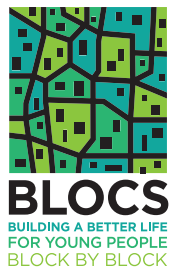


BLOCS

Building Louisville's
Out-of-School Time
Coordinated System



**DATA
REPORT**
2018







Welcome!


This 2018 BLOCS Data Report takes a **deep dive into data** collected from participating BLOCStar sites for the four-year period 2014 to 2018.

Highlights



Building from the 2017 BLOCS Data Report a clear trend is emerging that high-quality out-of-school time (OST) programs are making a difference in the academic and social-emotional learning outcomes for youth.

This report highlights the following:

 Descriptive analysis of participating BLOCStar programs and the youth who attend them

 Changes in Program Quality

 Impact of Program Quality on Social-Emotional Learning (SEL) outcomes of participating youth

 Impact of Program Quality on Academic outcomes of participating youth

 Participant satisfaction data

 Descriptive analysis of BLOCS program reach and results

Important Findings

The most significant findings of this data analysis reveal the following insights:

Program Quality Matters: Program quality has a statistically significant impact on youth. In 2017-18, youth in high-quality programs were 18% more likely to meet projected growth in Measures of Academic Progress (MAP) Reading. Participants in high-quality programs were also statistically shown to miss fewer days of school and receive fewer suspensions than those who were not in high-quality programs.

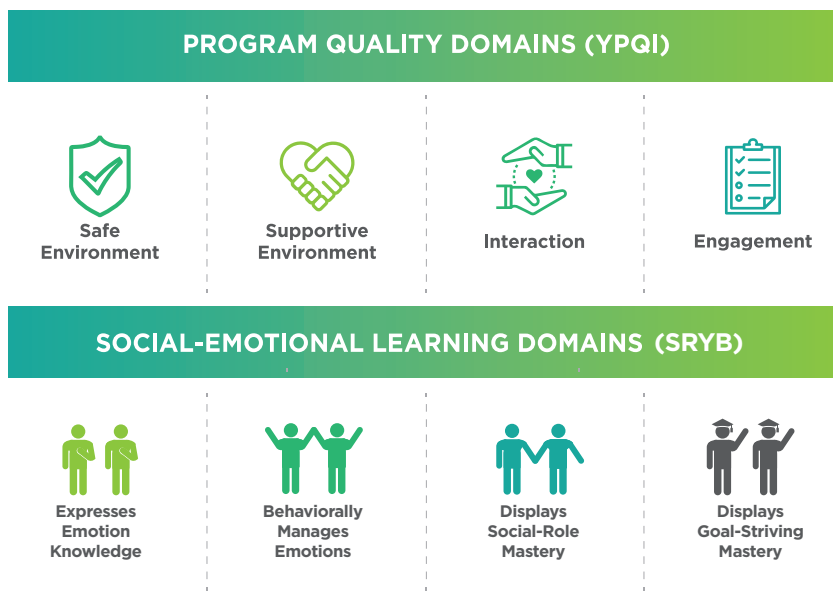
Fidelity to the Process: BLOCS programs maintained high fidelity to the Quality Improvement System (QIS) process. Greater fidelity to the implementation of the Youth Program Quality Intervention (YPQI) has been shown to influence a site coordinator's focus on quality practices. The School-Age average Instructional Total Score (ITS) was 3.78, .06 points above the national average, while the Youth average ITS was 3.61, .11 points above the national average.

Social-Emotional Data: BLOCS supports sites' use of the Staff Rating of Youth Behavior (SRYB) to measure social-emotional learning. SRYB scores were compared to the program quality scores. In high-quality programs, 57% of youth increased their SRYB scores from Time 1 to Time 2, compared to 41% for lower quality.

Satisfaction: 98% of managers and 100% of staff thought participation in the quality improvement system was a good fit with their job. 98% of managers and 100% of staff thought participation in the quality improvement system was a good use of their time and participation in the quality improvement system was supported by their supervisor.

High satisfaction supports successful implementation of the specific elements of the quality improvement process, but it is also known to support staff retention.

Low-Capacity Programs on Par with High-Capacity Programs: Of the 18 low-capacity programs, none had ITS scores below the Weikart Center's Low Engagement Threshold of 2.9, while 6 low-capacity programs scored above the High Engagement Threshold of 3.9.



**High-Quality
Expanded Learning
Promotes
Social-Emotional
Learning**



As I learn more about the most effective ways to work with children and youth and how to best design and tailor our program to their needs and learning styles, our participants are better off as a result of this work. We are focusing on providing more opportunities for students to make choices and take leadership roles, as well as to make their voice and opinion heard by implementing more opportunities for student feedback.

- YPQI Participant

Progress Toward Goals



In the 2017 BLOCS Data Report and Recommendations Memo issued by the David P. Weikart Center for Youth Program Quality, several recommendations were made aimed at expanding the scope and scale of the BLOCS network and increasing the impact BLOCS interventions have on participating OST programs.

The following table summarizes the recommendations and progress made over the past twelve months towards those goals.

BLOCS Progress Towards Goals

RECOMMENDATION	SOURCE	PROGRESS	DETAILS
Increase administrative capacity to allow participation in BLOCStars available to every OST provider in the Metro Louisville area	2017 BLOCS Data Report	✓	A full-time staff person was added at MUW (made possible by Louisville Metro Government funding) resulting in 27 additional BLOCStar sites.
Increase BLOCS' administrative capacity to fully support low-capacity OST—specifically grassroots and faith-based—providers full participation in BLOCStars through onsite Quality Coaching	2017 BLOCS Data Report	✓	A full-time staff person was added at MUW (made possible by Louisville Metro Government funding) resulting in 20 designated low-capacity sites receiving on-site coaching.
Administer a different data collection tool to more accurately collect social-emotional learning data on youth attending BLOCStar sites	2017 BLOCS Data Report	✓	The Staff Rating of Youth Behavior (SRYB) was piloted in 58 BLOCS sites (75%) during 2017/18. The use of this tool resulted in SEL data collected on 120% <i>more</i> students than the previous year.
Revisit current data to determine additional research questions by which to better inform BLOCS' operations	2017 BLOCS Data Report	✓	The BLOCS Logic Model has been updated to reflect better refinement of appropriate SEL and academic indicators to measure impact.
Conduct gap-analysis to determine what areas in Metro Louisville contain additional youth to be served by BLOCStar organizations	2017 BLOCS Data Report	Incomplete	
Focus on strategies that maintain a high quality of supports provided to sites: a. create community-level improvement plan goals b. provide individualized coaching supports to sites based on identified risk factors c. Hire a Data Collection Manager responsible for managing the Program Quality and SEL data collection processes	2017 Weikart Center Recommendations Memo	In progress	a. Incomplete b. Coaching pilot launched in 2017/18 in four sites, however coaching supports were not tiered to include a robust menu of services and pilot sites were selected on a volunteer basis. c. A "Data Collection Manager" position was not created to consolidate data collection responsibilities. In 2017/18, these responsibilities were divided among multiple individuals.
Measure youth skill change and demonstrate connection to program quality	2017 Weikart Center Recommendations Memo	✓	The first analyses that combined program quality <i>and</i> SEL data were completed in 2017. These results were used to leverage city funding in 2018 to expand the scope and scale of BLOCS.
Share the success of the Quality Improvement System (QIS) to date	2017 Weikart Center Recommendations Memo	✓	1,000 copies of the 2017 BLOCS Report were distributed in 2018. BLOCS hosted a "Community Conversation" event to showcase these results. Multiple conversations were held with elected officials, and BLOCS' successes were highlighted in the Courier-Journal.
Strengthen partnership with schools around SEL and Summer Learning to provide a more seamless experience for youth: a. Use the OSTI Inventory as a way to gather information on the school district and local partners b. Explore a partnership with the local school district around Summer Learning	2017 Weikart Center Recommendations Memo	In progress	a. Incomplete b. BLOCS partnered with JCPS in 2018 to offer academic supports for community-based OST programs beginning Summer 2019.

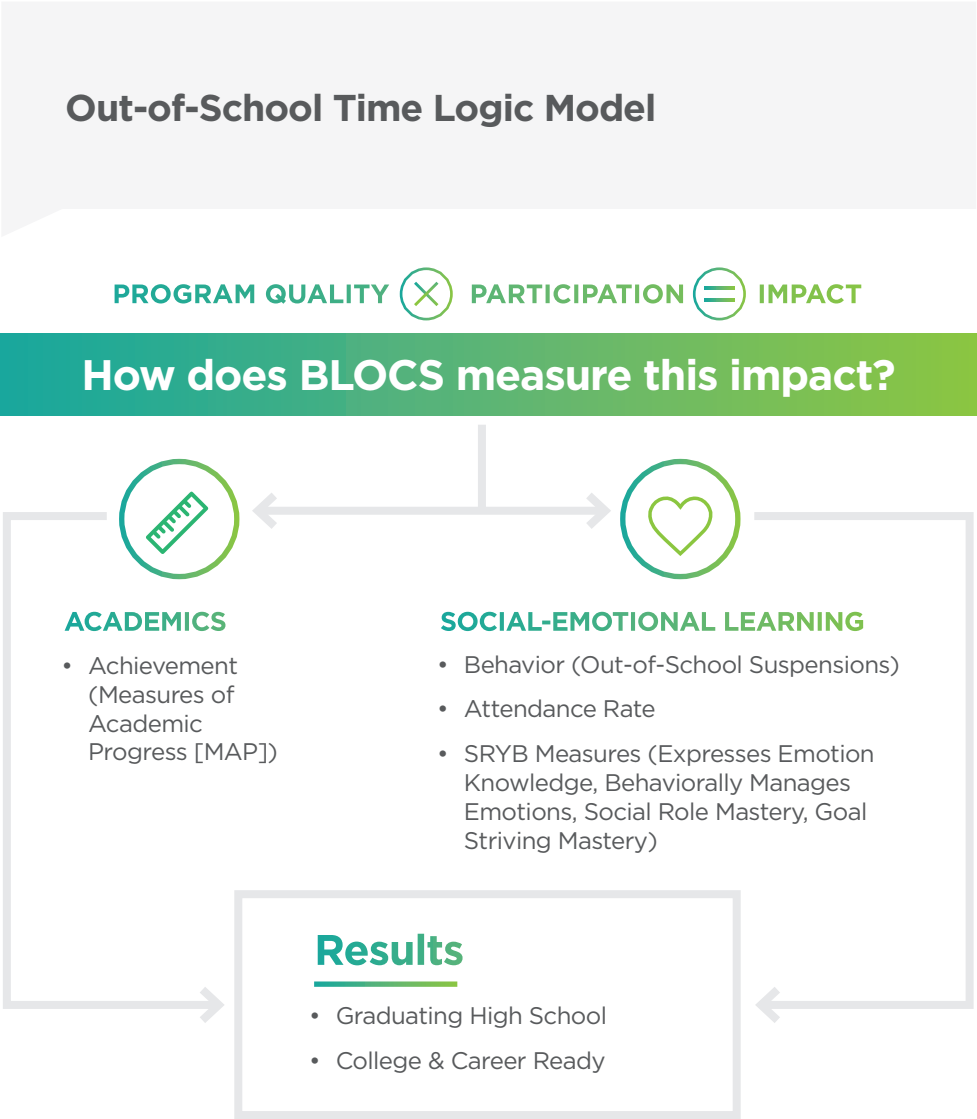
BLOCS **Logic Model**



The ultimate goal of BLOCS is to improve the academic performance and social-emotional intelligence of students, so high school graduates are college- and career-ready, and Louisville is able to sustain itself with a highly-skilled and employment-ready workforce. BLOCS is modeled on the premise that **frequent, regular attendance at high-quality OST programs leads to higher school engagement and academic performance, and to the acquisition of social-emotional skills.**

Following this logic, BLOCS uses a variety of tools to collect data on Program Quality, youth program participation, Social-Emotional Learning (SEL), and academic performance. BLOCS invests considerable resources into improving Program Quality through extensive youth worker trainings and site support. Youth workers' learned skills will translate into s programming, which will benefit program attendees.

Social-emotional learning will be reported via SRYB domains, suspension rates and attendance rates of students participating in BLOCS programs. These data points will be collected at the student level, but they will be presented in aggregate. More impact is expected at the program level (e.g. Program Quality) because the BLOCS intervention is focused on programs rather than on individual students.

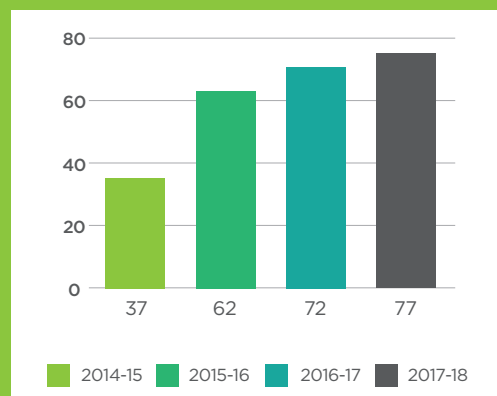


BLOCStars Today



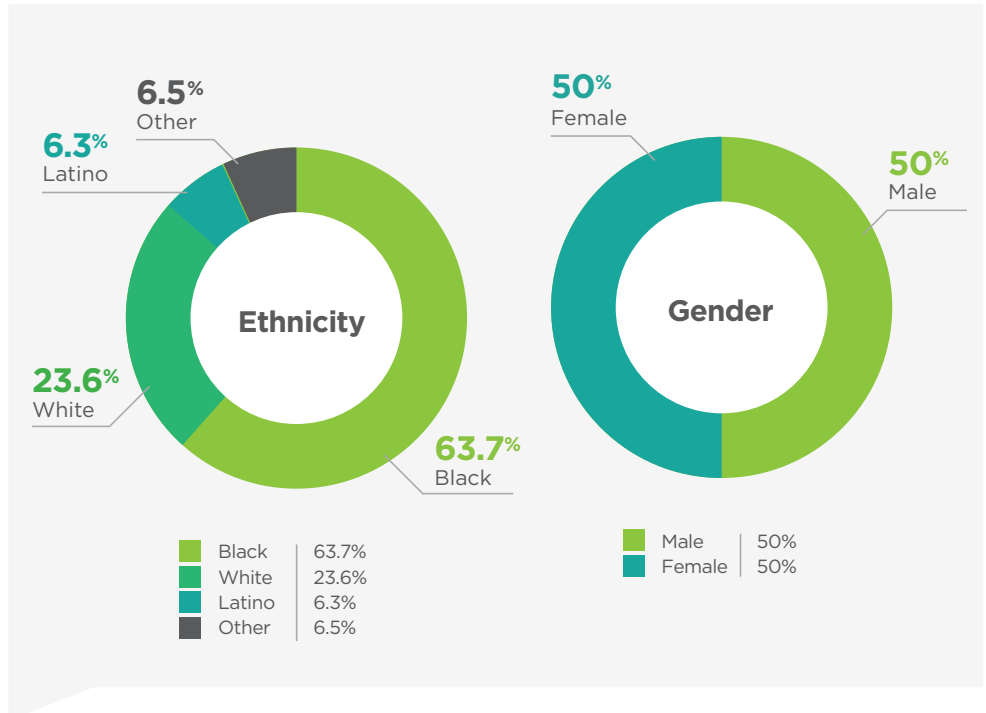
BLOCS programs understand the value of collecting data to drive improvement in the youth development sector. Last year saw the greatest volume of data collection in BLOCS history. Through our partnership with JCPS, BLOCS programs collected academic and social-emotional learning data on **over 5,000 youth** in Jefferson County, a **250% increase** from the previous year.

Number of BLOCStar Sites by Year



Using JCPS's CASCADE database, BLOCS formed a clearer picture of the youth being impacted at BLOCS sites. The youth who attend BLOCS programs are living in poverty at significantly higher rates than the JCPS population, with 81% of youth participating in BLOCS qualifying for free or reduced-price lunch, compared to 63% in the JCPS population overall. The CASCADE data also show that the makeup of youth at BLOCS sites in Jefferson County are 77% ethnic minorities, compared to 56% in JCPS schools in 2017. This difference is even sharper for our low-capacity programs (see EQUITY, pages 26-29).

Data on Youth Served



5,184

Youth Impacted

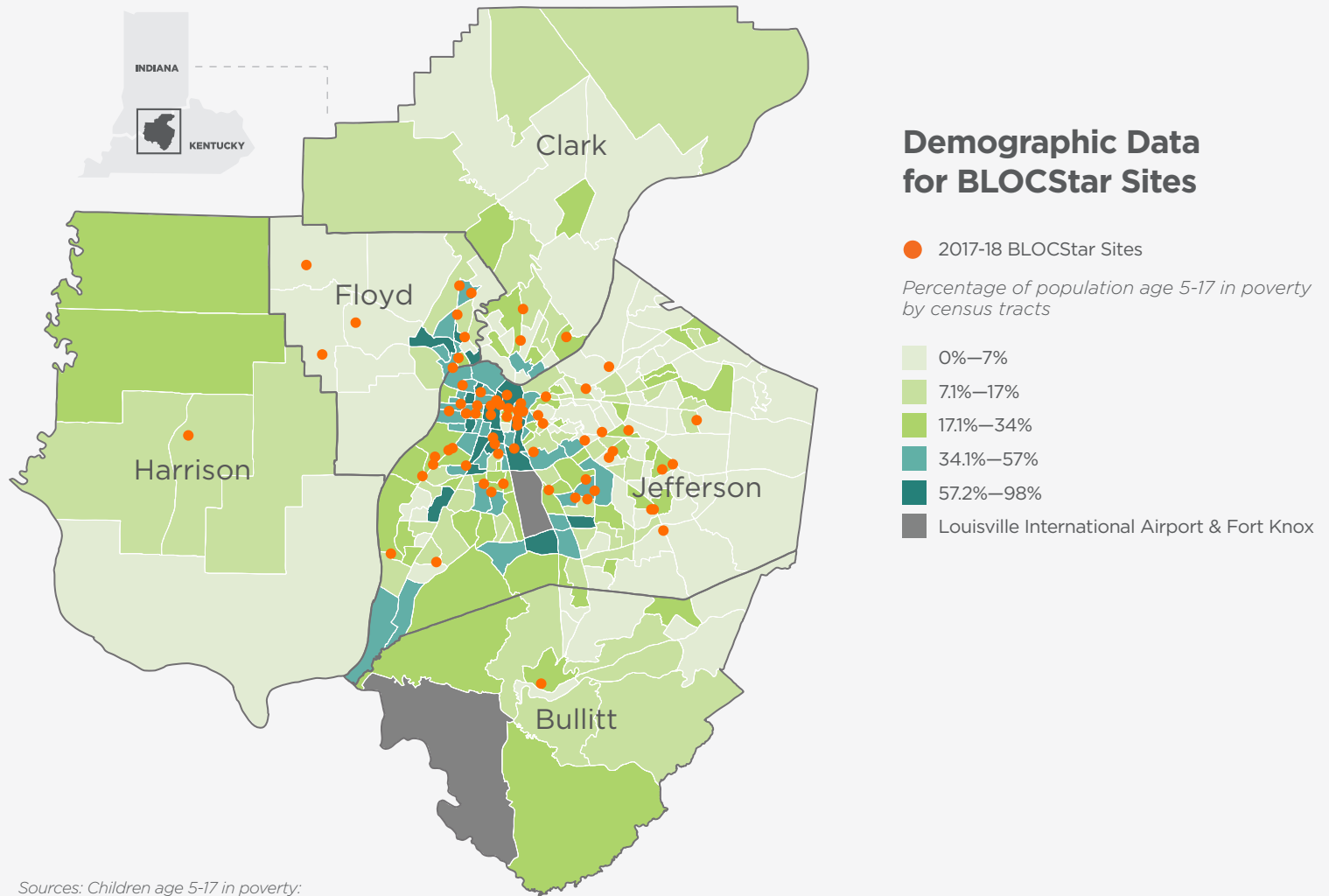
250%
increase
from the
previous year

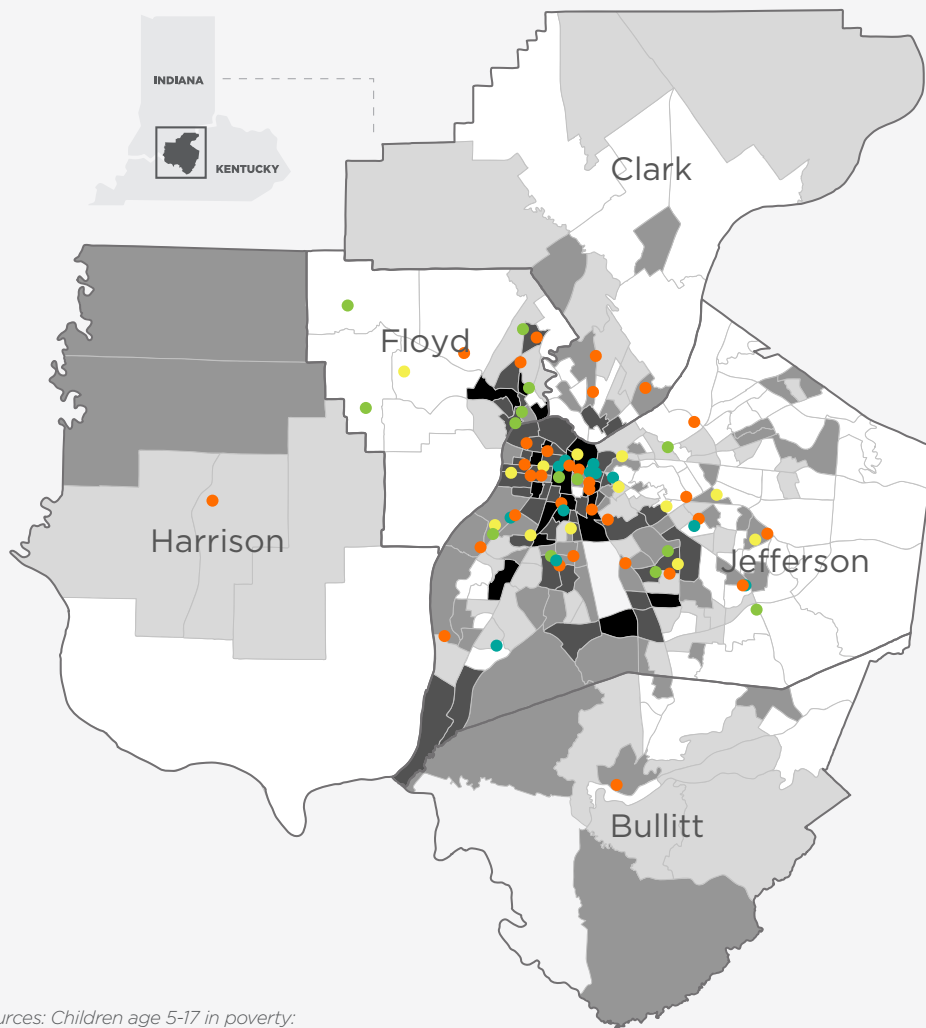


As we seek to scale our program, the assessment tool is great for training and for ensuring consistency in all classroom implementations.

- BLOCStar Site Supervisor

BLOCStar Sites





BLOCStar Sites by Years Established

BLOCStar sites by number of years of participation:

- 4 Years
- 3 Years
- 2 Years
- 1 Year

Percentage of population age 5-17 in poverty by census tracts

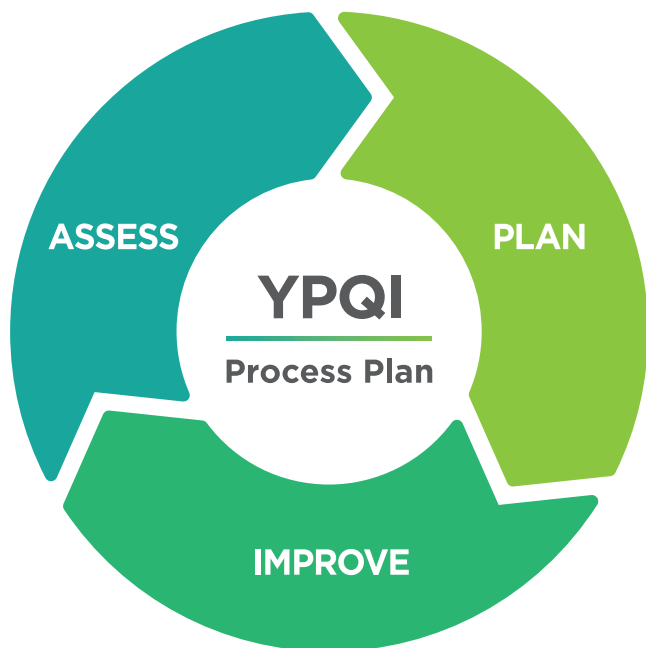
- 0%—7%
- 7.1%—17%
- 17.1%—34%
- 34.1%—57%
- 57.2%—98%

Sources: Children age 5-17 in poverty:
American Community Survey, 2012-2016

Program Quality Results

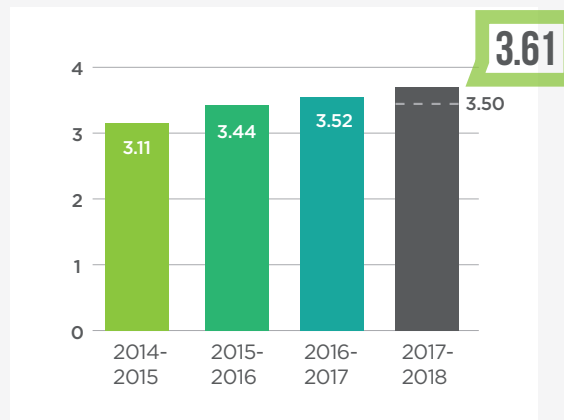


Over 40 years of research on youth programs by the High Scope Educational Research Foundation and the David P. Weikart Center for Youth Program Quality has demonstrated characteristics of high-quality youth programs. This recipe includes a safe environment, a supportive environment, positive interactions, and engagement with young people. These four ingredients can be measured and improved upon through knowledge attainment and skill development of program staff.



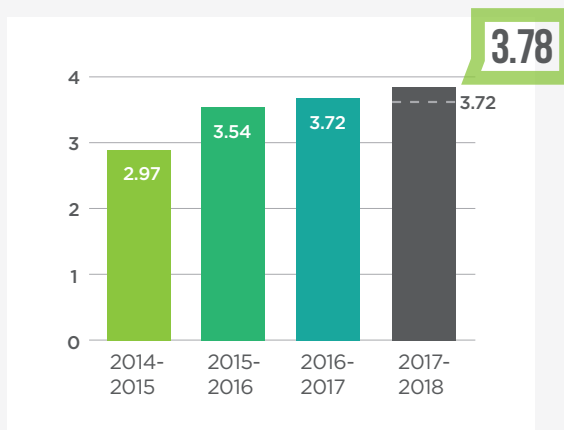
The graphs on this and the following page demonstrate that the BLOCS network of OST sites that participate in the YPQI continuous quality improvement initiative have experienced a significant positive improvement in quality across all four measurement areas.

Growth of Instructional Total Score (ITS) Over 4 Years: Youth



--- De-identified reference sample

Growth of Instructional Total Score (ITS) Over 4 Years: School-Age

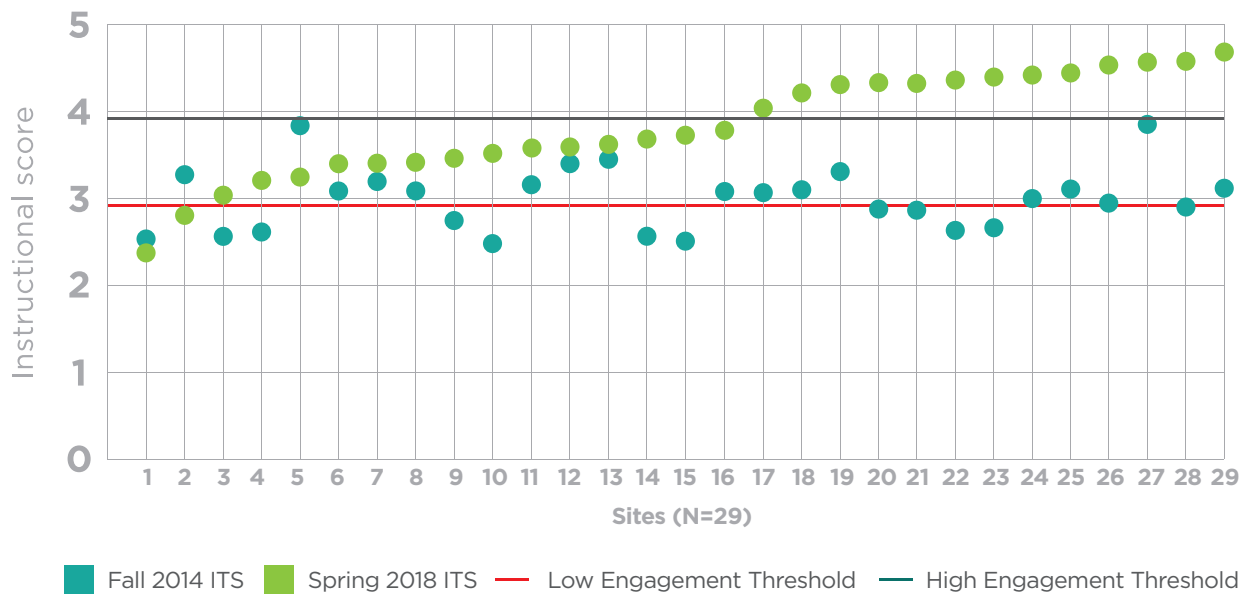


--- De-identified reference sample

Instructional Total Score (ITS)

Instructional Total Score (ITS) is the numerical value that reflects the extent to which high-quality instructional practices were delivered. It is composed of ratings of staff instructional practice in three domains: a structured environment facilitated through guidance and encouragement (i.e. Supportive Environment), opportunities for leadership and collaboration (i.e. Interaction), and the capacity to promote planning and reflection (i.e. Engagement).

Changes in Program Quality Over 4 Years



This graph shows that BLOCS programs that have implemented the YPQI have experienced significant and measurable improvement in Program Quality over time.



Social-Emotional Learning Results

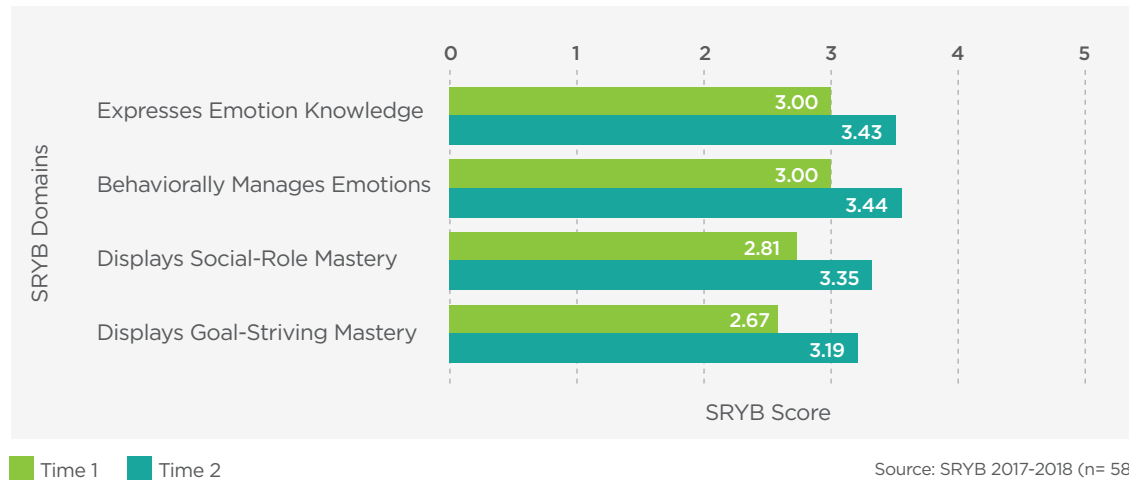


BLOCS is committed to improving Program Quality because it recognizes the additional opportunity for developing social-emotional learning (SEL) skills in youth – such as emotion management, teamwork and being responsible – which are critical to navigating toward positive futures.

Staff Rating of Youth Behavior (SRYB)

Across the network in 2017 SRYB scores improved from Time 1 to Time 2 in each of the SRYB domains. When looking at the data in conjunction with program quality and CASCADE data, results suggest BLOCS is making progress toward achieving outcomes laid out in its logic model, namely improvements in academics and behavior among youth in BLOCS programs.

Staff Rating of Youth Behavior Scale Scores



Program Quality to Youth Outcomes

Comparisons of SRYB scores to BLOCS programs' quality scores showed that 57% of youth in high-quality programs (as determined by ITS) improved their SRYB ratings from fall to spring, compared 41% of youth in low-quality programs



Additionally, youth in these high-quality programs were suspended at a lower rate than their peers in JCPS and attended more days of school. In 2017, JCPS reported a total of 23,520 suspensions for 96,026 students at a rate of .24 days per student. **In high-quality BLOCS programs the suspension rate was .08 days per student.** JCPS also recorded an average attendance rate of 93% for all students, **whereas youth in high-quality BLOCS OST programs attended school 97% of the year.**

Measuring Academics and SEL (CASCADE)

CASCADE is a data management system used by JCPS to track students' academic data including proficiency assessments and test scores, and SEL indicators including school attendance and suspensions. This system is accessible to OST programs, which use it to record youth attendance in OST programs in order to access youths' academic progress, which helps program staff identify areas where students are struggling and provide extra support.



Academic Results



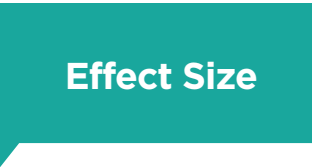
The BLOCS partnership with Jefferson County Public Schools (JCPS) is integral to understanding the impact that program quality intervention is having on OST programs in Greater Louisville. Through JCPS' CASCADE data management system, BLOCS programs in Jefferson County have access to youths' results on proficiency assessments, as well as SEL-related indicators, such as school suspensions and attendance.

In 2017, JCPS reported that youth in high-quality BLOCS programs – as determined by overall Instructional Total Score (ITS) – met the Measures of Academic Performance (MAP) projected growth in reading and math by 56% and 51% respectively, whereas youth in low-quality sites met projected growth in reading at 44% and 45% in math. Further analysis indicates there is a significant relationship between program quality and reading performance on the MAP assessment. **Participants in higher-quality OST programs are 18% more likely to meet their MAP Reading growth projection.**

There was also a statistically significant relationship between program quality and student attendance in the 2017-18 school year. High-quality OST saw a suspension rate of .08 per student versus .27 per student at low-quality sites. For reference, the total JCPS suspension rate was at .24 per student in 2017-18. **Participants in higher-quality OST programs are likely to miss two fewer days of school and receive one fewer suspension than those participating in lower-quality OST programs.**

From BLOCS Data Preliminary Results

A total of 1,800 students who attended BLOCS programs in the 2017-2018 school year were included in this analysis, which predicted how program quality impacts the following variables: MAP Math Growth Projections, MAP Reading Growth Projections, School Attendance, and Suspension Days.



The effect size indicates the magnitude of an intervention. In educational research, the Cohen's *d* is the most commonly used measure of effect size. Likewise, the widely accepted effect size thresholds in educational research are as follows:

- **0.20 = small effect**
- **0.40 = medium effect**
- **0.80 = large effect**

After determining there was a statistical significance between high-quality programs and low-quality programs, a series of regression analyses were conducted to determine whether the quality of a program had any impact on the following dependent variables during the 2017-18 school year.

Logistical Regression of BLOCS program quality as a predictor of Participant MAP Math Growth Projection

B	Sig	Exp(B)	Effect Size
.065	.211	1.067	0.06

There **is not** a significant relationship between program quality and math performance on the MAP assessment.

Logistical Regression of BLOCS program quality as a predictor of Participant MAP Reading Growth Projection

B	Sig	Exp(B)	Effect Size
.165	.001*	1.18	0.16

There **is** a significant relationship between program quality and reading performance on the MAP assessment. A participant in a higher quality OST program is 18% more likely to meet their MAP Reading growth projection.

ANOVA of BLOCS program quality as a predictor of participant attendance

B	Sig	t	Effect Size
-2.116	.000*	-3.833	0.18

There **is** a significant relationship between program quality and student attendance in the 2017-18 school year. A participant in a higher quality OST program is likely to miss two fewer days of school.

ANOVA of BLOCS program quality as a predictor of participant suspension days

B	Sig	t	Effect Size
-.092	.000*	-4.387	0.24

There **is** a small, but significant relationship between program quality and total suspensions during the 2017-18 school year. A participant in a higher quality program is likely to have nearly 1 fewer suspension per school year than a participant in a lower quality program.

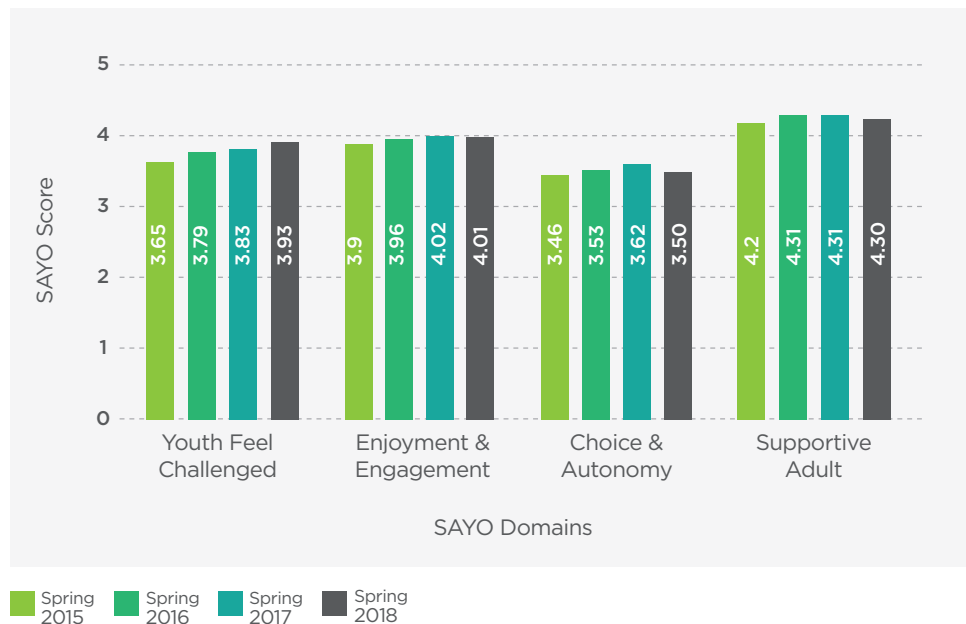
Staff & Youth Voice



Research suggests that a youth's program experiences are linked to a sense of competence socially and as a learner, and with behaviors likely to prepare him or her for a bright future (NIOST, 2015).

The Survey of Academic and Youth Outcomes (SAYO-Y) is a research-based tool developed by the National Institute of Out-of-School Time (NIOST) to measure youth program experiences and social and emotional learning at OST programs. Data is self-reported by the youth engaged in OST programs.

SAYO-Y Results Over 4 Years



BLOCS programs using SAYO-Y have seen steady results in all four domains in the past four years as indicated by the graph above. Youth are feeling more challenged (3.93 in the spring 2018 survey, up from 3.83 in 2017) with minimal changes in Enjoyment & Engagement and Supportive Adult, and a dip of .12 points in Choice and Autonomy (3.5 in spring 2018, down from 3.62 the year before).

Youth Development Certificate

The Youth Development Certificate is a 60-hour professional development continuing education unit certificate. Since its inception in 2016, a total of 222 youth workers have registered, 75 of which were new in 2017. Thirty-nine trainings were offered in 2017 for a total of 94 hours of professional development. Twenty-five of the 73 participating agencies were BLOCStars.

Equity

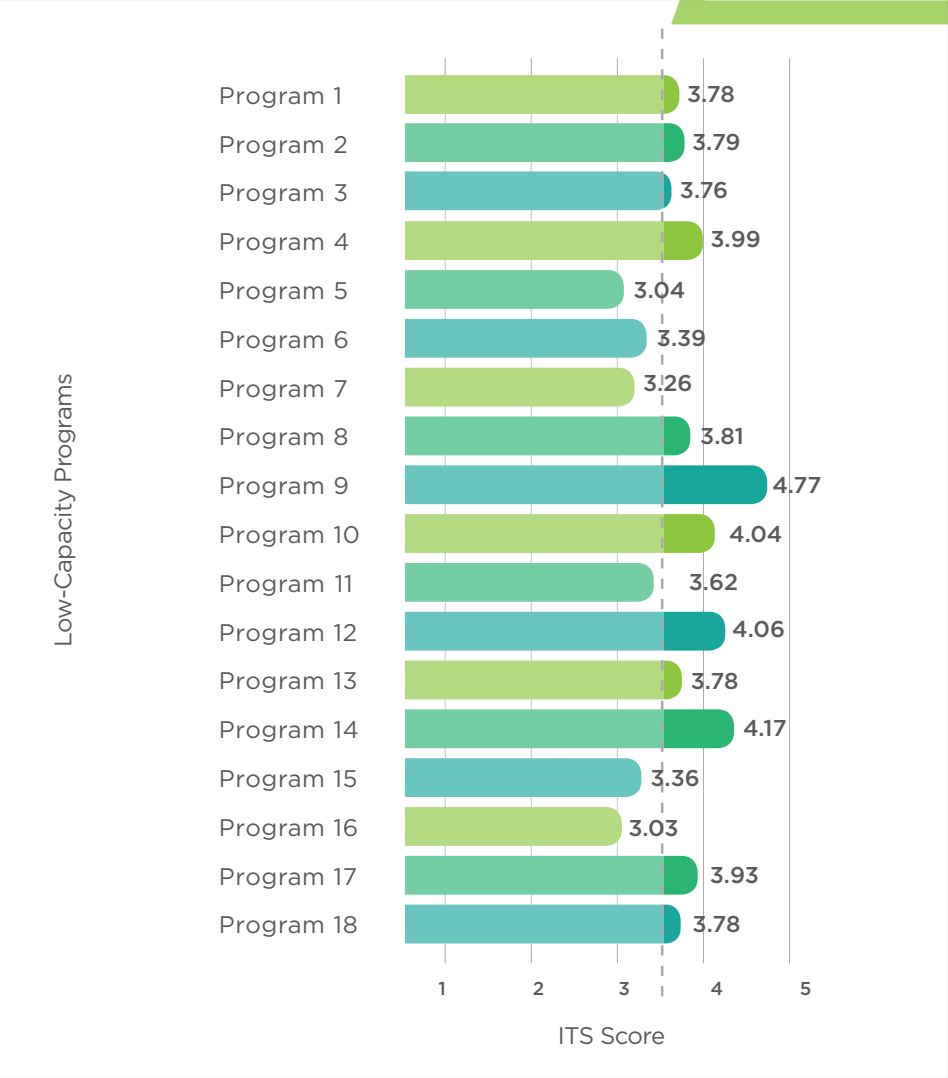


The OST arena is a natural space to address equity; not just in opportunities for children and youth, but also for the volunteers and entrepreneurs who work in this space, desiring to give back to their communities. BLOCS looks to close this opportunity gap by supporting neighborhood-based programs in their missions to provide quality youth development experiences that promote learning, while also collecting data that speak to their success.

Program Quality Comparison:

Low Capacity vs. BLOCS

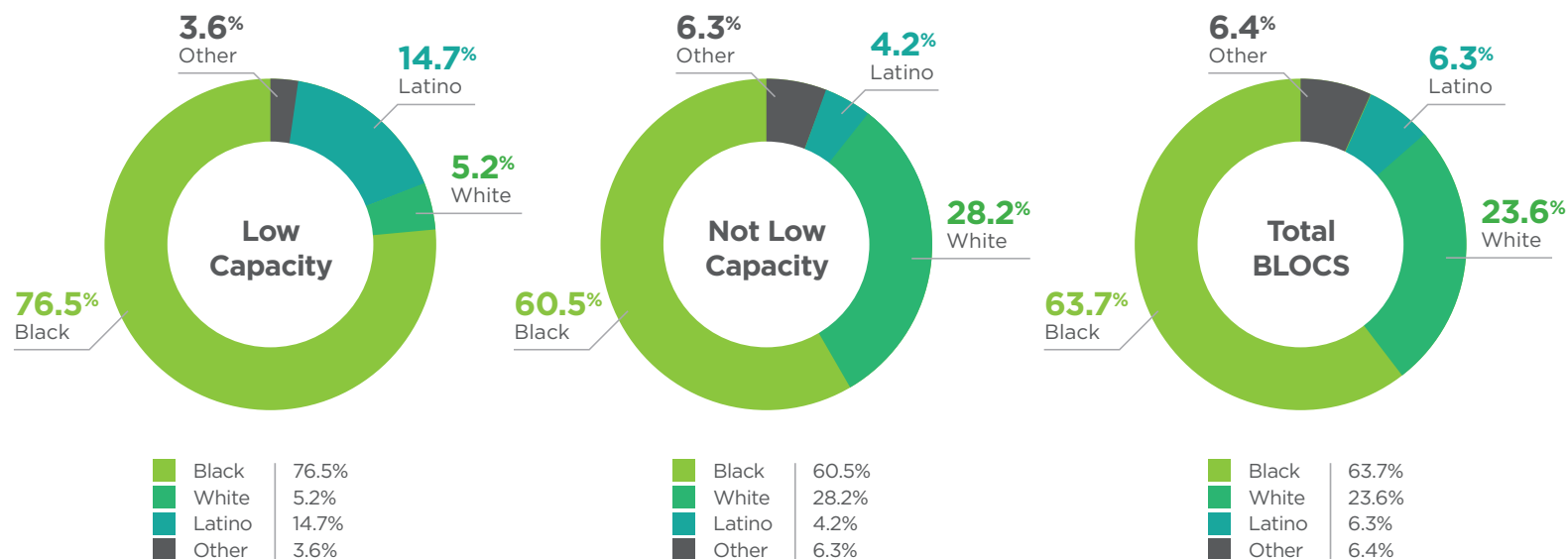
AVG. T1 AND T2
BLOCS = 3.72



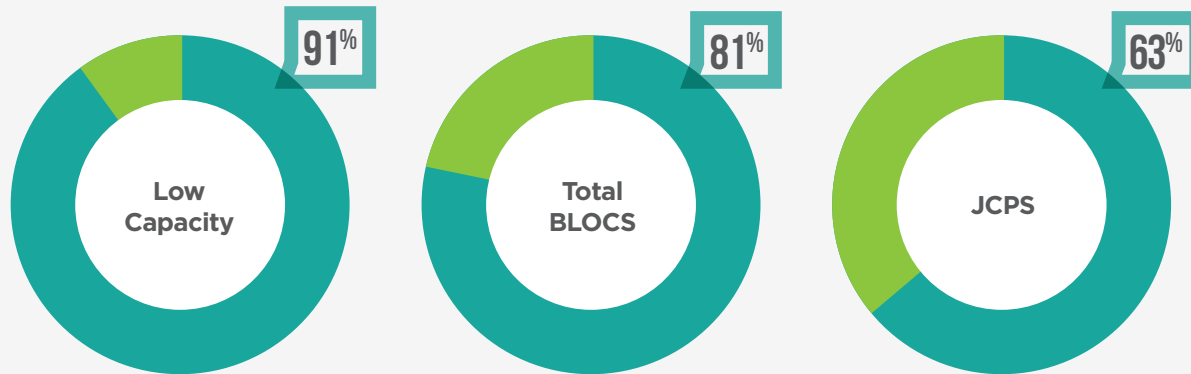
Program capacity refers to how well-equipped, in terms of budgetary and staffing levels, a youth development organization is to support programming and measure impact as prescribed by BLOCS. “Low capacity” is not a judgment about the quality of services, but the facility with which an organization can meet the needs and measure the development of its youth. In fact, low-capacity programs on average slightly outperformed their higher-capacity counterparts as indicated by the year-end results of the Program Quality Assessment Instructional Total Scores (see graph on page 27).

Demographic data of low-capacity BLOCS programs in Jefferson County tells us that most of the youth served are minorities (77% Black, 15% Latino) and are much more likely to come from low-income households, with 91% of youth qualifying for free and reduced-priced lunch.

Descriptive Statistics Comparison: Ethnicity



Descriptive Statistics Comparison: Percentage Eligible for Free and Reduced Lunch



Low-capacity Organizations

Low-capacity organizations are community-based nonprofit organizations who serve young people within the ages of 5 to 24, who have any one of the following characteristics:

- No paid staff
- No full-time paid staff
- Have less than two paid staff
- Have no full-time program support staff
- Location has changed more than once in past 3 years
- Total Agency Budget is under \$300,000.00

Conclusion



Children are people, not just numbers. **When young people are thriving, our city is thriving.** Metro Louisville's hundreds of OST programs have the ability to tremendously impact the lives of so many young people.

We must not forget that:

OST promotes workforce development! There is a nearly 22 percentage point gap between the number of JCPS students graduating twelfth grade on-time and the number of those students who graduate ready for college or career¹. OST programs are uniquely positioned to build job readiness abilities like problem-solving and focus.

OST programs work to reduce youth violence! OST programs provide the setting, supports, skills and relationships young people need to navigate the world around them. Research has shown that these numerous protective factors reduce the risk of violence among youth.

¹Jefferson County Public Schools 2017 Data Books states that the JCPS high school graduation rate is 80.6% while the JCPS college and career ready rate is 58.8%.



OST Link to Workforce Development

High-quality OST programs build job readiness abilities like problem-solving, persistence and focus



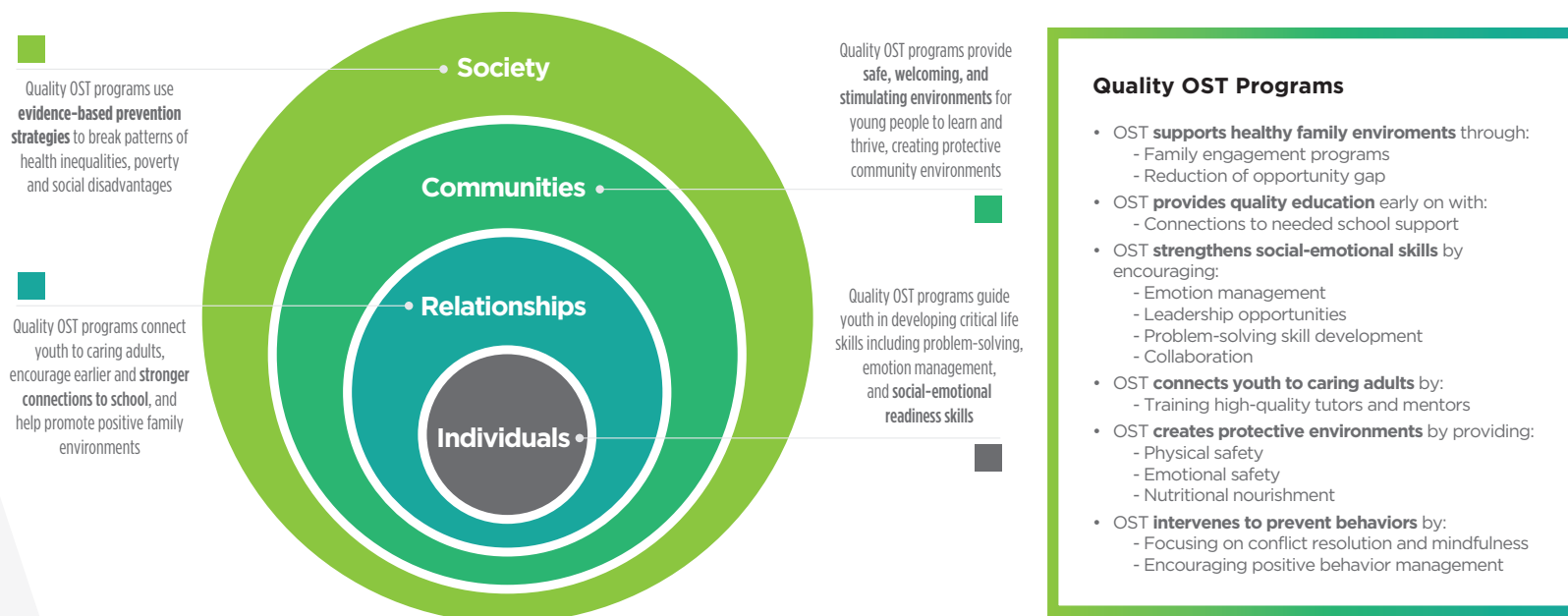
“Employers indicate a gap in employability skills such as effective communication, critical thinking, teamwork and problem-solving.”

— Business Roundtable
2017

- Youth attending BLOCS programs participate in learning experiences that build social-emotional skills.
- High-quality OST programs help youth build skills that prepare them for workforce success, such as emotion management, teamwork, responsibility, initiative and problem-solving.

OST Link to Violence Prevention

High-quality OST programs provide interpersonal, organizational, and system-level protective factors that prevent youth violence.



- Links have been found consistently between youths' well-being and environments that are emotionally positive and warm and that provide support for developing adolescent autonomy. When youth don't feel emotionally safe and supported, it can lead to risky behaviors.
- Research suggests youth who participate in afterschool programs improve significantly in three major areas: (1) Feelings and attitudes; (2) Increased indicators of behavior adjustment which includes positive social behaviors and reduction in aggression, conduct problems, and drug use; and (3) Increased school and achievement test scores.



Key Takeaways

By providing ongoing support, training, and other resources to the programs and youth workers who engage directly with young people on a daily basis, BLOCS is improving the odds for young people and creating lasting change for our city. The information contained within this data report provides three key takeaways:

- **The interventions are doable by OST program staff at sites, and providers liked them.** Data indicated high fidelity to the process and high satisfaction rates among program staff and supervisors.
- **The interventions work!** Data indicates that program quality continues to improve across the BLOCS network, and improved SEL can be linked to program quality.
- **The interventions BLOCS has implemented are scalable.** Ongoing recruitment and training of external assessors, trainers, and coaches have allowed BLOCS to steadily increase the number of “system anchors” and meet the growing demand for assessments, trainings and external coaching.

Recommendations

The following recommendations from the David P. Weikart Center for Youth Program Quality are intended to improve the implementation and functionality of BLOCS’ key strategies:

- **Expand the Professional Learning Community (PLC):** Strengthen the learning community of providers by providing opportunities for them to connect with each other and deepen their learning.
- **Offer tiered coaching supports:** Create different levels of coaching support based on individual program and staff needs to support every program’s ability to participate in BLOCS.
- **Improve SRYB data collection process:** Provide additional training and documentation of the SRYB data collection process, and targeted technical assistance to those sites who struggled last year.
- **Improve External Assessor Reliability:** Create a structured learning community of external assessors to learn from each other and deepen their knowledge of specific PQA scales and challenging scoring situations.

Appendix: Analysis & Data Limitations

Data Limitations

The key takeaway from the data presented in this report is that participants in BLOCStar programs of higher quality are likely to experience greater outcomes in the evaluated areas than their counterparts in lower quality programs. It is important, however, to underscore that the overall effect sizes of these data, which could only be run on youth in Jefferson County in JCPS's CASCADE database, were very small. Though significant relationships were found, the specific impact on these data by BLOCS programs is statistically small. That said, in light of previous analyses, we are seeing a clear trend that higher quality BLOCS programs are making a difference in the youth outcome areas evaluated.

T-Test Analysis

A t-test statistical procedure was conducted between organizations identified as high-quality and low-quality programs. The purpose of the t-test statistical procedure is to determine whether there is a statistically significant difference between high- and low-quality programs and if that difference can be attributed to anything more than chance. The following table shows the descriptive statistics of this procedure related to the variables in this model.

Independent Samples Test

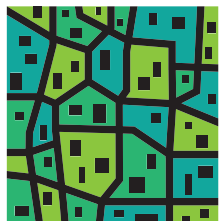
	F	Sig	t
17-18 MAP Math Growth Projections	5.614	.018	-1.250
17-18 MAP Reading Growth Projections	27.797	.000*	-3.240
17-18 School Attendance	89.431	.000*	3.833
17-18 Total Suspensions	70.116	.000*	4.387

**indicates that measure is statistically significant (p < .05)*

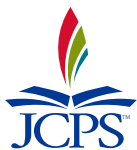
Thank You

B LOCS extends enormous gratitude to its institutional partners – Metro United Way, Louisville Metro Government, and Jefferson County Public Schools – for their continuous commitment to collaborative partnership. It also extends appreciation to the Louisville Alliance for Youth, and the many, many OST programs that engage with BLOCS and participate in its BLOCStar initiative. These programs affirm their commitment to positively impact youth

through best practices that focus on delivering high-quality programs. Finally, BLOCS extends gratitude to the community partners and funders that have encouraged, supported, and collaborated with BLOCS on delivering its mission; especially The Wallace Foundation, The Forum for Youth Investment and David P. Weikart Center for Youth Program Quality, the CE&S Foundation, and James Graham Brown Foundation.



BLOCS
BUILDING A BETTER LIFE
FOR YOUNG PEOPLE
BLOCK BY BLOCK



To learn more about BLOCS
or for more information about
becoming a BLOCStar program,
visit www.louisvilleblocs.org.

**BUILDING A
BETTER LIFE
FOR YOUNG
PEOPLE**



**BLOCK BY
BLOCK**



BLOCS

BUILDING A BETTER LIFE
FOR YOUNG PEOPLE
BLOCK BY BLOCK