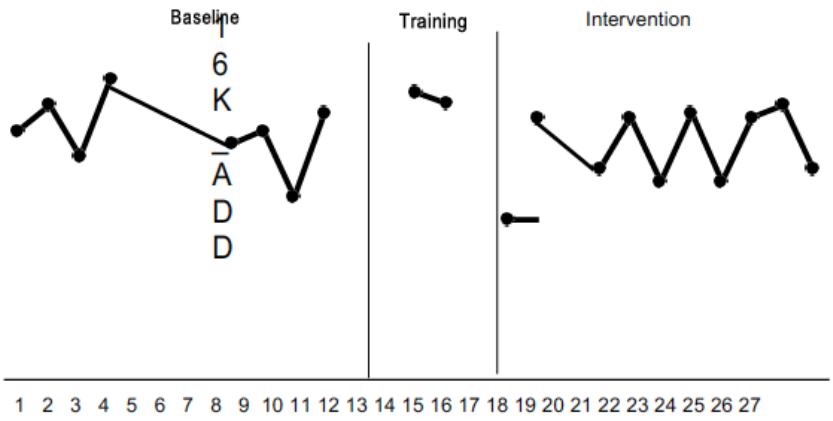
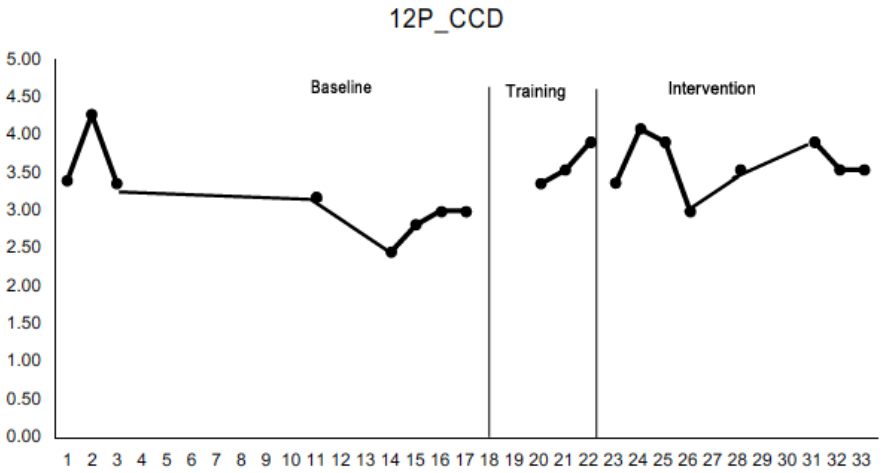
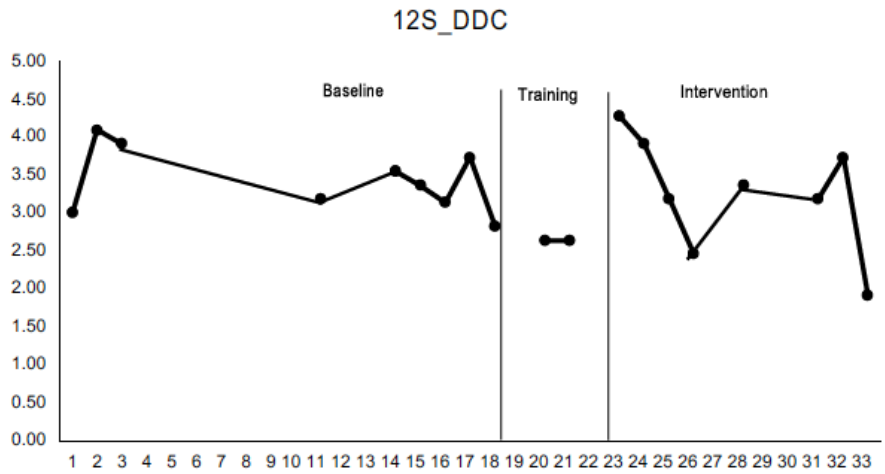
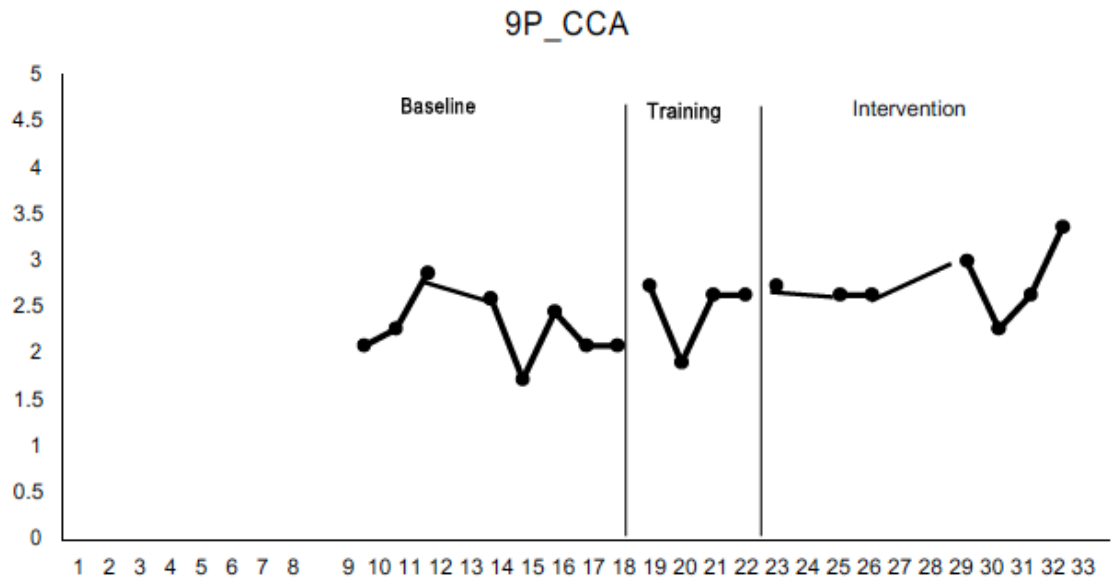


Figure M.7. PQA: Interaction Data for 4 sites from Cohort 4






9P_CCA
Baseline
Training
Intervention
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
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 29 30 31 32 33

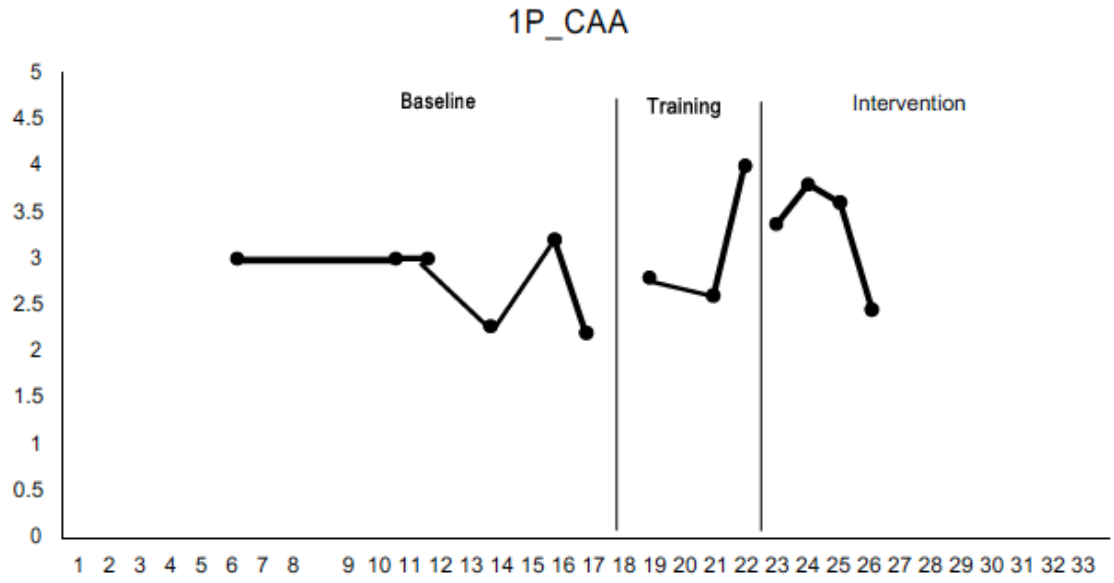

1P_CAA
Baseline
Training
Intervention
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33

Figure M.8: PQA: Average Engagement Data for Cohorts 1–4

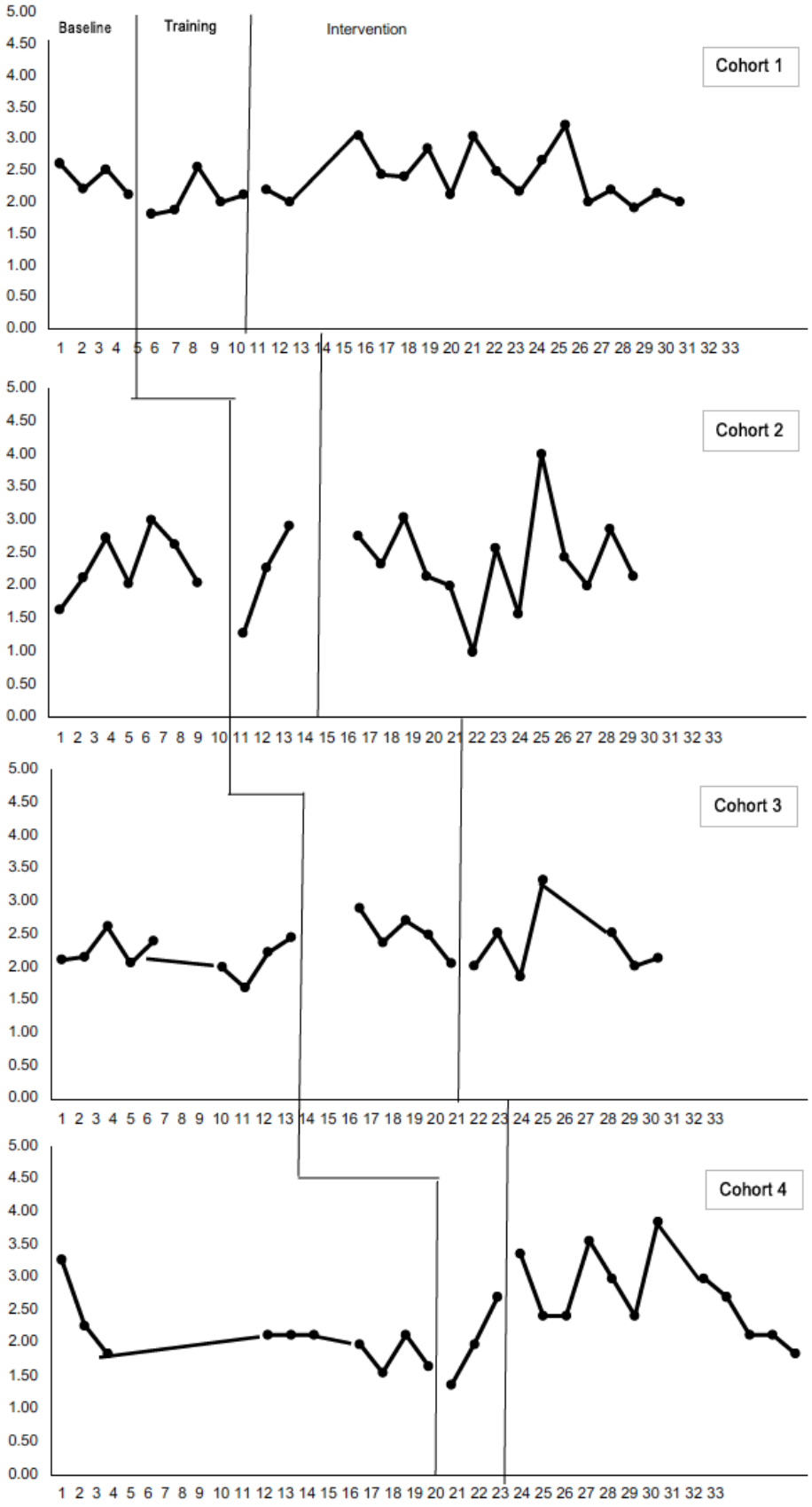
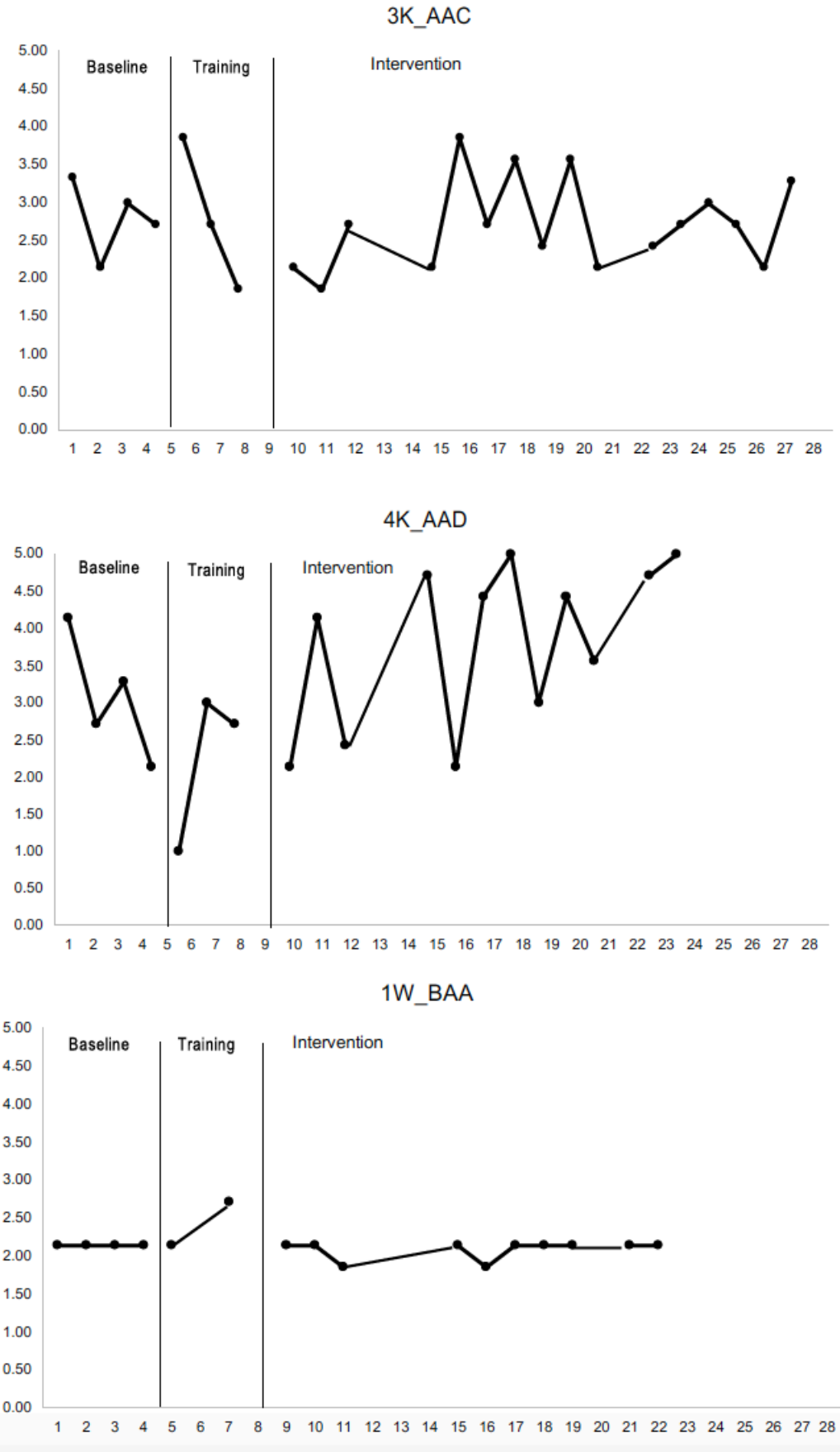
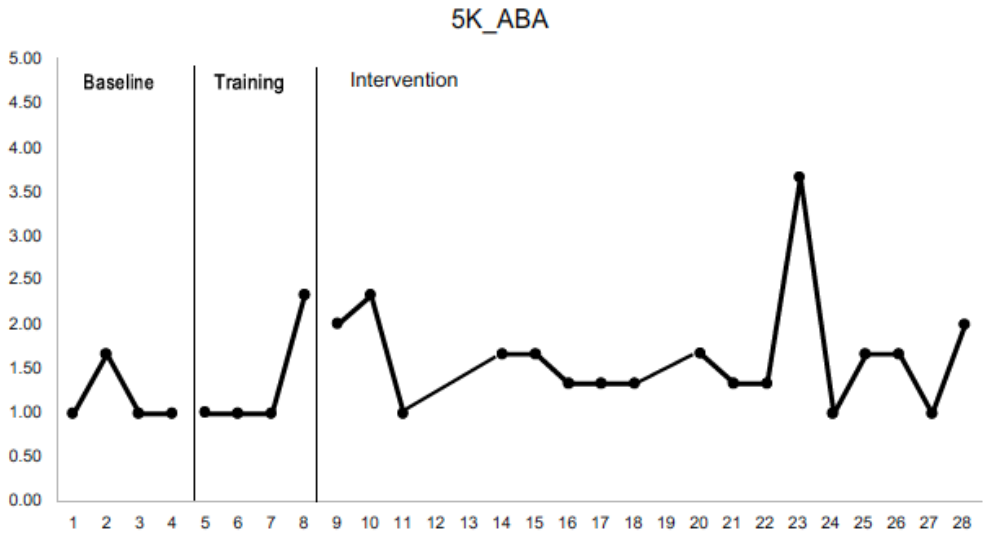
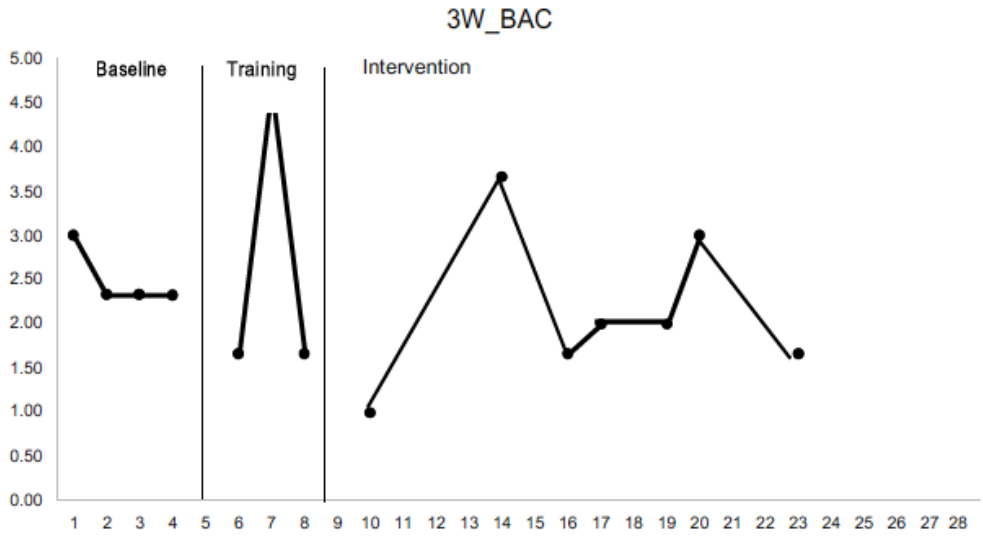


Figure M.9. PQA: Engagement Data for 6 sites from Cohort 1




5K_ABA
Baseline
Training
Intervention
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
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


3W_BAC
Baseline
Training
Intervention
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
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

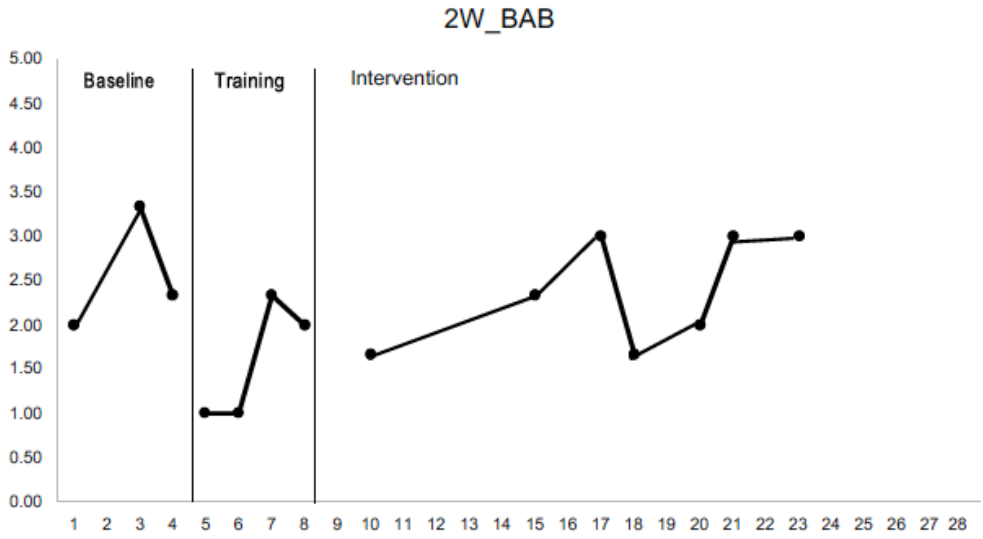

2W_BAB
Baseline
Training
Intervention
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Figure M.10. PQA: Engagement Data for 3 sites from Cohort 2

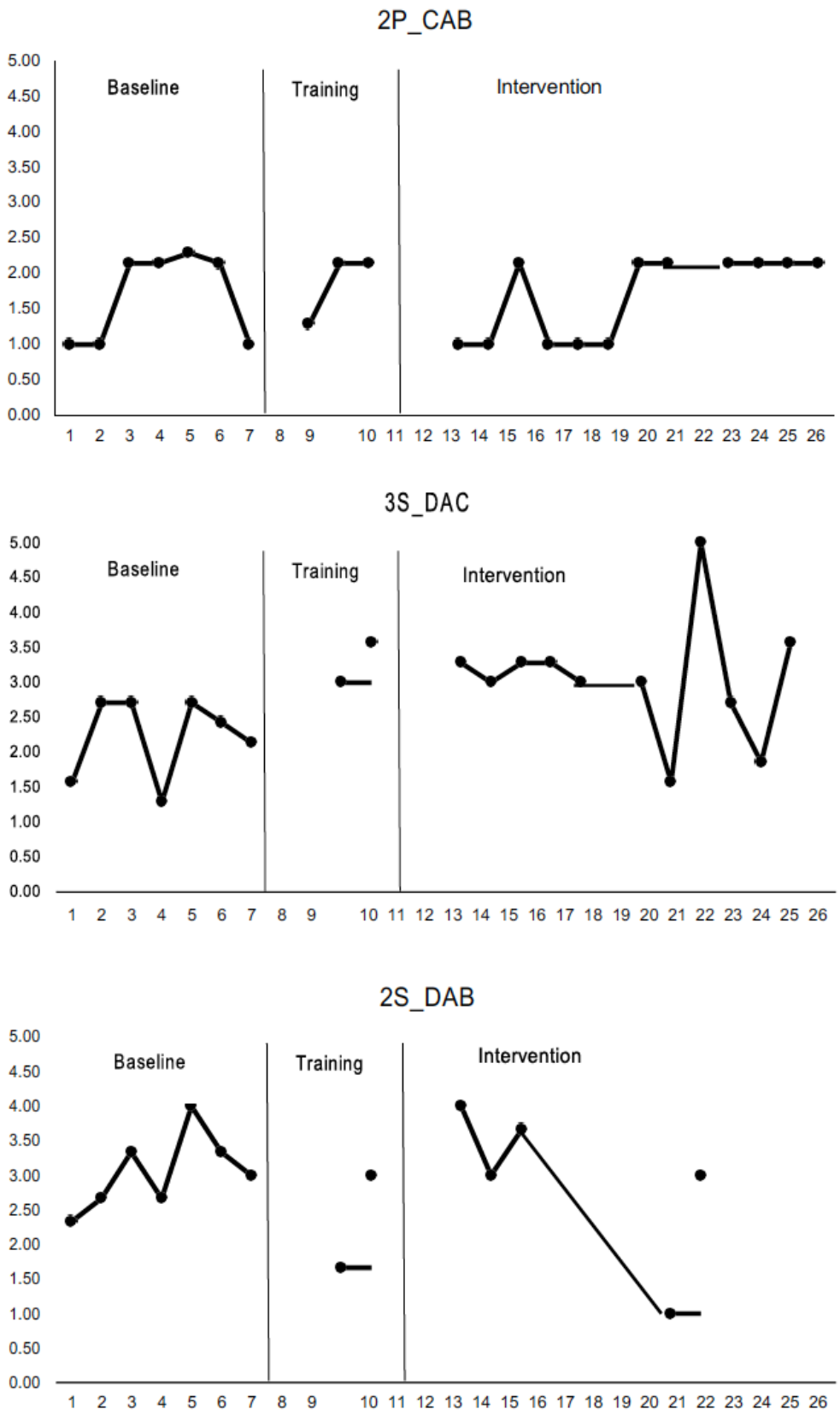


Figure M.11. PQA: Engagement Data for 2 sites from Cohort 3

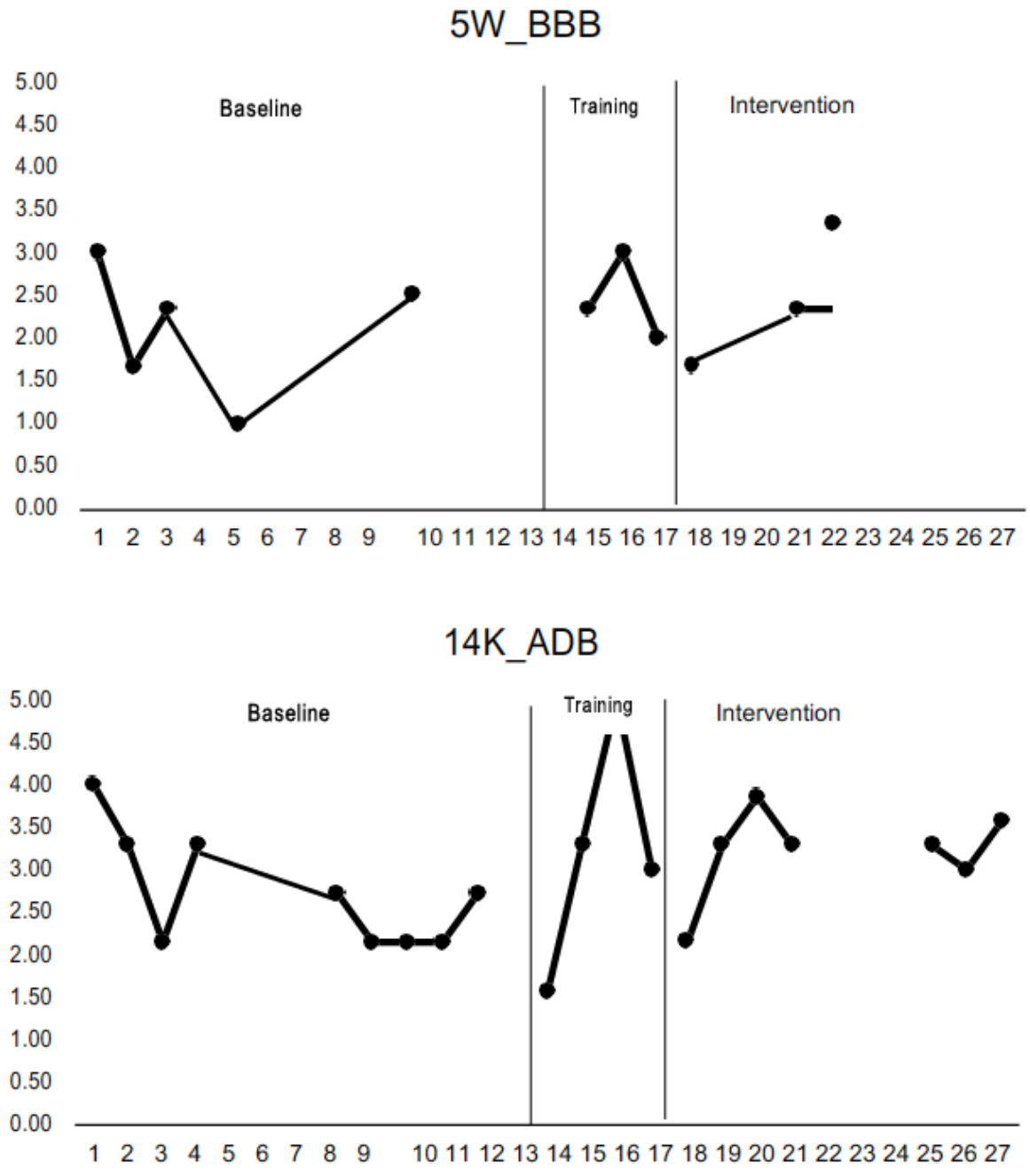


Figure M.12. PQA: Engagement Data for 3 sites from Cohort 4

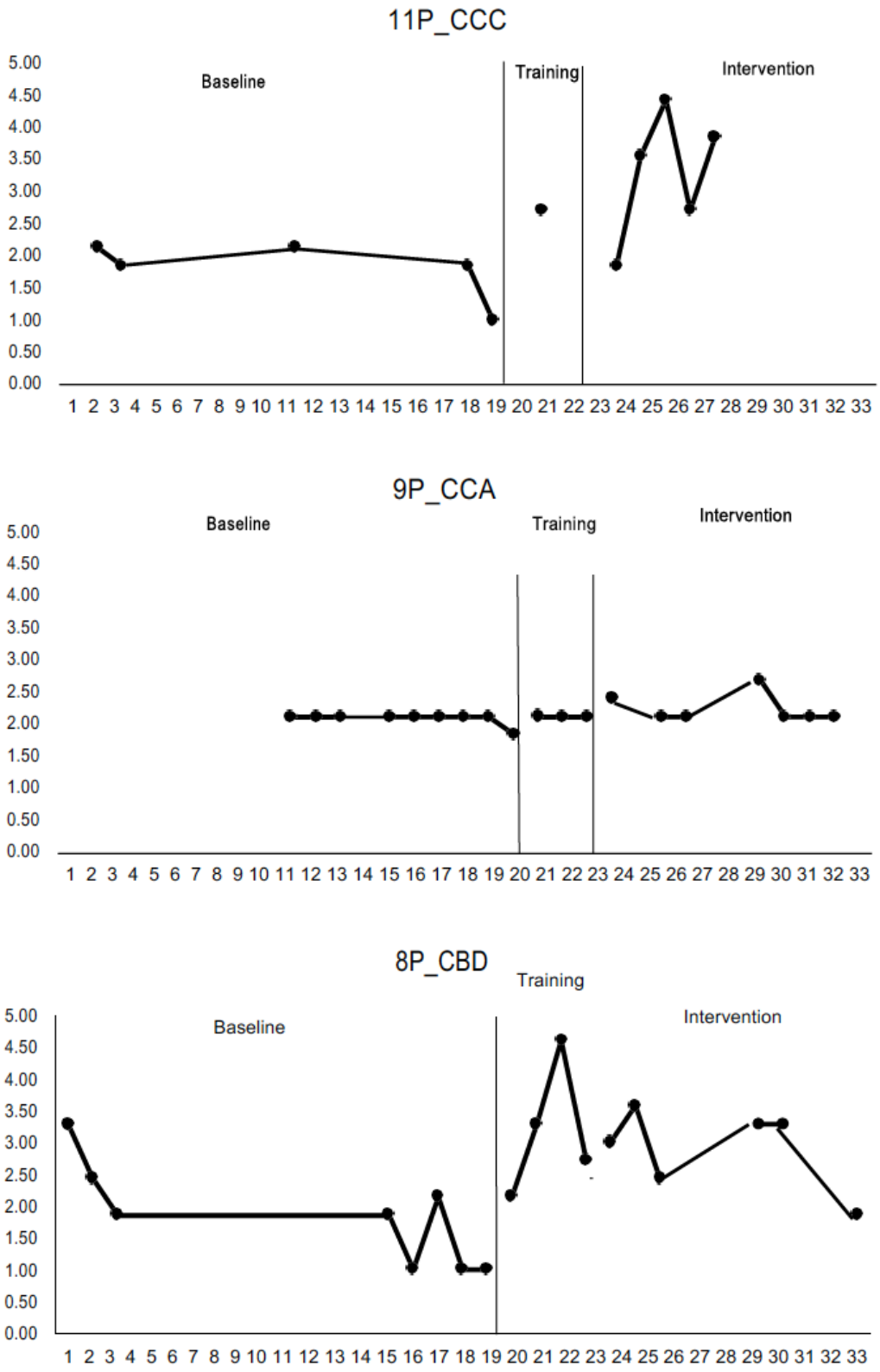


Figure M.13. ECDC: Passive Off-Task Data for 5 sites from cohorts 1–5

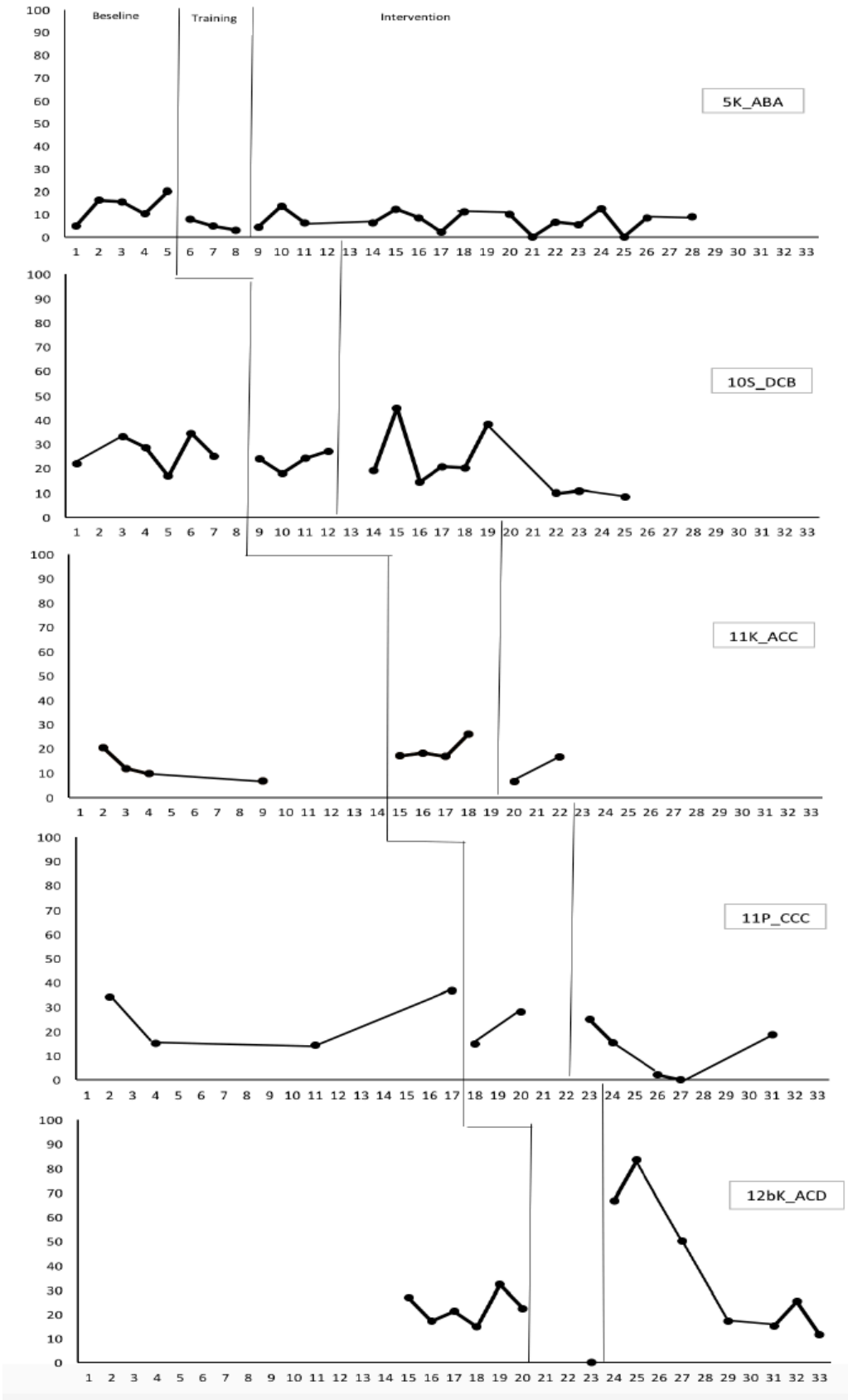
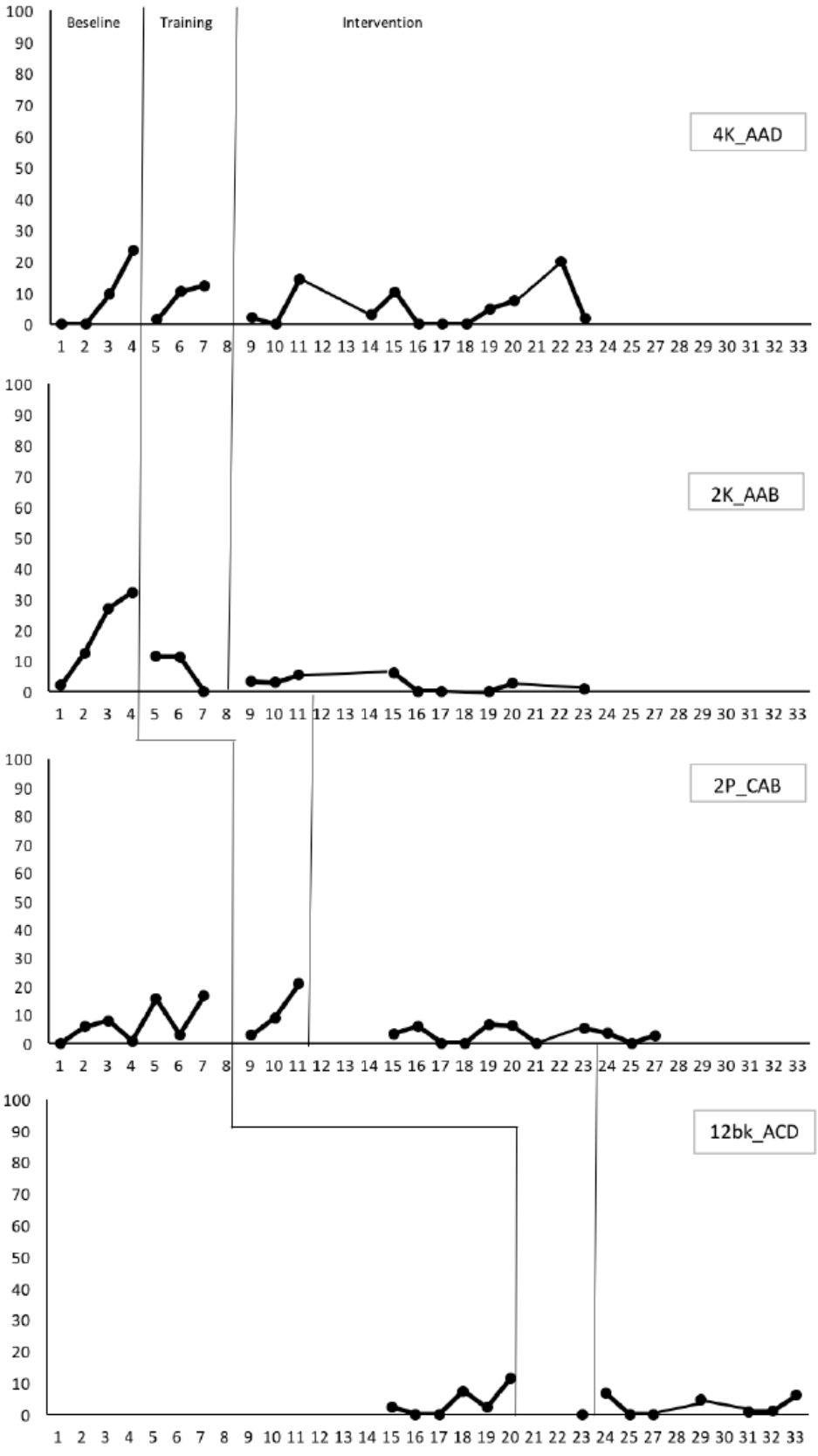


Figure M.14. ECDC: Challenging Behavior Data for 4 sites from cohorts 1, 2, and 5



APPENDIX N:

Quality Seal and PQA Pre-to-Post Comparison

Table N.1 Item Level Quality Seal Pre and Post Comparison

		M	*SD*	*SE*	*Lower*	*Upper*	*t*	*df*	*p*
Pair 1	aSelfRegulationManagingEmotions - aSelfRegulationManagingEmotions_pre	0.122	0.67	0.1	-0.07	0.3136	1.3	48	0.204
Pair 2	bEmpathyandCompassion - bEmpathyandCompassion_pre	-0.35	0.9	0.13	-0.61	-0.0877	-3	48	0.01
Pair 3	cLackofBias - cLackofBias_pre	0.306	0.71	0.1	0.101	0.5109	3	48	0.004
Pair 4	dRedirection - dRedirection_pre	-0.59	1.29	0.19	-0.97	-0.2032	-3	45	0.004
Pair 5	eEngagementAct - EngagementAct_pre	0.02	0.59	0.09	-0.15	0.1912	0.2	48	0.811
Pair 6	fPersistence - fPersistence_pre	-0.06	0.85	0.12	-0.31	0.1834	-1	48	0.617
Pair 7	gSkillBuilding - gSkillBuilding_pre	-0.31	1.26	0.18	-0.67	0.0563	-2	48	0.096
Pair 8	hReflection - hReflection_pre	0.204	1.53	0.22	-0.23	0.6428	0.9	48	0.354
Pair 9	iYouthLeadership - iYouthLeadership_pre	-0.08	1.1	0.16	-0.4	0.2332	-1	48	0.605
Pair 10	aEmotionalClimate - aEmotionalClimate_pre	-0.04	0.61	0.09	-0.22	0.1347	-0	48	0.642
Pair 11	bAdultChildInteractions - bAdultChildInteractions_pre	0.347	0.95	0.14	0.075	0.6191	2.6	48	0.014
Pair 12	cSenseofBelonging - cSenseofBelonging_pre	-0.45	0.94	0.13	-0.72	-0.1799	-3	48	0.002
Pair 13	dCollaboration - dCollaboration_pre	0.184	1.15	0.16	-0.15	0.5136	1.1	48	0.269
Pair 14	eAcknowledgment - eAcknowledgment_pre	0.286	0.89	0.13	0.03	0.5413	2.2	48	0.029
Pair 15	fConflictResolution - fConflictResolution_pre	0.042	0.68	0.1	-0.16	0.24	0.4	47	0.674
Pair 16	aLearningObjectives - aLearningObjectives_pre	0.204	1.19	0.17	-0.14	0.5459	1.2	48	0.236
Pair 17	bLessonPlans - bLessonPlans_pre	0	0.87	0.12	-0.25	0.2488	0	48	1
Pair 18	cCommunicationofObjectives - cCommunicationofObjectives_pre	-0.19	0.98	0.14	-0.47	0.0976	-1	47	0.192
Pair 19	dTeachingStrategies - dTeachingStrategies_pre	-0.08	0.68	0.1	-0.28	0.1138	-1	47	0.399
Pair 20	eConnectiontoPriorKnowledge - eConnectiontoPriorKnowledge_pre	-0.16	1.25	0.18	-0.52	0.195	-1	48	0.364
Pair 21	fChoiceltstronggtoriginalltstronggt - fChoiceltstronggtoriginalltstronggt_pre	0.327	0.8	0.11	0.097	0.5565	2.9	48	0.006
Pair 22	gTangibleOutcomes - gTangibleOutcomes_pre	0.245	1.05	0.15	-0.06	0.5469	1.6	48	0.11
Pair 23	hFeedback - hFeedback_pre	0.469	1.44	0.21	0.054	0.8844	2.3	48	0.027
Pair 24	aCommonVision - aCommonVision_pre	0.122	1.01	0.14	-0.17	0.4134	0.8	48	0.402
Pair 25	bContinuousImprovement - bContinuousImprovement_pre	0.122	1.07	0.15	-0.19	0.4307	0.8	48	0.428
Pair 26	cCulturalCompetencyTraining - cCulturalCompetencyTraining_pre	0.102	1.1	0.16	-0.22	0.4191	0.6	48	0.521
Pair 27	dProfessionalDevelopment - dProfessionalDevelopment_pre	-0.2	0.87	0.12	-0.45	0.0445	-2	48	0.105
Pair 28	eDataManagement - eDataManagement_pre	-0.12	1.35	0.19	-0.51	0.2648	-1	48	0.528
Pair 29	aYouthandFamilyInput - aYouthandFamilyInput_pre	0.163	0.85	0.12	-0.08	0.4075	1.3	48	0.185
Pair 30	bCommunicationwithFamilies - bCommunicationwithFamilies_pre	-0.02	0.9	0.13	-0.28	0.2384	-0	48	0.875
Pair 31	cCommunicationwithSchools - cCommunicationwithSchools_pre	-0.29	0.79	0.11	-0.51	-0.0586	-3	48	0.015
Pair 32	dCommunityPartnership - dCommunityPartnership_pre	0.082	1.1	0.16	-0.23	0.3965	0.5	48	0.605

Table N.2: Domain Level Quality Seal and PQA Pre and Post Comparison

		M	SD	SE	Lower	Upper	t	df	p
Pair 1	Post_socialemotionQ - Pre_socialemotionQ	-0.08	0.48	0.07	-0.21	0.06	###	48	0.28
Pair 2	Post_relationshipQ - Pre_relationship	0.06	0.42	0.06	-0.05	0.18	1.09	48	0.28
Pair 3	Post_programofferingQ - Pre_programofferingQ	0.10	0.57	0.08	-0.07	0.26	1.17	48	0.25
Pair 4	Post_assessmentQ - Pre_assessmentQ	0.00	0.68	0.10	-0.19	0.20	0.04	48	0.97
Pair 5	Post_familyQ - Pre_familyQ	-0.02	0.55	0.08	-0.17	0.14	###	48	0.85
Pair 6	Post_Qseal - Pre_Qseal	0.01	0.35	0.05	-0.09	0.11	0.30	48	0.77
Pair 7	PostSafeEnvironment - PreSafeEnvironment	0.19	0.33	0.06	0.08	0.31	3.46	33	0.002
Pair 8	PostSupportEnvironment - PreSupportEnvironment	0.06	0.65	0.11	-0.16	0.29	0.57	33	0.571
Pair 9	PostInteraction - PreInteraction	0.24	1.00	0.17	-0.11	0.59	1.41	33	0.167
Pair 10	PostEngagement - PreEngagement	0.43	1.09	0.19	0.05	0.81	2.33	33	0.026
Pair 11	PostPQAfinal - PrePQAfinal	0.23	0.57	0.10	0.03	0.43	2.38	33	0.023
Pair 12	Post_F1_Q - Pre_F1_Q	0.09	0.50	0.07	-0.06	0.23	1.20	48	0.235
Pair 13	Post_F2_Q - Pre_F2_Q	-0.08	0.62	0.09	-0.26	0.10	###	48	0.369
Pair 14	Post_F3_Q - Pre_F3_Q	-0.13	0.51	0.07	-0.27	0.02	###	48	0.085
Pair 15	Post_F4_Q - Pre_F4_Q	0.10	0.44	0.06	-0.02	0.23	1.62	48	0.113
Pair 16	Post_Q_F - Pre_Q_F	0.00	0.30	0.04	-0.09	0.08	###	48	0.913

Table N.3: Domain Level Quality Seal and PQA Pre and Post Comparison (High Quality Videos Only)

		M	SD	SE	Lower	Upper	t	df	p
Pair 1	Post_socialemotionQ - Pre_socialemotionQ	-0.11	0.49	0.08	-0.28	0.06	-1.32	33	0.197
Pair 2	Post_relationshipQ - Pre_relationship	0.08	0.38	0.06	-0.05	0.21	1.24	33	0.224
Pair 3	Post_programofferingQ - Pre_programofferingQ	0.05	0.71	0.12	-0.19	0.30	0.44	33	0.662
Pair 4	Post_assessmentQ - Pre_assessmentQ	-0.01	0.61	0.11	-0.22	0.21	-0.06	33	0.956
Pair 5	Post_familyQ - Pre_familyQ	-0.02	0.49	0.08	-0.19	0.15	-0.26	33	0.795
Pair 6	Post_Qseal - Pre_Qseal	0.00	0.35	0.06	-0.12	0.12	-0.02	33	0.986

Table N.4: Change in State of Quality (QS)

	Dependent variable:			
	QS_change			
	(1)	(2)	(3)	(4)
QS centered	−0.361***	−0.342***	−0.336***	−0.367***
	(0.045)	(0.047)	(0.054)	(0.051)
Goal Setting	−0.006			
	(0.006)			
Relationship Building	0.005			
	(0.006)			
Providing Feedback	−0.011**			
	(0.005)			
Focused Observation	0.014**			
	(0.006)			
coaching sessions		0.001		
		(0.004)		
unused coaching		0.0001		
		(0.004)		
weeks treated		0.002		
		(0.004)		
video not submitted or poor quality		0.005		
		(0.004)		
Academic			0.030	
			(0.051)	
Recreational			0.024	
			(0.039)	
Center.Based			0.060*	
			(0.033)	
Specialized			0.008	
			(0.039)	
InPerson				−0.003
				(0.004)
EmailPhone Only				0.002
				(0.005)
Online Coaching Companion				0.011
				(0.010)
Other				0.020
				(0.053)
Constant	0.013	−0.083	−0.034	0.007
	(0.031)	(0.132)	(0.031)	(0.035)
Observations	39	39	39	39
R^2	0.669	0.633	0.649	0.624
Adjusted R^2	0.619	0.577	0.596	0.567
Residual Std. Error (df = 33)	0.090	0.095	0.093	0.096
F Statistic (df = 5; 33)	13.348***	11.385***	12.224***	10.970***

Note: *p<0.1; **p<0.05; ***p<0.01

Table N.5: Change in State of Quality (PQA)

	Dependent variable:			
	PQA change			
	(1)	(2)	(3)	(4)
PQA centered	−0.186***	−0.196***	−0.166***	−0.171***
	(0.053)	(0.055)	(0.058)	(0.058)
Goal Setting	−0.014			
	(0.008)			
Relationship Building	0.0002			
	(0.009)			
Providing Feedback	−0.010			
	(0.008)			
Focused Observation	0.027***			
	(0.009)			
coaching sessions		−0.002		
		(0.006)		
unused coaching		−0.006		
		(0.006)		
weeks treated		0.010		
		(0.007)		
video not submitted or poor quality		0.005		
		(0.006)		
Academic			0.056	
			(0.081)	
Recreational			0.009	
			(0.059)	
Center.Based			0.090*	
			(0.051)	
Specialized			−0.025	
			(0.055)	
InPerson				0.00003
				(0.006)
EmailPhone Only				0.009
				(0.008)
Online Coaching Companion				0.011
				(0.015)
Other				0.092
				(0.084)
Constant	0.064	−0.044	0.020	0.019
	(0.048)	(0.199)	(0.048)	(0.054)
Observations	39	39	39	39
R^2	0.393	0.337	0.319	0.284
Adjusted R^2	0.301	0.236	0.216	0.175
Residual Std. Error (df = 33)	0.136	0.143	0.145	0.148
F Statistic (df = 5; 33)	4.277***	3.347**	3.091**	2.614**

Note: *p<0.1; **p<0.05; ***p<

APPENDIX O:

Program Focus Group Questions

Expanded Learning Opportunity (ELO) Quality Initiative Focus Groups with ELO Providers

Goal of Focus Group

The University of Washington (UW) and School's Out Washington (SOWA) would like to offer the optimal opportunity for a successful continuous quality improvement process. While we engage in our study, we want to connect with you to learn about the way you think programs can best be supported and how we might amend the continuous quality improvement process underway. We have a series of questions we would like to ask you and we are going to film this focus group so we can capture your thoughts and ideas. If you have other information to provide outside the questions we want to hear that as well.

Icebreaker/Conversation starter question

- If you were in charge of a professional development session and there were no restrictions (e.g. financial), what would be your ideal approach, what would it look like?
- What would be your ideal continuous quality improvement approach?

General questions about your work in your ELO programs

- In terms of program staff would you rate yourself as a novice, beginner, intermediate or advanced. How did you come up with that rating?
- What are the biggest challenges you face to providing high quality programming?
- What would you like to get better at? And what does your ideal support look like to help you get better?
- What have been the most helpful in providing high quality programming?

Specific questions within the ELO quality improvement study

- Describe a typical coaching session?
- How do you feel when the coach leaves?
- What is going well with the intervention and what's missing, or needed.
- What do you find most challenging about the intervention, and how would you change it if you could?
- What outcomes or changes are you seeing in your practices and the practices of your staff?
- What outcomes or changes are you seeing in the children/youth that are participating in your program?

Additional program level insight

- Since Participating Have you made any structural or programmatic level changes that has allowed you to achieve your goal? If so what were those changes?
- Are there any structural or program level changes that you wish you could make but are not able to? Why or why not?

APPENDIX P:

Coach Focus Group Questions

Expanded Learning Opportunity (ELO) Quality Initiative Focus Groups with ELO Coaches

Goal of Focus Group

The University of Washington (UW) and School's Out Washington (SOWA) would like to offer the optimal opportunity for a successful continuous quality improvement process. While we engage in our study, we want to learn from you about ways you think programs can best be supported and how we might amend the continuous quality improvement process underway. We have a series of questions we would like to ask you and we are going to film this focus group so we can capture your thoughts and ideas. If you have other information to provide outside the questions we want to hear that as well.

General questions about your coaching

- How would you rate yourself as a coach: novice, beginner, intermediate or advanced? How did you come up with that rating?
- What has been the most helpful in helping you provide high quality coaching intervention?
- What has been a challenge for you in providing high quality coaching intervention?
- What would you like to get better at? And what does your ideal support look like to help you get better?

Coaching Practice

- Has your coaching practice changed during this pilot? If so, how?
- How has your participation in the pilot impacted your coaching? Specifically, what aspects of the pilot had contributed to that impact (e.g. coaching companion, frequent contact with program, all coaches meeting, receiving data on a regular basis…)

Insight about programs

- If you're coaching more than one site, what are some similarities or differences you see between the
- various sites you're coaching?
- From the sites that you're coaching where things are going smoothly and you see programs improving,
- What would you say are the key elements that contributed to the programs growth and improvement?
- For the sites that you're coaching where there are challenges and the program is not improving, what
- Would you say are the key elements that are contributing to the challenge?

Specific questions within the ELO quality improvement study

- Describe a typical coaching session?
- How do you feel at the end of a coaching session?
- What is going well with your programs and what's missing, or needed?
- What do you find most challenging about the intervention, and how would you change it if you could?
- What outcomes or changes are you seeing in your programs and the practices of staff?
- What outcomes or changes are you seeing in the children/youth that are participating in the program?

Recommendation for Professional Development

- What would you recommend as a next step for the sites in the pilot?
- What would be your ideal continuous quality improvement approach?

Table Q.3 Post-Assessment Spearman's rho Correlations between Quality Seal and PQA

	1	2	3	4	5	6	7	8	9	10	11
Post_socialemotionQ	1										
Post_relationshipQ	.422**	1									
Post_programoffering	.521**	.471**	1								
Post_assessmentQ	0.067	-0.093	0.073	1							
Post_familyQ	0.12	0.253	0.154	.339*	1						
PostSafeEnvironment	0.002	0.159	-0.163	-.320*	-0.243	1					
PostSupportEnvironme	0.155	0.22	0.079	-0.127	0.183	0.099	1				
PostInteraction	-0.023	.305*	0.138	-0.175	0.174	0.262	.614**	1			
PostEngagement	-0.068	0.181	0.145	-0.12	0.053	0.204	.462**	.710**	1		
Post_Qseal	.567**	.551**	.622**	.595**	.646**	-0.26	0.091	0.078	0.02	1	
PostPQAfinal	-0.009	0.229	0.086	-0.178	0.05	.328*	.698**	.884**	.906**	-0.011	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table Q.4: Post-Assessment Spearman's rho Correlations between Quality Seal (based on factor analysis) and the PQA

	1	2	3	4	5	6	7	8	9	10
Post_F1_Q	1									
Post_F2_Q	-0.146	1								
Post_F3_Q	0.1	0.112	1							
Post_F4_Q	-0.174	-0.04	0.115	1						
PostSafeEnvironment	-0.057	.298*	-0.146	0.042	1					
PostSupportEnvironme	0.08	0.103	0.007	0.155	0.13	1				
PostInteraction	0.123	0.226	0.292	0.073	0.268	.622**	1			
PostEngagement	0.074	0.108	0.121	-0.019	0.24	.450**	.716**	1		
Post_Qseal_F	.379**	.424**	.725**	.403**	0.063	0.181	.369*	0.164	1	
PostPQAfinal	0.068	0.217	0.126	0.029	.356*	.701**	.888**	.904**	0.236	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table Q.5: Correlations between Post-Assessment Quality Seal and PQA

Correlations

		1	2	3
RevisedQSeal	Post_Qseal	1		
		.921**	1	
PostPQAfinal		0.111	0.026	1

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX Q:

Convergent Validity Between PQA and Quality Seal

Table Q.1: Pre-Assessment Spearman's rho Correlations between Quality Seal and PQA

	1	2	3	4	5	6	7	8	9	10	11
Pre_socialemotionQ	1										
Pre_relationship	.621**	1									
Pre_programofferingQ	.718**	.423**	1								
Pre_assessmentQ	.316*	0.279	0.281	1							
Pre_familyQ	0.262	0.196	0.138	0.081	1						
PreSafeEnvironment	0.292	0.158	0.224	-0.116	0.041	1					
PreSupportEnvironment	.617**	.543**	.621**	0.285	0.025	0.117	1				
PreInteraction	.297*	0.282	0.212	0.171	0.119	.300*	.419**	1			
PreEngagement	.304*	0.158	0.18	0.02	0.17	.485**	.353*	.422**	1		
Pre_Qseal	.854**	.715**	.779**	.593**	.428**	0.172	.643**	.356*	0.217	1	
PrePQAfinal	.574**	.445**	.490**	0.184	0.106	.577**	.641**	.760**	.793**	.539**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table Q.2: Pre-Assessment Spearman's rho Correlations between Quality Seal (based on factor analysis) and PQA

	1	2	3	4	5	6	7	8	9	10
Pre_F1_Q	1									
Pre_F2_Q	.378**	1								
Pre_F3_Q	.389**	0.198	1							
Pre_F4_Q	0.252	0.001	0.218	1						
PreSafeEnvironment	0.101	0.284	0.079	0.282	1					
PreSupportEnvironment	.622**	.393**	.427**	0.218	0.117	1				
PreEngagement	0.209	0.283	0.254	0.267	.300*	.419**	1			
PreInteraction	0.157	0.067	0.219	.387**	.485**	.353*	.422**	1		
Pre_Q_F	.759**	.587**	.676**	.535**	.352*	.669**	.425**	.382**	1	
PrePQAfinal	.419**	.359*	.332*	.383**	.577**	.641**	.760**	.793**	.633**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).