Findings from Year 2 of the Palm Beach County Quality Improvement System, 2008-09
Quality Standards Implementation in 90 After-School Programs

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Summary of Findings

This report summarizes findings from the *Palm Beach County Quality Improvement System* (QIS) during the 2008-09 program year. Key findings from year two of this quality improvement initiative include the following:

- Participants exhibit strong quality (mean score of 4+) on the Safe and Supportive Environment domains. This finding is consistent with data collected during the QIS Pilot[1] and Baseline[2] years, and indicates that the fundamental conditions necessary to improve higher order domains (e.g., increasing opportunities for developmentally appropriate adult-youth interaction and deploying strategies known to enhance youth engagement) are in place.
- There is room for improvement on the Interaction and Engagement domains (12 of the 14 lowest scoring items come from these areas). Again, this is consistent with the QIS Pilot and Baseline findings.
- Marginal differences exist between the network agencies on some measures of instructional quality and management practices.
- Mean PBC-PQA Form A scores in Year 2 for the 23 common participants in the QIS Pilot and Year 2 are consistently higher than the Pilot Pre-Test, Pilot Post-Test, and Baseline domain scores. ***This finding suggests that gains produced by the QIS intervention are both stable and sustainable.***
- With the exception of the Supportive Environment domain, measured quality on the Youth PQA Form A domains increases the later in the program year that data is collected. ***The seasonality of Safe Environment, Interaction and Engagement quality – specifically the fact that measured quality is higher later in the year – suggests that the QIS, with its mix of assessment, training and technical assistance, is working. During the first half of the year, sites are learning about and implementing strategies for improving the quality of adult-youth interactions, increasing youth engagement and creating a safe environment. These efforts then pay off in the second half of the year as programs' composition and routines change.***
- When compared to a larger reference sample, Palm Beach County sites score substantially higher on all instructional quality domains.
- Mean PBC-PQA Form B scores for the 23 common participants in the QIS Pilot and Year 2 projects are also generally positive. Mean scores on 3 of the 4 domains – Youth Centered Policies & Practices, High Expectations for Youth & Staff, and Family – are higher than Pilot Pre-and-Post Test and Baseline scores. These increases suggest (1) that core components of the QIS are being successfully institutionalized in management policies and practices; and (2) that data from the QIS system are being used to drive improvement initiatives.
- Scores on PBC-PQA Form B domains and scales are high (mean score of 4+), suggesting that adults who work in participating programs believe: 1) that organizational policies

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[1] Pilot refers to the data collection that was conducted during the 2006-07 school year. This round of data collection included 38 sites.

[2] Baseline (or Year 1) refers to data collection that was conducted during the 2007-08 school year. This round of data collection included 64 sites, 23 of which were involved in the pilot.

and practices are effective; and 2) that programming is aligned with youth development best practices. This finding is consistent with the QIS Pilot and Baseline data.

Part I: Introduction

This report summarizes Year 2 findings from the Palm Beach County Quality Improvement System (QIS) collected during the 2008-09 program year. The Palm Beach County QIS is an assessment-driven, multi-level intervention designed to raise quality in after-school programs, and thereby raise the level of access to key developmental and learning experiences for the youth who attend those programs. At its core, the QIS asks providers to identify and address strengths and areas for improvement based on use of the Palm Beach County Program Quality Assessment Form A and Form B, a pair of diagnostic and prescriptive quality assessment tools:

- **PBC-PQA Form A**: An observational measurement tool used to assess program quality at the point-of-service. Form A is used for both self-and- external assessment.
- **PBC-PQA Form B** : A survey instrument used to evaluate organizational practices and policies

Data generated from Form A and Form B are used to develop and enact quality improvement plans at both the site and network levels. Throughout the quality measurement, planning, improvement processes, training, and technical assistance are provided to program leaders and staff by Prime Time Palm Beach County, Inc.

Part II: Point-of-Service Findings from Quality Assessment

This section presents findings from quality ratings for the 90 sites that participated in the PBC QIS Year 2 data collection. Mean quality scores are aggregated to the site-level from a total of 270 Form A observations (three external observations per program) and 86 Form B surveys (1 survey per program; data missing for four programs). ***Unless otherwise noted, scores presented throughout the report are site-level means.*** In addition, we include comparative data from the Palm Beach County QIS Pilot and Baseline years where applicable. The pilot was a pre-test (2006-07) of the QIS system that included 38 after-school programs. Baseline data collection (2007-08) increased the sample size to 64. Note that all data presented throughout this report are routine output from the QIS system and are intended to support evaluative decisions by program staff and regional decision-makers.

A. *Year 2 Quality Scores – Aggregate Findings (Form A)*

Table 1 presents mean domain- and scale-level scores for PBC-PQA Form A observational data collected from 90 programs during the 2008-2009 program year (see Appendix Table A for mean item-level scores for Form A). Consistent with prior reports on the PBC-QIS and samples from other afterschool systems, mean scores are higher for the Safe and Supportive Environment domains than for the Interaction and Engagement domains.[3]

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[3] Sugar, S., T. Akiva, et al. (2008). *The Iowa youth program quality snapshot*. Ypsilanti, Center for Youth Program Quality; Sugar, S., T. Devaney, et al. (2008). *Results from the RIPQA quality improvement system: Quality*

Table 1: 2008-09 Palm Beach County Scale, Domain, and Total Scores – Form A

	Mean Scores (N=90)
I. Safe Environment	**4.93**
I.A- Cultural Competence	4.98
I.B- Physical Environment	4.89
I.C – Emergency/Safety Procedures	4.98
I.D – Program Space and Materials	4.93
I.E – Food and Drink	4.84
II. Supportive Environment	**4.34**
II.F – Staff provide a welcoming atmosphere	4.73
II.G – Session flow is planned, presented and paced for youth	4.71
II.H – Staff effectively maintain clear limits	4.82
II.I – Activities support active engagement	4.01
II. J – Staff support youth in building new skills	4.15
II.K – Staff support youth with encouragement	3.46
II.L – Staff acknowledge feelings of youth	4.54
III. Interaction	**3.60**
III.M – Youth have opportunities to develop a sense of belonging	3.86
III.N – Youth have opportunities to participate in small groups	2.40
III.O – Youth have opportunities to act as group facilitators and mentors	3.09
III.P – Youth have opportunities to partner with adults	3.86
III.Q – Youth have opportunities to develop positive peer relationships	4.77
IV. Engagement	**2.84**
IV.R – Youth have opportunities to set goals and make plans	2.32
IV.S – Youth have opportunities to make choices based on their interests	3.26
IV.T – Youth have opportunities to reflect	2.95
TOTAL	**3.93**

Table 2 presents the 20 lowest scoring items (based on mean scores) from Year 2 of the QIS. Consistent with the data summarized in Table 1, 12 of the 14 lowest scoring items in Table 2 come from the *Interaction* and *Engagement* domains.

standards implementation in 19 after-school program. Ypsilanti, The Center for Youth Program Quality; Devaney, T., S. Sugar, et al. (2008). *Year 1 results from the Palm Beach quality improvement system: Quality standards implementation in 64 after-school programs*. Ypsilanti, The Center for Youth Program Quality.

Table 2: 2008-09 Palm Beach County Lowest Scoring Items – Form A

		Percent of offerings scoring a 1 (N=270)
1	IV.R 1 – Opportunity to set one or more long-term goals	65.6
2	IV.T 1- Youth reflect on what they are doing	55.6
3	III.N 3 –Each group has a purpose	54.4
4	III.N 2 - 2 or more ways to form small groups	54.1
5	III.K 3 –Staff make frequent use of open-ended questions	52.2
6	IV.T 3 – Opportunities to make presentations to group	43.0
7	IV.S 1 – Open-ended content choice	40.4
8	III.O 2 – Opportunities to mentor	38.9
9	IV.R 3 – Youth encouraged to share plans	38.5
10	III.O 3 – Opportunities to help lead group	38.1
11	IV.T 2- Adults use a variety of reflection strategies	37.8
12	II.I 2 – Activities lead or will lead to tangible products	24.8
13	IV.S 2 –Open-ended process choice	24.4
14	II.J 3 – Opportunities to develop specific skills	23.0

Table 3 presents domain-level mean scores for Year 2 quality scores by date of data collection for all 90 sites. T1 includes data collected between 9/1/08 and 11/30/08; T2 includes data collected between 12/1/087 and 1/31/09; and T3 includes data collected between 2/1/09 and 4/31/09. We present the data this way to examine whether there is a time-driven or "seasonal" effect on program quality (that is, do programs exhibit higher quality at the beginning, middle or end of a program year?). All four domains appear to be impacted by program season. With the exception of the Supportive Environment domain having lower scores during T2 and T3 than in T1, all other domains seem to improve the later in the year data is collected, although the differences are not statistically significant. This indicates that Palm Beach County's QIS is having the intended impact at the site-level – sites are assessing quality and then, with the assistance of robust T&TA, enacting plans to improve it. In addition, we would expect to see scores on these domains improve later in program years as: (1) disinterested and/or disruptive youth leave programs or become more fully integrated into program routines; (2) adults become familiar with and adept at implementing new strategies for Interaction and Engagement; and (3) youth become proficient at exercising "voice and choice".

Table 3: 2008-09 Palm Beach County Mean Scores Across Time Points – Form A

	T1 (N=99) *9/1/08 – 11/30/08*	T2 (N=74) *12/1/08 – 1/31/09*	T3 (N=97) *2/1/09 – 4/31/09*
I. Safe Environment	4.90	4.92	4.95
II. Supportive Environment	4.43	4.24	4.35
III. Interaction	3.57	3.60	4.62
IV. Engagement	2.80	2.82	2.91

Note: Statistical significance for difference of means was tested across time points. There were no statistically significant differences between any of the time points.

B. Score Comparisons

This section presents three informative comparisons for the Year 2 data: (a) comparison of mean scores across networks; (b) comparison of mean Year 2 scores to a larger reference sample; and (c) comparison of mean scores across multiple data collection time points.

Comparison of Scores Across Networks

In addition to aggregate level comparisons, it is possible to compare quality between the four partners involved in the Palm Beach County Quality Improvement System: Beacon sites, Children's Services Council (CSC), Middle School sites, and the Palm Beach County School District.

These comparisons must be interpreted cautiously for two reasons. First, quality scores are at least modestly related to both the content of the offering and the age of the children being served. Specifically, in prior samples, enrichment and life skills content tend to score higher on the Youth PQA than other types of content delivered in afterschool offerings (such as homework, sports, technology). Further, Youth PQA scores tend to increase with the age of the children and youth served during an observed offering.

Figure 1 shows mean domain scores for each of the four network agencies. In general, the trend of higher scores on the safe and supportive environment domains, coupled with lower scores on the interaction and engagement domains holds true for each partner agency.
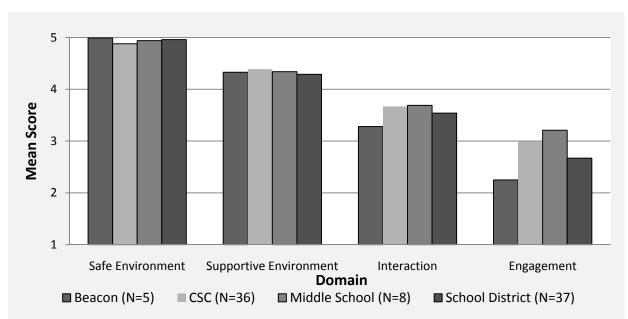
Figure 1: Form A PBC PQA Domain Scores by Partner

Note: Statistical significance for difference of means was tested between the CSC and School District partners. The safe environment and engagement domains were statistically significant at the $p \leq .05$ level.

Comparison of Scores Across Data Collection Points – Form A

As noted earlier in this report, Palm Beach County conducted a two-year QIS Pilot with 38 sites to evaluate the utility and quality impact of their design. The QIS Pilot included pre-and-post test measures using both the Form A and Form B tools. The following tables and graphs plot domain-level quality scores for the 23 sites that participated in the QIS Pilot, the 2008 QIS Baseline, and the 2009 QIS Year 2.

For the common Pilot-Year 2 participants, Form A domain scores are consistently higher than the Pilot Pre-Test, Pilot Post-Test, and Baseline domain scores. *This finding suggests that gains produced by the QIS intervention are both stable and sustainable.*

Table 4: Comparison of Pilot, Baseline, and Year 2 Domain Scores – Form A

	Pre-test Mean (N=23 sites)	Post-Test Mean (N=23 sites)	2008 Baseline Mean (N=24 sites)*	2009 Mean (N=24 sites)*
I. Safe Environment	4.39	4.75	4.75	4.85[abc]
II. Supportive Environment	3.91	4.25	4.26	4.37[a]
III. Interaction	3.26	3.51	3.43	3.65[ac]
IV. Engagement	2.53	2.81	2.83	3.00[a]

*During the Baseline and Year 2 rounds of data collection, one of the sites present in the Pilot data was split into two different sites.
[a] Indicates significant difference between pre-test mean and 2009 mean at $p \leq .05$ level.
[b] Indicates significant difference between post-test mean and 2009 mean at $p \leq .05$ level.
[c] Indicates significant difference between baseline mean and 2009 mean at $p \leq .05$ level.

Normative Comparisons to a Diverse Reference Sample

In this section we compare Palm Beach County's Form A quality scores to normative data using a database of Youth PQA external assessment scores collected from afterschool program offerings at sites from all over the United States. These data provide peer benchmarks against which Palm Beach County's QIS partners can make aggregate comparisons.

Figure 2 compares mean quality scores for the 90 participating sites (examined at the offering level) in Palm Beach County to external Youth PQA domain scores from a national database of other comparable programs (elementary age youth).
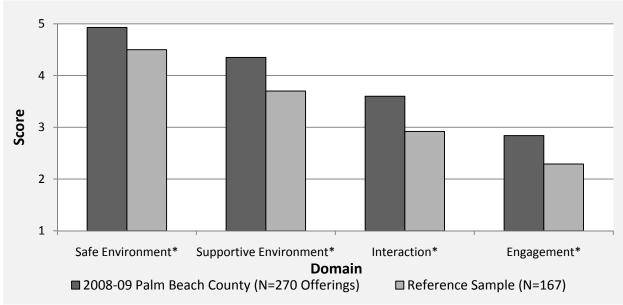
Figure 2: Palm Beach County Domain Scores v. Large Reference Sample (Elementary Age Youth)

Note: Statistical significance for difference of means was tested between the two samples. All differences between the domain means were statistically significant.
*Statistically significant at the $p \leq .05$ level.

Palm Beach County's scores are higher than peer norms in all four domains. This indicates that Palm Beach County sites more regularly offer the observable experiences described on the PBC PQA than their peers in this large diverse reference sample.

Part III. Management Policies & Practices

A. *Year 2 Quality Scores – Aggregate Findings (Form B)*
Table 5 presents mean domain- and scale- level scores for PBC PQA Form B survey data collected during late Fall 2008 and early Spring 2009 (see Appendix Table B for mean item-level scores for Form B). Scores are generally strong (mean score of 3.75+) across the domains and scales. The weakest performing scale (VII-H.) relates to staff education and field specific training that meets county standards.

Table 5: 2008-09 Palm Beach County Scale, Domain, and Total Scores – Form B

	Mean Scores (N=86)
V. Youth Centered Policies and Practices	**4.36**
V.A - Program offerings tap youth interests to build multiple skills.	4.94
V.B - Youth have influence on organizational decisions.	3.44
VI - High Expectations for Youth and Staff	**4.82**
VI.C - Organization promotes staff development.	4.90
VI.D - Organization promotes supportive social norms.	4.80
VI.E - Organization supports academic enrichment.	4.75
VII - Organizational logistics	**3.84**
VII.F - The administration utilizes sound business practices	4.67
VII.G - Organizational logistics are effective	4.37
VII.H - Staff education and field specific training meet county standards.	3.08
VIII - Family	**4.59**
VIII.I- Organization supports positive communication with family.	4.55
VIII.J- Organization supports family involvement.	4.61
TOTAL	**4.40**

Table 6 lists the seven lowest scoring items for the Form B data. Low scoring items are generally concentrated in the "Youth and staff share responsibilities for the character and nature of community outreach" scale and "Organizational logistics" domain. Note that the majority of the sites (72.2%) feel that their organizations do a poor job of "hiring, training and evaluating staff".

Table 6: 2008-09 Palm Beach County Lowest Scoring Items – Form B

		Percent of offerings scoring a 1 (N=86)
1	V.B3 - Youth and staff share responsibilities for hiring, training, and evaluation staff	72.2
2	VII.G3 - The organization provides or arranges transportation to and from the program space for all participants who need it	58.8
3	V.B5 - Youth and staff share responsibilities for the character and nature of community outreach, i.e. interaction with families, schools, other youth organizations, and the community	33.3
4	V.B6 - Youth and staff share responsibilities for governing bodies, I.e. boards, advisory panels, standing committees, task forces, etc.	33.3
5	VII.H6 - COUNSELOR IN TRAINING (CIT): 100% register for AYD (12 hrs.) within 90 days of hire and complete within 6 months	28.6
6	VII.H2 - GROUP LEADER: 20+ hrs. of other field specific training.	27.9
7	VII.H4 - GROUP LEADER: 100% HS Diploma/GED and Florida School-Age Certificate and 24+ credits related to field or Teachers Certificate.	20.9

B. Score Comparisons – Form B

This section presents two informative comparisons for the Year 2 data: (a) comparison of mean scores across networks; and (b) comparison of mean scores across multiple data collection time points.

Comparison of Scores Across Networks

Figure 3 shows mean domain scores for each of the four network agencies. In general, all networks score relatively highly on all domains of the PBC PQA Form B. Note that Palm Beach County uses a custom version of Form B that is tailored specifically to local needs and organizational goals. In particular, Palm Beach County emphasizes measures of family participation on its Form B. Due to low sample size in some networks, however, caution should be used when interpreting these results.
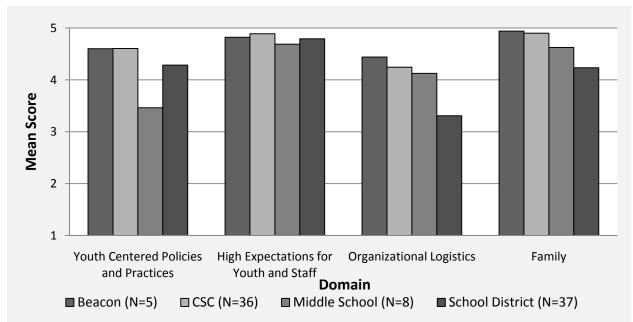
Figure 3: Form B Youth PQA Domain Scores by Partner

Note: Statistical significance for difference of means was tested between the CSC and School District partners. All four domains were statistically significant at the $p \leq .05$ level.

Comparison of Scores Across Data Collection Points – Form B

Form B results for the 23 common participants in the QIS Pilot, Baseline, and Year 2 projects are also generally positive. Year 2 scores on 3 of the 4 domains – Youth Centered Policies & Practices, High Expectations for Youth & Staff, and Family – are higher than Baseline, Pilot Pre- and Post- Test scores. These increases indicate (1) that core components of the QIS are being successfully institutionalized in management policies and practices; and (2) that data from the QIS system are being used to drive improvement initiatives. Scores on the Organizational logistics domain, however, remain the same as the baseline score which is lower than both Pilot-Pre-and-Post Test levels. This

finding warrants further investigation. Note that non-Pilot participants have higher initial (pre-intervention) scores than their Pilot counterparts on all domains except Organizational logistics.

Table 7: Comparison of Pilot, Baseline, and Year 2 Domain Scores – Form B

	Pre-test Mean (N=23 sites)	Post-Test Mean (N=23 sites)	2008 Baseline Mean (N=24 sites)*	2009 Mean (N=24 sites)*
V. Youth Centered Policies and Practices	2.89	3.41	4.15	4.46[abc]
VI. High expectations for youth and staff	3.99	3.56	4.80	4.82[ab]
VII. Organizational logistics	4.33	4.73	4.20	4.20[b]
VIII. Family	3.74	4.23	4.54	4.79[abc]

*During the Baseline and Year 2 rounds of data collection, one of the sites present in the Pilot data was split into two different sites.
[a] Indicates significant difference between pre-test mean and 2009 mean at $p \leq .05$ level.
[b] Indicates significant difference between post-test mean and 2009 mean at $p \leq .05$ level.
[c] Indicates significant difference between baseline mean and 2009 mean at $p \leq .05$ level.

Part IV: Conclusion

Findings from Year 2 of the Palm Beach County QIS initiative are quite positive. Measured level of point of service quality are higher than reference samples and sites that have been in enrolled in the system since the Pilot year exhibit almost uniformly better than baseline quality measures. These results suggest that (a) youth in QIS programs received higher doses of quality programming as a result of the intervention; and (b) quality improvements produced through use of the PBC PQA model are stable and sustainable. In other words, Palm Beach County's QIS appears to be having the intended effect and thus should serve as a strategic exemplar to after school networks across the country.

Note that although this report is not based on an experimental design, there is substantial information available here and from other reports on the Palm Beach County QIS to offer informed opinions about "what worked." We remain convinced that the positive results from the initiative were driven by:

- Multiple opportunities for site leaders and front-line staff to participate in elements of the QIS intervention (Intense Participation)
- The provision of performance data coupled with guided planning and quality coaching (Focused Improvement Planning)
- A "low stakes" orientation to quality measurement, including a "top down" commitment to providing support, not sanctions during improvement initiatives (Low Stakes Accountability)
- The intentional development by Prime Time Palm Beach County, the lead training and technical assistance intermediary, of a collaborative, quality-focused culture within and across participating sites (Collaboration between sites & Prime Time)

Appendix

Table A: 2008-09 Palm Beach County Scores – All Items, Subscales, Domains & Total Score – Form A

	Mean Scores (N=90)
I. Safe Environment	**4.93**
I.A- Cultural Competence	*4.98*
I.A 1 – Staff shows respect and inclusion	4.96
I.A 2 – Evidence of bias addressed by staff	5.00
I.B- Physical Environment	*4.89*
I.B 1 – Health and Safety	4.85
I.B 2 – Sanitation	4.79
I.B 3 – Ventilation and Lighting	5.00
I.B 4 – Temperature	4.90
I.C – Emergency/Safety Procedures	*4.98*
I.C 1 – Emergency procedures	4.93
I.C 2 – Fire extinguisher	4.99
I.C 3 – First aid kit	4.96
I.C 4 – Supervised entrances	5.00
I.C 5 – Youth checked in and out of program	5.00
I.C 6 – Youth supervised at all times	4.99
I.D – Program Space and Materials	*4.93*
I.D 1 – Sufficient space	4.93
I.D 2 – Suitable space	4.96
I.D 3 – Comfortable and sufficient furniture	4.91
I.D 4 – Sufficient and suitable outdoor space	4.94
I.E – Food and Drink	*4.84*
I.E 1 - Drinking water	4.99
I.E 2 - Available food and drinks	4.79
I.E 3 – Healthy food and drinks	4.89
II. Supportive Environment	**4.34**
II.F – Staff provide a welcoming atmosphere	*4.73*
II.F 1 – Staff Greet children	4.51
II.F 2 – Staff tone of voice and language	4.80
II.F 3 – Staff smile, use friendly gestures, make eye contact	4.80
II.F 4 – Emotional Climate is positive	4.67
II.G – Session flow is planned, presented and paced for youth	*4.71*
II.G 1 – Start and end on time	4.66
II.G 2 - Materials and supplies ready	4.93
II.G 3 – Enough materials and supplies for all children	4.91
II.G 4 – Staff explain activities clearly	4.70
II.G 5 – Appropriate time for activities	4.39
II.H – Staff effectively maintain clear limits	*4.82*
II.H 1 – Staff communicate clear limits and rules	4.87
II.H 2 – Stated limits and rules reinforced	4.81
II.H 3 – Staff deal with bullying	3.52
II.I – Activities support active engagement	*4.01*
II.I 1 – Youth improve skills through guided practices	4.56
II.I 2 – Activities lead or will lead to tangible products	4.59
II.I 3 – Youth able to talk about what they are doing or thinking	4.06
II.I 4 – Activities balance concrete and abstract experiences	3.83

II. J – Staff support youth in building new skills	*4.15*
II.J 1 – Youth try out new skills	4.25
II.J 2 – Mistakes allowed	3.97
II.J 3 – Opportunities to develop specific skills	3.85
II.J 4 – Activities are appropriately challenging	4.52
II.K – Staff support youth with encouragement	*3.46*
II.K 1 – Staff are actively involved with youth	4.86
II.K 2 – Staff support contributions or accomplishments of youth	3.22
II.K 3 – Open-ended questions	2.29
II.L – Staff acknowledge feelings of youth	*4.54*
II.L 1 – Staff acknowledge feelings of youth	4.64
II.L 2 – Staff help youth respond appropriately	4.64
II.L 3 – Adults ask youth what happened	4.64
II.L 4 – Staff ask youth for possible solutions	4.25
III. Interaction	**3.60**
III.M – Youth have opportunities to develop a sense of belonging	*3.86*
III.M 1 – Get to know each other	3.50
III.M 2 – Inclusive relationship	4.54
III.M 3 – Children identify with the program offering	4.24
III.M 4 – Structured opportunities to publicly acknowledge achievements	3.17
III.N – Youth have opportunities to participate in small groups	*2.40*
III.N 1 – At least 3 different groupings	2.48
III.N 2 - 2 or more ways to form small groups	2.03
III.N 3 –Each group has a purpose	2.68
III.O – Youth have opportunities to act as group facilitators and mentors	*3.09*
III.O 1 - Group-process skills	4.18
III.O 2 – Opportunities to mentor	2.56
III.O 3 – Opportunities to help lead group	2.53
III.P – Youth have opportunities to partner with adults	*3.86*
III.P 1 – Staff share control of most activities with youth	3.40
III.P 2 – Staff provide explanations of expectations	4.56
III.Q – Youth have opportunities to develop positive peer relationships	*4.77*
III.Q 1 – Youth use warm tone and respectful language	4.79
III.Q 2 – Youth smile, friendly gestures, eye contact	4.76
IV. Engagement	**2.84**
IV.R – Youth have opportunities to set goals and make plans	*2.32*
IV.R 1 – Opportunity to set one or more long-term goals	2.10
IV.R 2 – Time provided to make plans and set goals	2.44
IV.R 3 – Youth encouraged to share plans	2.44
IV.S – Youth have opportunities to make choices based on their interests	*3.26*
IV.S 1 – Open-ended content choice	2.98
IV.S 2 –Open-ended process choice	3.53
IV.T – Youth have opportunities to reflect	*2.95*
IV.T 1- Youth reflect on what they are doing	2.51
IV.T 2- Adults use a variety of reflection strategies	2.45
IV.T 3 – Opportunities to make presentations to group	3.00
IV.T 4 – Youth give feedback on the activities	3.83
TOTAL	**3.93**

Table B: 2008-09 Palm Beach County Scores – All Items, Subscales, Domains & Total Score – Form B

	Mean Scores (N=86)
V- Youth Centered Policies and Practices	**4.36**
V.A - Program offerings tap youth interests to build multiple skills.	*4.94*
V.A1 - There are structured opportunities for youth interests, preferences, and/or satisfaction to influence the format or content of program offerings.	4.34
V.A2 - The majority of presented activities and materials are age-appropriate	5.00
V.A3 - Across all program offerings, the organization has a major and specific programmatic focus on 5-6 of the following areas: academic enhancement, cultural, service learning, life skills, career exploration, recreation.	3.95
V.A4 - The organization has offered a variety of types of field trips in the past six months	4.67
V.B - Youth have influence on organizational decisions.	*3.44*
V.B1 - Youth and adults share decision-making responsibility in setting program schedules and offerings.	3.66
V.B2 - Youth participate in program quality review and planning for improvement.	3.55
V.B3 - Youth and staff share responsibilities for hiring, training, and evaluation staff	1.55
V.B4 - Youth and staff share responsibilities for recruiting other youth to join the organization or program offerings	4.88
V.B5 - Youth and staff share responsibilities for the character and nature of community outreach, i.e. interaction with families, schools, other youth organizations, and the community	3.44
V.B6 - Youth and staff share responsibilities for governing bodies, I.e. boards, advisory panels, standing committees, task forces, etc.	3.55
VI - High Expectations for Youth and Staff	**4.82**
VI.C - Organization promotes staff development.	*4.90*
VI.C1 - New staff participate in eight or more hours of pre-service orientation activities AND pre-service orientation activities include elements of youth development.	4.74
VI.C2 - A majority of staff participate in at least one relevant professional development activity within the organization per year.	4.97
VI.C3 - All staff across program offerings meet as a group to plan or coordinate prior to the start of a program cycle.	4.93
VI.C4 - Staff from different offerings meet regularly during program cycle.	4.95
VI.D - Organization promotes supportive social norms.	*4.80*
VI.D1 - Expectations for pro-social behaviors are documented and all youth have acknowledged them.	4.88
VI.D2 - Organization supports staff in encouraging youth to share personal concerns and in effectively addressing those concerns	4.72
VI.E - Organization supports academic enrichment.	*4.75*
VI.E1 - Planned activities have explicit objectives and/or learning goals.	4.34
VI.E2 - Activities explicitly connect to school curriculum or learning standards	5.00
VI.E3 - Communication with schools occurs to better coordinate supports and opportunities for youth.	4.93
VII - Organizational logistics	**3.84**
VII.F - The administration utilizes sound business practices	*4.67*
VII.F1 - Organization has received a certification	4.67
VII.G - Organizational logistics are effective	*4.37*
VII.G1- When a staff member is absent, program always has a substitute or adjusts coverage to make appropriate ratios	5.00
VII.G2 - Program Manager is present during the majority of hours of program operation	5.00
VII.G3 - The organization provides or arranges transportation to and from the program space for all participants who need it	2.60

VII.G4 - There is adequate office space for all staff that require it	4.86
VII.H - Staff education and field specific training meet county standards.	*3.08*
VII.H1 - PROGRAM DIRECTOR has Bachelors' degree or higher in Youth Development related field and valid Advanced level Directors Credential or Teachers Certificate.	1.81
VII.H2 - PROGRAM DIRECTOR has 20+ hrs. of other field specific training.	4.69
VII.H3 - PROGRAM DIRECTOR has 5+ years experience working with youth	4.90
VII.H4 - GROUP LEADER: 100% HS Diploma/GED and Florida School-Age Certificate and 24+ credits related to field or Teachers Certificate.	0.86
VII.H5 - GROUP LEADER: 20+ hrs. of other field specific training.	3.20
VII.H6 - COUNSELOR IN TRAINING (CIT): 100% register for AYD (12 hrs.) within 90 days of hire and complete within 6 months	2.50
VIII - Family	**4.59**
VIII.I- Organization supports positive communication with family.	*4.55*
VIII.I1 - Organization has established mechanisms for regular communication with families of youth.	4.74
VIII.I2 - Communications with parents usually focus on youth strengths, setting goals, and building a team with parents rather than on dealing with problems.	4.95
VIII.I3 - Organization has established mechanisms for helping parents connect with their child's school learning.	3.97
VIII.J- Organization supports family involvement.	*4.61*
VIII.J1- There are several opportunities for family to visit program to see child perform or be recognized for their accomplishments.	4.32
VIII.J2 - Organization removes barriers to parent participation	4.65
VIII.J3- Youth workers almost always utilize an open-door policy that allows for, welcomes, and involves parents' participation in activities.	4.86
TOTAL	**4.40**