

Arkansas 21st CCLC Quality Improvement Pilot Project Report



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Table of Contents

- Introduction and Background* 3
 - The Youth Program Quality Intervention 3
 - Fidelity to a Validated Quality Improvement Model 4
- Findings and Recommendations* 6
 - Summary Findings 6
 - Recommendations 7
- Overall Program Quality* 8
- Improvement Planning* 10
- Survey Results* 11
- Appendix: Data Table and Notes on Measures* 14

Introduction and Background

Beginning in the spring of 2010, Arkansas State University Childhood Services (ASU Childhood Services) partnered with the David P. Weikart Center for Youth Program Quality to pilot a quality improvement system in 21st Century Community Learning Center (CCLC) after-school sites across the state. This quality improvement model was based on the *Youth Program Quality Intervention*, an assessment-driven continuous improvement process designed for: (a) building managers' continuous quality improvement skills; (b) increasing the quality of instructional practices delivered in afterschool programs; and, ultimately, (c) increasing youths' engagement with program content and opportunities for skill-building.

The Youth Program Quality Intervention

The *Youth Program Quality Intervention* model defines instructional quality as a set of practices summarized in Figure 1 and assessed by the Youth Program Quality Assessment (Youth PQA), a standardized measure of instructional practices. These practices are drawn from developmental science (Eccles & Gootman, 2002; Gambone, Klem & Connel, 2002) and the ongoing research around the *Youth Program Quality Assessment* (Youth PQA; High/Scope Educational Research Foundation, 2005; Smith & Hohmann, 2005; Blazeovski, Smith, Devaney & Sugar, 2008). The Youth PQA is composed of four domains that comprise 18 scales (summarized in Figure 1) and 60 observable items. Higher scores on these observational items are associated with higher levels of youth self-reports of engagement, while very low levels of quality are associated with youth disinterest. In addition, programs structured by high quality instruction provide youth with opportunities to practice emerging social and emotional skills (e.g., efficacy, communication, empathy, problem solving) that support success in adolescence and early adulthood.

Figure 1 – Pyramid of Instructional Quality



The *Youth Program Quality Intervention* follows the Assess-Plan-Improve sequence depicted in Figure 2 to help program staff improve the quality of instruction that they provide for youth. While the sequence is designed to produce changes in both policies and organizational settings, the ultimate goal is to improve quality in the instructional setting—the place where youth program experiences occur. This approach to quality improvement and workforce development is currently being implemented in several thousand agency, school, and community-based settings in over 20 states.

Fidelity to a Validated Quality Improvement Model

In a recent randomized field trial, funded by the William T. Grant Foundation, the Youth Program Quality Intervention model produced positive and sustained effects on both managers’ continuous improvement practices and the quality of instruction delivered by individual staff. Notably, these effects were strongest in sites that implemented all elements of the model (Smith et al., in preparation).

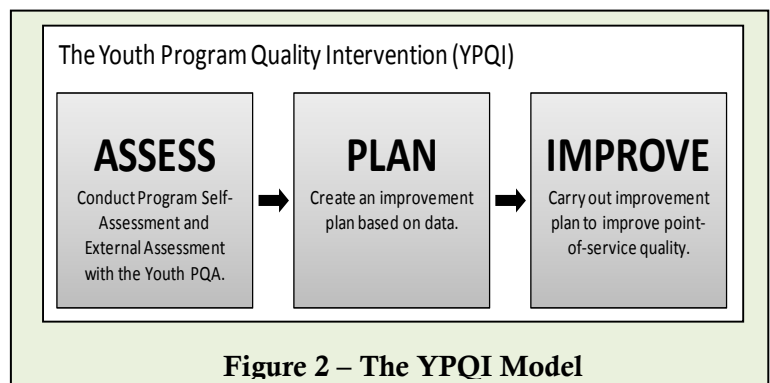


Table 1 describes elements and details for the Arkansas 21st CCLC Pilot and compares its core elements to the elements of the *Youth Program Quality Intervention*. In the Arkansas 21st CCLC Quality Improvement Pilot Project, 27 sites participated in a self-assessment and improvement planning process. While positive

change in the pilot site programs may have occurred as a result of self-assessment and improvement planning, the limited fidelity to the overall *Youth Program Quality Intervention* model limits our ability to infer anything about effects.

Table 1 - Alignment between Youth Program Quality Intervention & Arkansas 21st CCLC Quality Improvement Pilot Project

Element	YPQI	AR 21st CCLC	Notes on Training and Action
External assessment at baseline (Youth PQA)	✓		
Program self-assessment at Baseline (Youth PQA)	✓	✓	Site teams completed a Youth PQA Basics online course and conducted self-assessments in Spring 2010.
Improvement Planning	✓	✓	Planning with Data webinar May 2010 using self-assessment data; Managers lead team to complete plan.
Youth Work Methods trainings (High/Scope Active Participatory Approach aligned to Youth PQA)	✓		
TA Coaching for site managers (focused on continuous improvement practices)	✓		
Quality Coaching for staff (focused on instruction)	✓		

Findings and Recommendations

The findings below are described in detail throughout the remainder of the report.

Summary Findings

- **Arkansas 21st CCLC grantees successfully completed a pilot quality improvement process in the spring of 2010.**
- **Consistent with findings from other evaluations, sites scored highest in the safety and supportive environment domains.** In Arkansas pilot sites, the basic structure of adult and material support is in place, suggesting that programs provide a safe environment with staff warmth and support, have adequate materials, and provide opportunities for active learning.
- **Managers found the process useful.** The vast majority of surveyed managers responded that they developed new skills, that the quality of services improved and that the pilot sequence was a worthwhile use of their time.

Recommendations

To support quality improvement in Arkansas in the coming year:

- **Make investments to improve instructional skills.** Several instructional practices were selected by Arkansas staff for improvement, and based on these identified improvement needs, professional development is recommended in the following areas:
 - Leadership and communication skill building: All youth have the potential to be leaders and to use their words and ideas to shape their reality. Providing youth with opportunities to lead, to mentor other youth, and to make presentations can make the youth program a context in which leadership and communication skills can emerge.
 - Planning and reflection: The skills of making plans for the future and learning from the past can help youth succeed in school and in life. These skills are tied into what brain scientists call executive functions, and play an important role in directing attention to tasks and decision making that connects with consequences.
 - Voice and choice: Providing young people with chances to make decisions about their activities and how they carry them out can improve motivation and buy-in, and more importantly, offering choices in the solace of a youth program space gives youth a chance to practice for the bigger choices they will make outside of the program.
 - Ask-Listen-Encourage: Positive relationships can open the gateway to learning. Studies find that relationships with “warmth, connectedness, good communication and support” aid in positive youth development and are connected to academic success (National Research Council and the Institute of Medicine, 2002). Asking effective questions, listening to youth, and encouraging youth through positive and specific feedback can help to build positive relationships and may influence the intrinsic motivation of youth.
- **Build on last year’s successes to keep the momentum going.** Our experience and research suggest that full implementation of the YPQI components produces more change in quality. Given a choice between expanding to more sites or deepening the process in fewer sites, we would recommend going deeper in fewer sites to include more of the elements of Youth Program Quality Intervention. However, if expansion is the goal, self-assessment and improvement planning should be the minimum requirements for participation.
- **Include External Assessment.** If the system moves toward fuller implementation of the quality improvement model and evidence of change in quality becomes important, sites should receive at least two or more external assessments to improve the accuracy of site quality ratings.
- **Use managers of pilot sites as ambassadors and peer mentors** in building a quality culture in more of Arkansas 21st CCLC grantees. Building the continuous improvement skill set for managers takes time and requires attention to adult learning practices. Hearing from peers with experience provides critical context to support implementation by managers in their first round.

Generic recommendations based on best practices/policies in other systems that apply in Arkansas

- **Keep the stakes low for empowerment and change.** There is a temptation to increase the stakes associated with assessment, such as using quality scores to make funding or personnel decisions or making the scores public for consumer choice. Our research suggests that holding programs accountable for lower stakes deliverables, specifically completion of the Youth Program Quality Intervention elements named in Table 1 can also produce positive impacts on quality.
- **Deepen the intervention to include coaching and professional development.**
- **Intensify and target services** by differentiating programs that need more or less support and reduce coaching costs by constantly working to transfer skills from coaches to site managers.

Overall Program Quality

Participating sites had the option of using either the Youth PQA or the School-Age PQA (formerly the Younger Youth PQA). The Youth PQA is recommended for program offerings serving youth from the 4th-12th grades, while the School-Age PQA is for offerings serving youth from grades K-6th. The versions are very similar, the main difference being that the School-Age PQA contains more developmentally appropriate items. Of the participating organizations, 35 used the School-Age PQA and 31 used the Youth PQA.

The aggregate data for both the Youth and School-Age PQAs show a pattern that is typical for self-assessment. Sites tended to score highest in the Safe Environment domain and then progressively lower in the Supportive Environment, Interaction, and Engagement domains. This suggests that sites in the Arkansas 21st CCLC Quality Improvement Pilot Project are successfully laying the foundation for higher level staff practices and higher levels of student engagement. Figures 3 and 4 display School-Age and Youth PQA scores at the domain level.

Figure 3– School-Age PQA Self-Assessment Scores

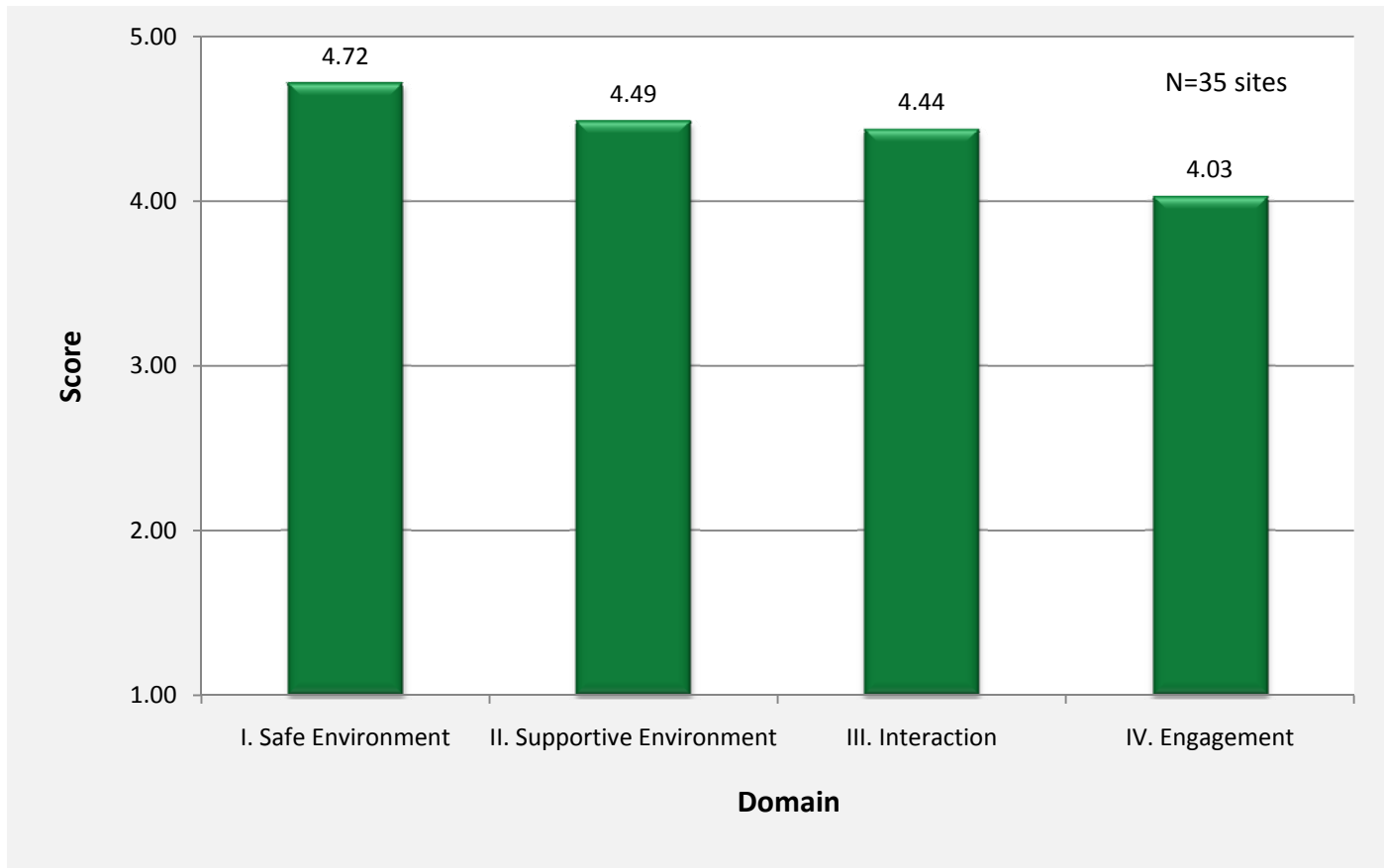
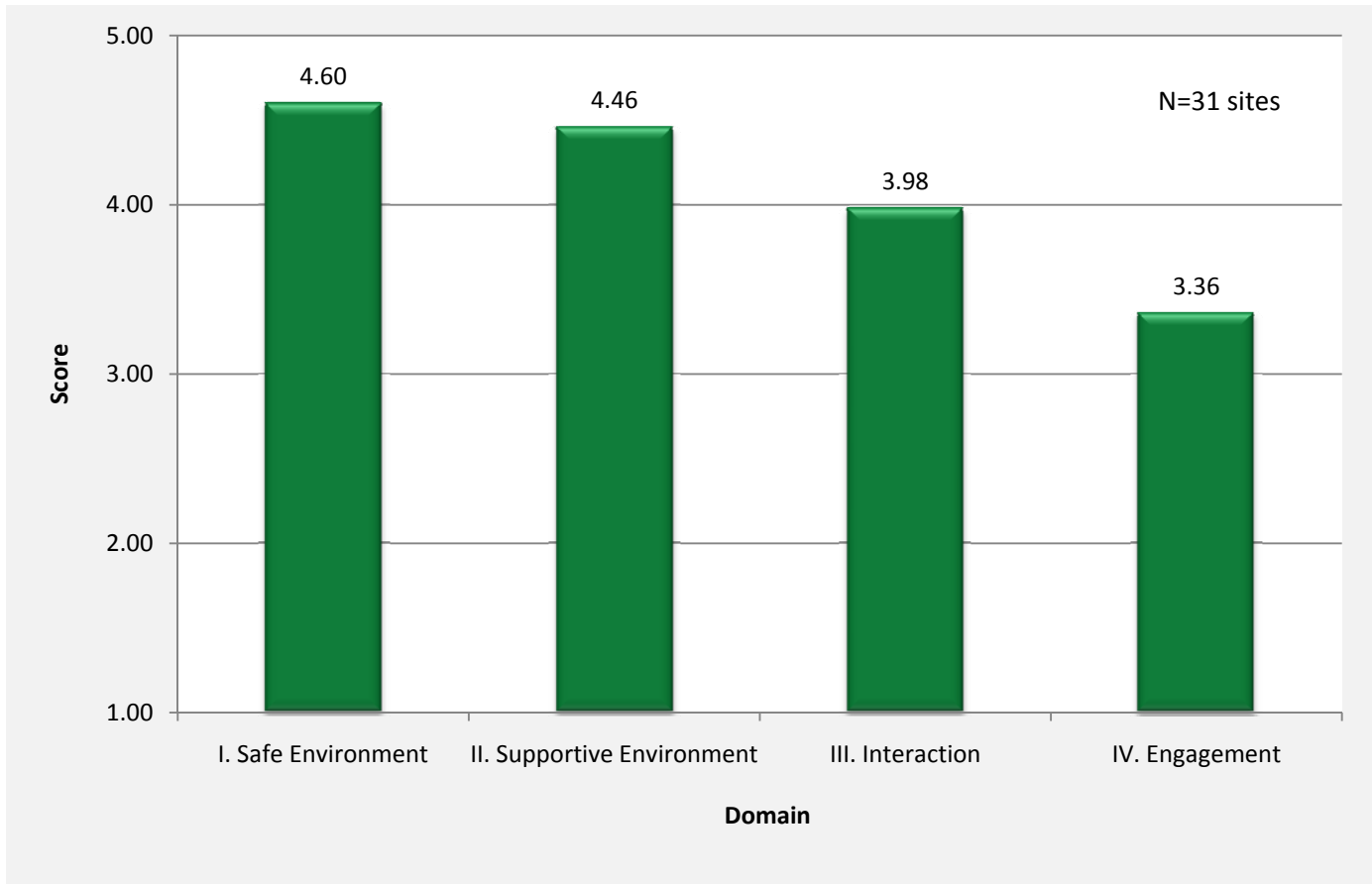


Figure 4 – Youth PQA Self-Assessment Scores



Improvement Planning

After self-assessment, sites were asked to complete a Program Improvement Plan as part of the Planning with Data Workshop. Sites were asked to identify up to three areas on the Youth or School-Age PQA that they would like to work on in the upcoming program year, usually based on areas that had low scores during self-assessment. Tables 2 and 3 list areas selected for improvement on the School-Age and Youth PQAs.

Table 2 – Younger Youth PQA Items Selected for Improvement

School-Age PQA Item/Domain	# of Sites Selecting
	N=9*
IVR. Children have opportunities to make choices	5
IIJ. Staff support children with encouragement	3
K. The physical environment is flexible and child-centered	2
III. Materials are plentiful, appropriate and accessible	2
IVQ. Children have opportunities to set goals and make plans	2
IIF Staff provide a welcoming atmosphere	2
IVT. Children have opportunities to reflect	2
ID. Program space and furniture accommodate the activities offered	1
IIIP. Adults encourage children to manage feelings and resolve conflicts	1
II. Supportive Environment	1
III. Interaction	1
IV. Engagement	1

**There were 9 sites that submitted improvement plans; however each site had the possibility of selecting up to three different improvement areas. All selected improvement areas are listed in the table above along with the number of times each area was selected by sites across the nine sites submitting improvement plans.*

Table 3 – Older Youth PQA Items Selected for Improvement

Youth PQA Item	# of Sites Selecting
	N=13*
IIIN. Youth have opportunities to act as mentor/leaders	7
IVR. Youth have opportunities to reflect	4
IVP. Youth have opportunities to plan	3
IVQ. Youth have opportunities to make choices	3
IE. Healthy food and drinks are provided	2
IIIG. Session flow is planned, presented, paced for youth	1
IV. Engagement	1
IIH. Activities support active engagement	1

**There were 13 sites that submitted improvement plans; however each site had the possibility of selecting up to three different improvement areas. All selected improvement areas are listed in the table above along with the number of times each area was selected across the 13 sites submitting improvement plans.*

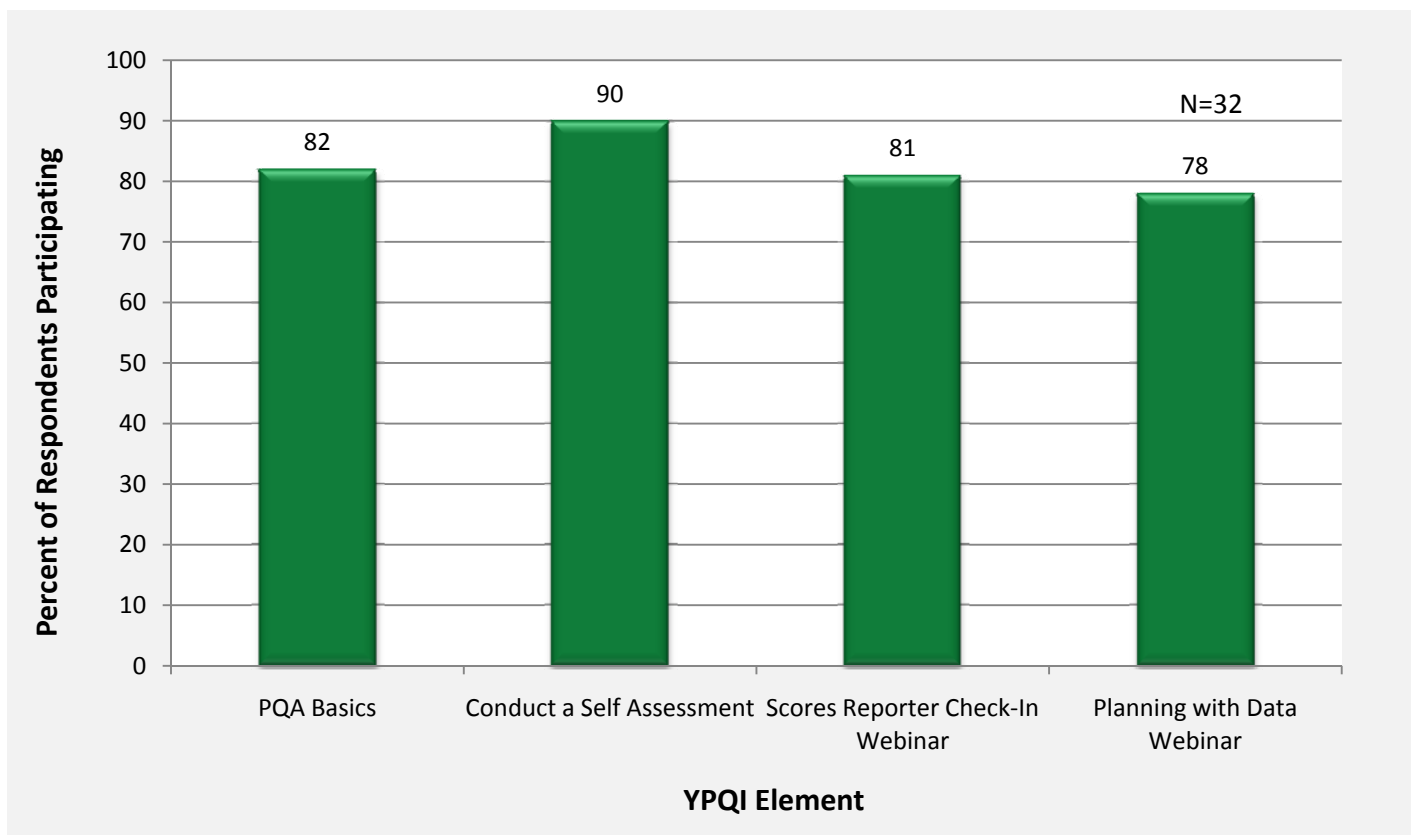
Survey Results

Seventy-seven staff members were invited via email to complete the survey online in June 2010. By the end of survey administration, 32 staff members (42 percent) had completed the survey.

Responding staff had very high participation levels in most elements of the Quality Improvement System process.

Figure 5 reflects the percentage of staff who participated in each element. No less than 78 percent of respondents participated in each element of the process.

Figure 5 – Respondent Participation in Elements of the Arkansas 21CCLC Youth PQA Project



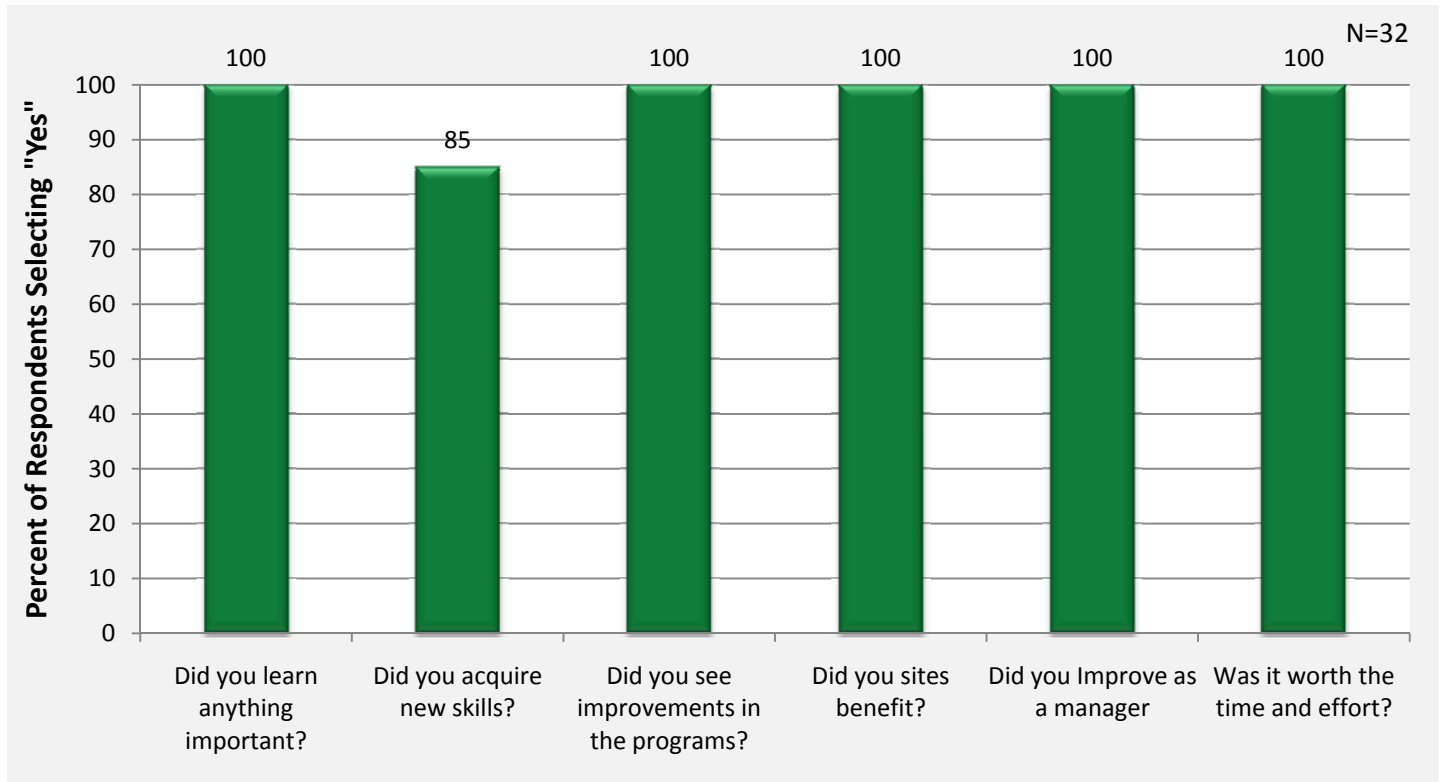
Among those who responded to the survey, 82 percent either attended the Youth PQA Basics live training or completed the training online, 90 percent conducted self-assessment, and 78 percent participated in or watched a recording of the Planning with Data workshop.

The improvement process was highly valued by participants.

Respondents also reported that the quality improvement process was of value to them overall. One hundred percent of respondents claimed they learned something important during the process and 100 percent claimed that the process was worth their time and effort.

Figure 6 displays the extent to which participants felt that the improvement process had a positive impact on themselves, their staff, and their site. Participants reported overall improvement in staff skills and program quality. Eighty-six percent said they acquired new skills as a result of participation in the project and 93 percent agreed that they improved as a manager.

Figure 6 – Improvement in Staff Skills



Participants overwhelmingly report improvement in program quality as a result of the Arkansas 21st CCLC Quality Improvement Pilot Project.

One hundred percent claimed that their site benefited from the process and claimed they saw improvements in the program overall (Figure 6). One respondent said, “Staff are taking a leadership role in the improvement of our program. Staff are offering more ideas for improvement.” Another claimed to see, “A renewed energy. Our programs have been in operation for 10 years and it provided us with new ideas for improvement.” Several respondents stated that they have not yet had enough time to see specific changes in their program or staff.

Participants expressed a desire for a longer time frame and more intensive supports.

Participants were also given the opportunity to highlight any additional supports they would want in order to make the process better. Many participants cited that they needed more time to complete the process and would have liked more live training and support. Table 4 shows open-ended responses from participants.

Table 4 – Manager Suggestions for Additional Supports

Open Ended Responses: What additional supports would you like to have provided the next time you go through the quality improvement process?
More time, perhaps time with my staff away in a more relaxed environment.
Meeting conducted at a site
Training manual ahead of time
An external audit as well.
I had all the support I needed this time
More hands on materials to be used with the staff.
Supports have been good--meetings with other program leaders & sharing ideas are very helpful.
First of all, we should be allowed to access the program earlier. So many of us never made connections with the presentation.
I think a face-to-face meeting is always more effective. . . much more difficult, but more effective.
Involve more staff.
Maybe a hotline for questions or FAQ's
More training
I would like more notice to attend session
The deadlines were too rushed. Again, I felt that this was VERY rushed. I felt that someone needed to meet a project deadline
A group learning session that will provide interaction and question and answers specific to the program that we work in.

Appendix: Data Table and Notes on Measures

Descriptive Analyses for Arkansas 21st CCLC: School-Age PQA

		School-Age PQA Self-Assessment	Self-Assessment Percent Scoring "1"	# sites selecting as imp. area
		N=35 sites	N=60 offerings	N=9 orgs
I. Safe Environment		4.72	NA	0
IA	A. Psychological and emotional safety is promoted.	4.77	NA	0
IA1	1. Emotional Climate	4.77	0.0	NA
IA2	2. Mutual respect (religion, ethnicity, etc.)	4.78	0.0	NA
IB	B. The physical environment is safe and free of health hazards.	4.80	NA	0
IB1	1. Health and safety	4.86	5.0	NA
IB2	2. Sanitation	4.78	1.7	NA
IB3	3. Ventilation and lighting	4.79	0.0	NA
IB4	4. Temperature	4.76	0.0	NA
IC	C. Appropriate emergency procedures and supplies are present.	4.56	NA	0
IC1	1. Emergency procedures	4.66	1.7	NA
IC2	2. Fire extinguisher	4.66	0.0	NA
IC3	3. First aid kit	4.34	0.0	NA
IC4	4. Other safety equipment	4.85	4.3	NA
IC5	5. Supervised entrances	4.49	3.3	NA
IC6	6. Supervised access to outdoor space	4.94	1.8	NA
ID	D. Program space and furniture accommodate the activities offered.	4.75	NA	1
ID1	1. Sufficient space	4.74	0.0	NA
ID2	2. Suitable space	4.79	0.0	NA
ID3	3. Furniture	4.84	1.7	NA
ID4	4. Appropriate furniture	4.63	0.0	NA
IE	E. Healthy food and drinks are provided.	4.75	NA	0
IE1	1. Drinking water	4.90	0.0	NA
IE2	2. Available food and drinks	4.99	0.0	NA
IE3	3. Healthy food and drinks	4.45	0.0	NA

Descriptive Analyses for Arkansas 21st CCLC: School-Age PQA

		School-Age PQA Self-Assessment	Self-Assessment Percent Scoring "1"	# sites selecting as imp. area
		N=35 sites	N=60 offerings	N=9 orgs
II. Supportive Environment		4.49	NA	1
IIF	F. Staff provide a welcoming atmosphere.	4.75	NA	2
IIF1	1. Staff greet Children	4.74	0.0	NA
IIF2	2. Staff tone of voice and language	4.76	0.0	NA
IIF3	3. Staff smile, use friendly gestures, make eye contact	4.81	0.0	NA
IIG	G. Session flow is planned, presented, and paced for Children.	4.75	NA	0
IIG1	1. Start and end on time	4.83	1.7	NA
IIG2	2. Materials and supplies ready	4.74	1.7	NA
IIG3	3. Enough materials and supplies for all children	4.92	1.7	NA
IIG4	4. Staff explain activities clearly	4.76	0.0	NA
IIG5	5. Appropriate time for activities	4.50	1.7	NA
IIH	H. Activities support active engagement.	4.48	NA	0
IIH1	1. Children engage with materials or ideas	4.62	0.0	NA
IIH2	2. Children talk about what they are doing	4.45	1.7	NA
IIH3	3. Connections with prior experiences	4.38	3.4	NA
III	I. Staff support Children in building new skills.	4.79	NA	0
III1	1. Children encouraged to try new skills	4.73	0.0	NA
III2	2. Mistakes allowed	4.86	0.0	NA
IIJ	J. Staff support children with encouragement.	4.11	NA	3
IIJ1	1. Staff use specific, non-evaluative language	4.10	0.0	NA
IIJ2	2. Open-ended questions	4.15	1.8	NA
IIK	K. The physical environment is flexible and child-centered	4.20	NA	2
IIK1	1. Interest areas	4.58	6.8	NA
IIK2	2. Physical environment can be modified	4.61	5.0	NA
IIK3	3. Children's individual work	4.00	7.0	NA
IIK4	4. Children select items	3.55	17.9	NA
IIIL	L. Materials are plentiful, appropriate and accessible	4.34	NA	1
IIIL1	1. Sufficient materials	4.49	3.4	NA
IIIL2	2. Materials are open-ended	4.10	3.4	NA
IIIL3	3. Materials are accessible to children	4.48	6.7	NA

Descriptive Analyses for Arkansas 21st CCLC: School-Age PQA

		School-Age PQA Self-Assessment	Self-Assessment Percent Scoring "1"	# sites selecting as imp. area
		N=35 sites	N=60 offerings	N=9 orgs
III. Interaction		4.44	NA	1
IIIM	M. Children have opportunities to develop a sense of belonging.	4.37	NA	0
IIIM1	1. Get to know each other	4.19	5.1	NA
IIIM2	2. Inclusive relationships	4.28	1.7	NA
IIIM3	3. Children identify with program offering	4.40	3.4	NA
IIIM4	4. Small group activities	4.59	1.7	NA
IIIN	N. Adults engage with children in a positive way	4.72	NA	0
IIIN1	1. Adults assume a non-threatening posture.	4.64	1.7	NA
IIIN2	2. Staff work side by side with children	4.75	0.0	NA
IIIN3	3. Staff circulate	4.70	0.0	NA
IIIN4	4. Staff consistently interact with children in positive ways	4.76	0.0	NA
IIIO	O. Children have opportunities to practice leadership skills	4.19	NA	0
IIIO1	1. Group-process skills	4.32	5.1	NA
IIIO2	2. Opportunities to lead a group	3.96	10.3	NA
IIIO3	3. Opportunities to help each other	4.70	0.0	NA
IIIP	P. Adults encourage children to manage feelings and resolve conflicts appropriately	4.47	NA	1
IIIP1	1. Staff acknowledge children's feelings	4.56	0.0	NA
IIIP2	2. Staff help children respond appropriately	4.53	1.7	NA
IIIP3	3. Adults ask the children what happened	4.77	0.0	NA
IIIP4	2. Staff ask children for solutions	4.11	3.4	NA

Descriptive Analyses for Arkansas 21st CCLC: School-Age PQA

		School-Age PQA Self-Assessment	Self-Assessment Percent Scoring "1"	# sites selecting as imp. area
		N=35 sites	N=60 offerings	N=9 orgs
IV. Engagement		4.03	NA	1
IVQ	Q. Children have opportunities to set goals and make plans	3.46	NA	2
IVQ1	1. Time is provided for children to make plans or set goals	3.47	13.8	NA
IVQ2	2. A range of planning strategies are used	3.51	17.5	NA
IVQ3	3. Children are encouraged to share their plans	3.68	14.8	NA
IVQ4	4. Long-term goals	3.04	32.7	NA
IVR	R. Children have opportunities to make choices based on their interests.	4.16	NA	5
IVR1	1. Activities based on children's interests	4.11	1.7	NA
IVR2	2. Authentic choices	4.27	6.8	NA
IVR3	3. Open-ended choices	4.08	5.0	NA
IVS	S. Children are encouraged to take responsibilities	4.56	NA	0
IVS1	1. Children take care of practical needs	4.70	3.3	NA
IVS2	2. Children carry out most routine tasks	4.43	5.0	NA
IVT	T. Children have opportunities to reflect.	3.94	NA	2
IVT1	1. Children reflect on what they are doing	3.87	13.3	NA
IVT2	2. Adults use a variety of reflection strategies	3.85	8.5	NA
IVT3	3. Children give feedback	4.08	6.8	NA
TOTAL		4.42	NA	NA
INSTR_TOTAL		4.32	NA	NA

Notes on Measures. Scales are formed by meaning across all items within that scale. For example, Scale IVR is an average for items IVR1-4. Domains are formed by meaning across all scales within that domain. For example, IV. Engagement is an average of scales IVP, IVQ, and IVR. The instructional total score is formed by averaging the II. Supportive Environment Domain, the III. Interaction Domain, and the IV. Engagement Domain together. The “instructional total score” is an average of the supportive environment, interaction, and engagement domains, which includes 13 scales that have the highest reliability - which is critical when we disaggregate to show scores for individual organizations that make up the sample mean

Descriptive Analyses for Arkansas 21st CCLC: Youth PQA

	Youth PQA Self-Assessment N=31 sites	Self-Assessment Percent Scoring "1" N=67 offerings	# sites selecting as imp. area N=13
I. Safe Environment	4.60	NA	0
IA. Psychological/emotional safety promoted	4.39	NA	0
IA1. Emotional climate is positive	4.15	0.0	NA
IA2. No evidence of bias	4.66	3.1	NA
IB. Physical environment is safe/free of health hazards	4.78	NA	0
IB1. Program space is safe/free of health hazards	4.85	0.0	NA
IB2. Program space is clean/sanitary	4.76	0.0	NA
IB3. Ventilation/lighting are adequate	4.92	0.0	NA
IB4. Temperature is comfortable	4.59	0.0	NA
IC. Emergency procedures/supplies present	4.47	NA	0
IC1. Written emergency procedures in plain view	4.73	0.0	NA
IC2. Fire extinguisher is accessible/visible	4.60	0.0	NA
IC3. Complete first aid kit is accessible/visible	3.86	3.0	NA
IC4. Other appropriate safety/emergency equip	4.76	0.0	NA
IC5. All entrances supervised	4.37	3.0	NA
IC6. Access to outdoor space is supervised	4.91	0.0	NA
ID. Program space/furniture accommodate activities offered	4.85	NA	0
ID1. Space allows youth/adults to move freely	4.91	0.0	NA
ID2. Space is suitable for all activities offered	4.69	0.0	NA
ID3. Furniture is comfortable/sufficient	4.93	0.0	NA
ID4. Physical environment can be modified	4.87	0.0	NA
IE. Healthy food and drinks are provided	4.49	NA	2
IE1. Drinking water is accessible	4.78	0.0	NA
IE2. Food/drink plentiful and at appropriate times	4.98	0.0	NA
IE3. Food/drink are healthy	3.70	1.6	NA

Descriptive Analyses for Arkansas 21st CCLC: Youth PQA

	Youth PQA Self-Assessment N=31 sites	Self-Assessment Percent Scoring "1" N=67 offerings	# sites selecting as imp. area N=13
II. Supportive Environment	4.46	NA	0
IIF. Staff provide a welcoming atmosphere	4.63	NA	0
IIF1. Youth are greeted within 15 minutes	4.60	0.0	NA
IIF2. Staff use warm tone/respectful language	4.61	0.0	NA
IIF3. Staff smile/make eye contact	4.67	0.0	NA
IIG. Session flow is planned, presented, paced for youth	4.66	NA	1
IIG1. Session starts/ends within 10 minutes of scheduled time	4.79	0.0	NA
IIG2. Materials/supplies are ready	4.66	0.0	NA
IIG3. There are enough materials/supplies	4.93	0.0	NA
IIG4. Staff explain activities clearly	4.67	0.0	NA
IIG5. Appropriate amount of time for activities	4.31	3.0	NA
IIH. Activities support active engagement	4.27	NA	1
IIH1. Youth engage with materials/ideas with guided practice	4.38	0.0	NA
IIH2. Activities will lead to tangible products	4.15	3.3	NA
IIH3. Youth talk about what they are doing	4.36	0.0	NA
IIH4. Activities balance concrete/abstract	4.12	3.4	NA
Iii. Staff support youth in building new skills	4.61	NA	0
Iii1. Youth are encourage to try out new skills	4.75	0.0	NA
Iii2. Youth receive support despite imperfect results	4.46	1.5	NA
IIJ. Staff support youth with encouragement	4.23	NA	3
IIJ1. Staff are actively involved with youth	4.61	0.0	NA
IIJ2. Staff support contributions of youth	4.17	0.0	NA
IIJ3. Staff make frequent use of open-ended questions	3.91	3.2	NA
IIK. Staff use youth-centered approaches to reframe conflict	4.39	NA	0
IIK1. Staff approach conflicts in a non-threatening manner	4.64	0.0	NA
IIK2. Staff seek input from youth	4.27	1.6	NA
IIK3. Staff encourage youth to examine actions/consequences	4.45	0.0	NA
IIK4. Staff follow-up with youth involved	4.28	1.6	NA

Descriptive Analyses for Arkansas 21st CCLC: Youth PQA

	Youth PQA Self-Assessment N=31 sites	Self-Assessment Percent Scoring "1" N=67 offerings	# sites selecting as imp. area N=13
III. Interaction	3.98	NA	0
IIIL. Youth develop sense of belonging	3.93	NA	0
IIIL1. Youth get to know each other	3.93	6.1	NA
IIIL2. Youth exhibit inclusive relationships	3.90	1.5	NA
IIIL3. Youth identify with the program offering	3.98	3.0	NA
IIIL4. Activities publicly acknowledge achievements of youth	3.92	1.5	NA
IIIM. Youth participate in small groups	4.13	NA	0
IIIM1. Activities carried out in three different groupings	4.22	9.0	NA
IIIM2. Two or more ways to form small groups	3.92	9.2	NA
IIIM3. Each group has a purpose	4.17	7.6	NA
IIIN. Youth act as facilitators/mentors	3.66	NA	7
IIIN1. Youth practice group-process skills	3.94	15.4	NA
IIIN2. Youth mentor individuals	3.48	9.1	NA
IIIN3. Youth lead a group	3.58	6.1	NA
IIIO. Youth partner with adults	4.20	NA	0
IIIO1. Staff share control of the activities with youth	4.01	1.5	NA
IIIO2. Staff provide explanation for expectations, guidelines, etc.	4.40	1.6	NA
IV. Engagement	3.36	NA	1
IVP. Youth set goals and make plans	3.39	NA	3
IVP1. Youth make plans for projects/activities	3.68	16.9	NA
IVP2. Two or more planning strategies are used	3.09	30.8	NA
IVQ. Youth make choices	3.39	NA	3
IVQ1. Youth make open-ended content choices	3.32	26.2	NA
IVQ2. Youth make open-ended process choices	3.46	15.4	NA
IVR. Youth have opportunities to reflect	3.30	NA	4
IVR1. Youth reflect on what they are doing	3.37	21.9	NA
IVR2. Youth reflect in two or more ways	3.09	21.2	NA
IVR3. Youth make presentations to the whole group	2.97	39.1	NA
IVR4. Staff get feedback on activities	3.79	3.0	NA
TOTAL SCORE	4.10	NA	NA
INSTRUCTIONAL TOTAL SCORE	3.93	NA	NA

Notes on Measures. Scales are formed by meaning across all items within that scale. For example, Scale IVR is an average for items IVR1-4. Domains are formed by meaning across all scales within that domain. For example, IV. Engagement is an average of scales IVP, IVQ, and IVR. The instructional total score is formed by averaging the II. Supportive Environment Domain, the III. Interaction Domain, and the IV. Engagement Domain together. The "instructional total score" is an average of the supportive environment, interaction, and engagement domains, which includes 13 scales that have the highest reliability - which is critical when we disaggregate to show scores for individual organizations that make up the sample mean