

TURNING RIPPLES INTO WAVES.

BLOCS 5-YEAR PROGRESS REPORT 2014–19



BLOCS
BUILDING A BETTER LIFE
FOR YOUNG PEOPLE
BLOCK BY BLOCK

Making an Impact

In the fall of 2014, BLOCS piloted the Youth Program Quality Intervention (YPQI) framework because we recognized that Out-of-School Time (OST) programs had tremendous learning and development potential for young people. We also recognized that not all OST programs were created equally or run equally, so we determined that there needed to be a system to set standards for program quality. One based on the logic model that the more time a young person spends in a high-quality OST program, the more they will develop the skills they need to succeed at school and at life.

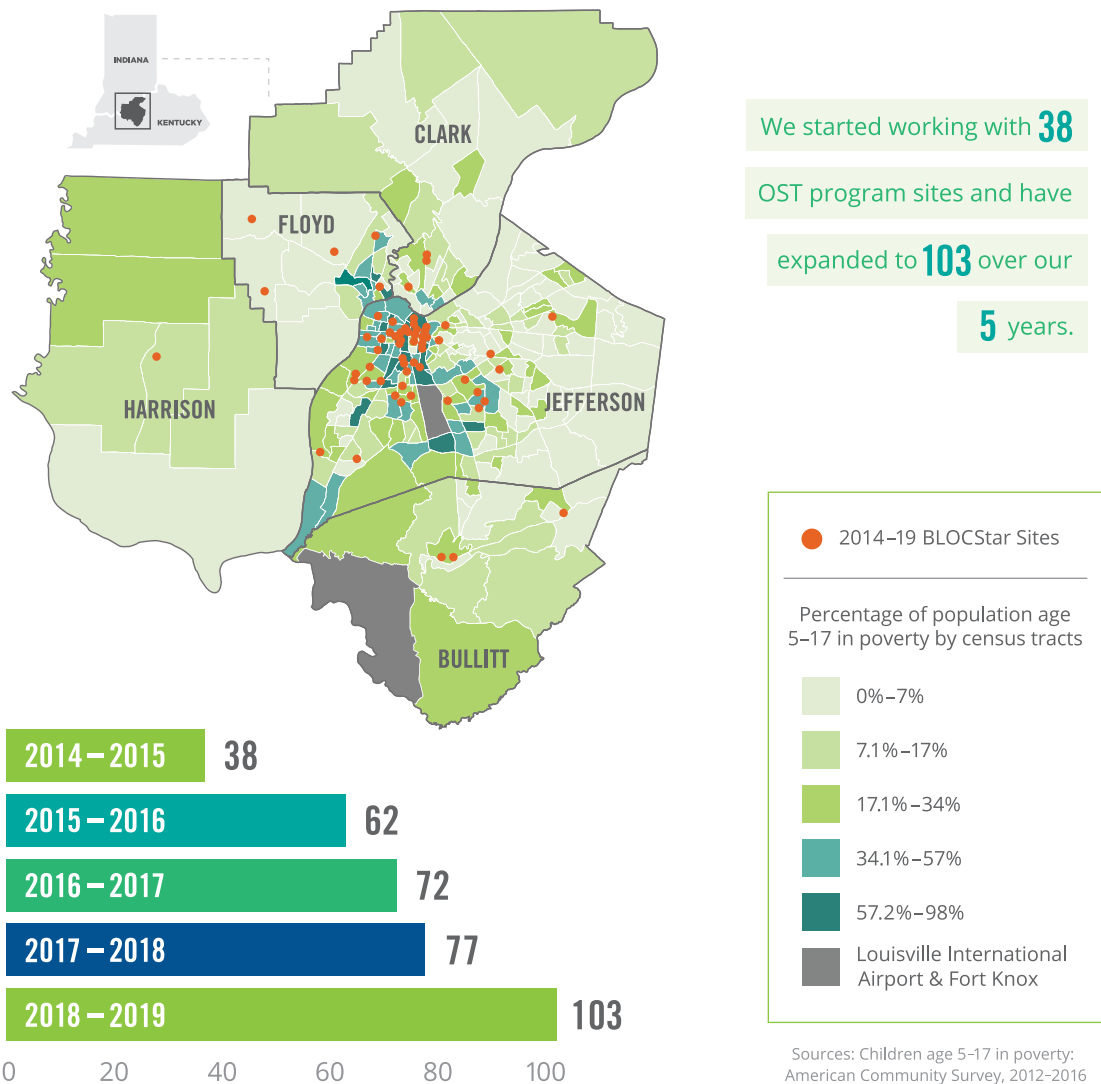
Joining Forces to Create BLOCS



BLOCStar Agencies

- 2NOT1
- Adelante Hispanic Achievers
- Americana Community Center
- AMPED
- Backside Learning Center at Churchill Downs
- Bates CDC
- Boys & Girls Clubs of Kentuckiana
- Boys & Girls Clubs of Harrison County
- BLACK CDC
- CHOICE
- Communities in Schools of Clark County
- Elevate Recreation
- Family & Children's Place
- First Gethsemane Family Life Center
- Food Literacy Project
- Global Game Changers
- Highland Park CDC
- Jewish Community Center
- Kentucky Refugee Ministries
- Lighthouse
- Louisville Central Community Centers
- Louisville Urban League
- Muhammad Ali Center
- Nativity Academy
- Neighborhood House
- New Directions Housing Corporation
- Peace Education
- Steam Exchange
- Salt & Light Community Ministry
- Southwest Family Ministries
- Sowing Seeds with Faith
- Spradling
- St. George's Scholar Institute
- St. Vincent de Paul
- United Crescent Hill Community Ministries
- Wesley House
- YMCA of Greater Louisville

Some Quick Facts About BLOCS



Last year, we served

5,555

K-12 students.

56.1% of those students are **African-American.**

African-American 56.1%

White 29.1%

Hispanic 7.7%

Other 4.6%

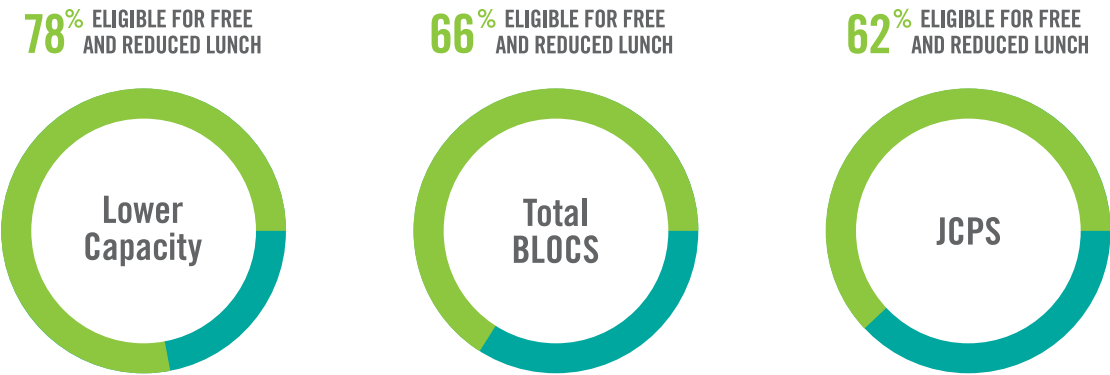
Asian 2.4%

Native American .2%

Some Quick Facts About BLOCS...



Program capacity refers to the budgetary and staffing levels of a given OST program. However, it is not a judgment on the quality of services provided by lower capacity programs. In fact, lower capacity programs slightly outperform higher capacity programs on average.



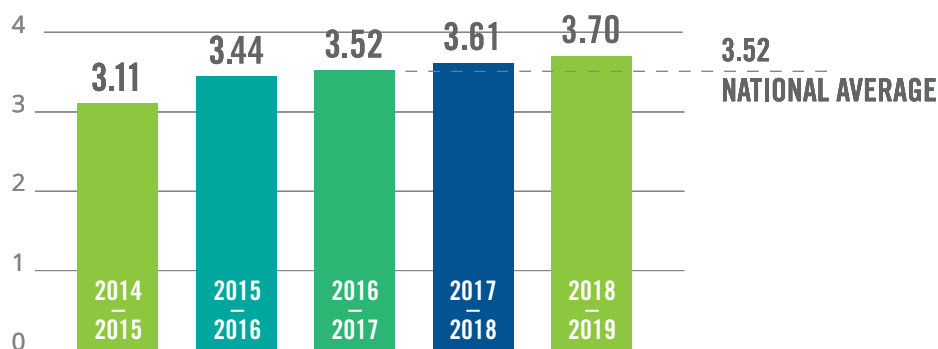
The Ripple Effect

At BLOCS, our job is to work with OST programs to raise their quality and we measure quality based on YPQI best practices in order to establish a baseline of the quality of youth services in the community, as well as to introduce a youth development framework for continuous quality improvement. YPQI was chosen because it helps translate evidence-based research into practices that focus on building experiences for young people that promote learning.

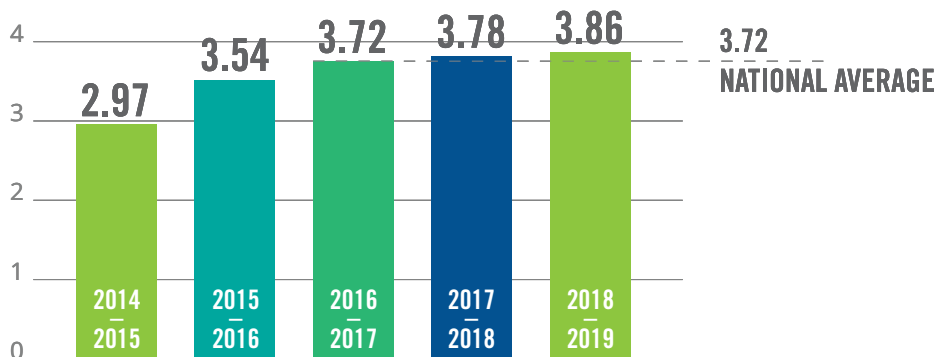
Our Process Plan



Youth — Growth of Instruction Total Score (ITS)



School Age — Growth of Instruction Total Score (ITS)



The BLOCS Effect?

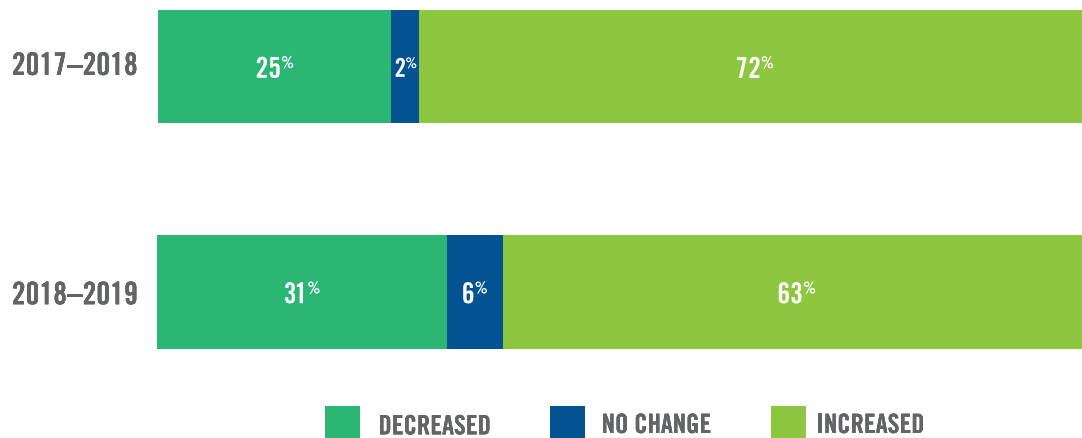
Data shows that new programs are starting with higher levels of instructional quality than past programs with the most recent performing as strong as the highest level of any previous program. Perhaps programs are beginning to share knowledge amongst themselves?

A Rising Tide

As program quality rises, so do Social Emotional Learning (SEL) scores and academic performance. The principle of SEL is to treat each student holistically by addressing life issues that may add stress and inhibit learning. Youth development programming trains OST program staff to teach young people how to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL Change

The majority of BLOCS youth showed SEL gains each program year, with approximately 50% of youth demonstrating improvements across multiple constructs of social and emotional development.



Program Quality to Youth Outcomes

73%
IMPROVED



59%
IMPROVED

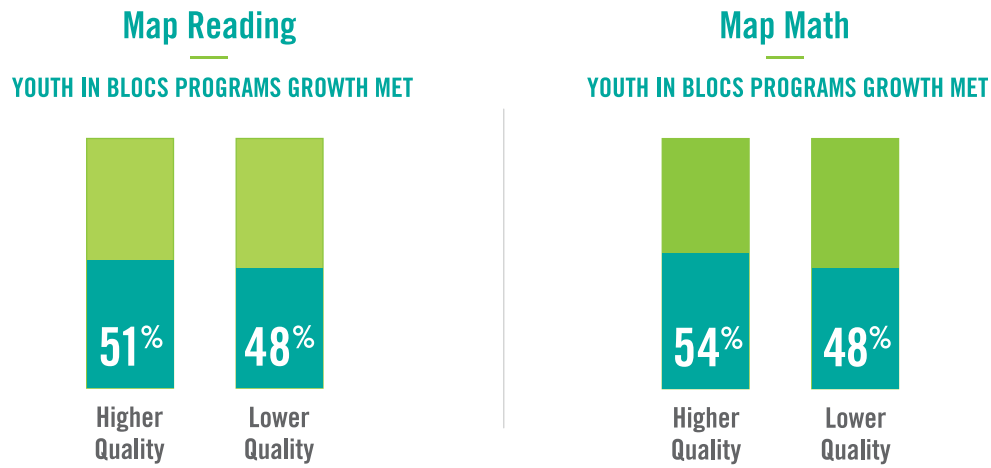


Higher quality programs have proven to be more effective in maintaining or increasing SEL skill than their lower quality counterparts.

Academic Achievement

Measures of Academic Progress (MAP). Based on data from 2019.

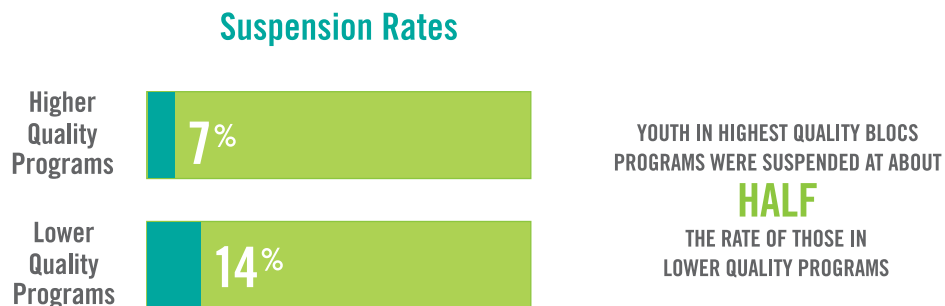
Statistically significant findings between higher vs. lower quality BLOCS sites in:



School Suspension Results

(3 years of data suggesting relation between high quality and reduced suspensions; “youth in highest quality BLOCS programs are in school more...”) Based on data from 2019.

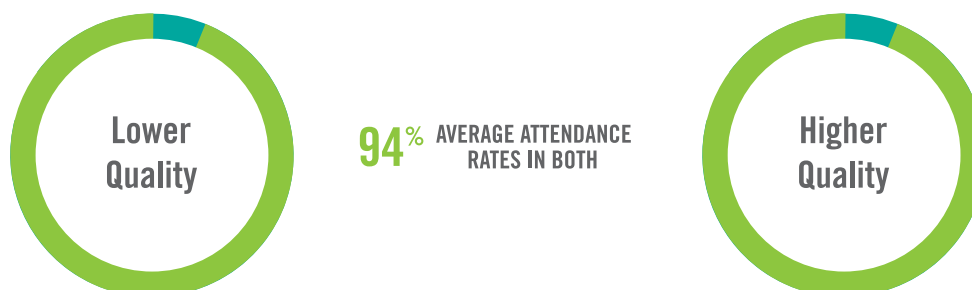
Statistically significant findings between higher vs. lower quality BLOCS programs.



Attendance Data

Based on data from 2019.

No statistical significance found between Higher and Lower quality regarding attendance.



A Wave of Gratitude

BLOCS extends enormous gratitude to its institutional partners — Metro United Way, Louisville Metro Government and Jefferson County Public Schools — for their continued commitment to collaborative partnership. BLOCS also extends its appreciation to the nearly 60 youth-serving organizations that engage with BLOCS and participate in the BLOCStar initiative. These programs affirm their commitment to positively impact youth through best practices that focus on delivering high-quality programming. BLOCS would also like to thank its national partners — The Forum for Youth Investment and the David P. Weikart Center for Youth Program Quality, The Wallace Foundation for its financial assistance and technical support in initiating BLOCS nearly a decade ago, and to our fellow out-of-school partners around the country that are part of the Every Hour Counts professional learning community. Finally, BLOCS extends its gratitude to the many local community and funding partners that have encouraged, supported and collaborated with BLOCS on delivering its mission, especially the James Graham Brown Foundation, Greens Foundation, and the C.E. and S. Foundation.

Data Limitations

The data presented in this report suggest 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 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 small. Likewise, 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.

Appendix

A significant part of the BLOCS annual evaluation is to determine the effect of the intervention in program quality on the behavioral and academic indicators. In the past, JCPS representatives on BLOCS have traditionally taken a lead on this part of the evaluation.

Stepwise regressions controlling for differences in demographics and previous achievement found the following:

- MAP Reading Projection: Significant difference by Quality $F(4, 2711) = 7.98, p < .001$ with students who attended Higher quality programs having an average of 51.3% conditional growth percentile in Reading and students who attended a Lower quality program averaging 48.7% conditional growth percentile in reading.
- MAP Math Projection: Significant difference by Quality $F(4, 2735) = 12.20, p < .001$ with students who attended higher-quality programs having an average of 53.7% conditional growth percentile in math and students who attended a lower-quality program averaging 47.7% conditional growth percentile in math.
- Student Attendance: No significant relationship by quality. Students in higher-quality programs had an average attendance of 93.9% and students in lower-quality programs had an average school attendance of 93.9%.
- Student Suspensions: Significant relationship of program quality roster and suspensions. Students in higher-quality programs were less likely to be suspended in schools than students in lower-quality programs, $F(4, 3071) = 70.52, p < .001$. Approximately 7% of students in the higher-quality programs had been suspended compared to 14% of students in the lower-quality programs.