

The Wyoming Afterschool Quality Improvement  
Three-Year Initiative  
2011–2014  
Final Report

Prepared for the  
Wyoming Afterschool Alliance

National Institute on Out-of-School Time  
The Third Mile Group

**NIOST**  
National Institute on  
Out-of-School Time



## TABLE OF CONTENTS

Background .....	1
NIOST Report .....	2
Third Mile Group Report .....	17
NIOST and TMG Conclusion .....	34
Appendices .....	35
A: Summary of SAYO Data Collection for WYAA Pilot Project Year 1: 2011–2012	
B: Summary of SAYO Data Collection for WYAA Pilot Project Year 2: 2012–2013	
C: Summary of SAYO Data Collection for WYAA Pilot Project Year 3: 2013–2014	
D: Wyoming Quality Advisor Questionnaire	
E: Wyoming Pilot Site Staff Questionnaire	
F: Associated Activities Towards a Statewide System of Quality Improvement	

## **BACKGROUND**

This report outlines the results of a three-year afterschool/out-of-school time (OST) program improvement initiative conducted by the National Institute on Out-of-School Time (NIOST) and The Third Mile Group (TMG) on behalf of the Wyoming Afterschool Alliance (WYAA). The report includes a description of the initiative, a summary of data results, a description of the coaching effort, feedback from Quality Advisors and programs, recommendations for future planning, and a short description of next steps. Results from a final survey TMG conducted in fall 2013 are also discussed.

WYAA retained NIOST, a specialist in system building for OST, to help establish a statewide network of Quality Advisors to assist programs in their adoption of afterschool/OST program improvement tools across Wyoming. In addition, NIOST is helping WYAA plan for and launch a multi-prong approach towards professional and career development as well as the adoption of program quality standards for afterschool/OST programs. WYAA retained TMG, a research specialist and consultant group in Denver, Colorado, to conduct a series of surveys to gather information on statewide awareness of the benefits and needs of afterschool/OST programs.

These statewide undertakings are helping Wyoming make broad gains towards the adoption of key elements of a statewide system to benefit youth and the professionals that make up Wyoming's youth development workforce. The system building work is a long-term investment that demands WYAA, OST programs, municipality, and state legislative support.

NIOST and TMG are privileged to work in support of this initiative and recognize the deep concern and tireless effort put forth by WYAA for all the children of Wyoming.

## NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME WYAA PILOT PROJECT

In the fall of 2010, the Wyoming Afterschool Alliance (WYAA) enlisted the National Institute on Out-of-School Time (NIOST) to design and implement a statewide quality improvement system for afterschool/out-of-school time (OST) programs in Wyoming. The primary goals of this system are to promote awareness of the importance of afterschool/OST, to professionalize the field, and to operationalize a data-driven process of program improvement. In engaging in this work, Wyoming joins other statewide networks at the forefront of a shift in the OST field—the movement towards building data-driven systems with a collective focus on improving the quality of OST programs in order to benefit the youth that attend, their families, and the staff that call OST their profession. It is challenging work in a field that is largely comprised of part-time, low-paid, high-turnover staff that work in programs that struggle for financial stability. The willingness to take on such a challenge is a testament to the commitment of WYAA.

NIOST's first task was to conduct a statewide needs assessment in the spring of 2011. Many of the programs that were identified to participate in the WYAA initiative are federally funded 21st Century Community Learning Centers (CCLC) sites that serve low-income youth. Research shows that high-quality afterschool/OST programs improve outcomes for youth.<sup>1</sup> Based on the needs assessment, WYAA made a decision to adopt APAS (A Program Assessment System)—an integrated, comprehensive, and flexible assessment system that helps programs use data to measure their program quality and intentionally plan their programming towards impacting youth outcomes—for their statewide quality improvement work.

Adopting a data-driven approach to quality improvement is a long-term commitment that takes at least three years to establish and an ongoing commitment (both financial and personnel) to ensure continued success. For Wyoming, this commitment included the creation of a pilot cohort, successive training sessions, repeated data collections at the site level, turning data to action at sites, ongoing coaching from NIOST, and “cheerleading” and financial support from WYAA. This report summarizes three years of efforts on behalf of the children and youth of Wyoming that attend afterschool/OST programs, describes the ongoing challenges that persist, and makes recommendations for continued work.

---

<sup>1</sup>Vandell, D., Reisner, E., Pierce, K., Brown, B., Lee, D., Bolt, D., & Pechman, E. (2006). *The study of promising after-school programs: Examination of longer term outcomes after two years of program experiences*. Madison, WI: University of Wisconsin-Madison.

## WYAA Pilot Project Description

The Wyoming Afterschool Alliance Pilot Project (WYAA Pilot Project) is a multiyear initiative in which afterschool/OST programs use the APAS to help inform programming and to promote positive youth outcomes. The pilot started in the fall of 2011 with 17 sites. Fourteen of the original 17 sites continued to participate in Year 2, and 12 of the original sites remained in Year 3. Three new sites have adopted the tools through word-of-mouth recommendations, and plans are in place for further expansion statewide. In addition, the pilot helped to establish a cohort of Quality Advisors that support programs in their quality improvement work, as well as act as “ambassadors” in helping promote this work throughout the state. The pilot started with 13 Quality Advisors, and three years later the cohort includes 12 individuals.

WYAA selected two of the three APAS tools to use in the pilot: the Survey of Academic and Youth Outcomes Staff and Teacher surveys (SAYO-S and SAYO-T) and the Assessment of Program Practices Tool (APT).

### ***The Survey of Academic and Youth Outcomes: Staff and Teacher Surveys (SAYO-S and SAYO-T)***

The SAYO-S and SAYO-T are designed to help programs measure key intermediary outcomes (i.e., the attitudes, skills, and behaviors that research suggests are linked to long-term positive development and academic and life success). They use brief pre- and post- teacher and staff surveys to assess youth in nine areas:

1. **Behavior:** Youth behave appropriately in school and/or program settings.
2. **Initiative:** Youth exhibit motivation, persistence, and goal-directed behavior.
3. **Engagement in Learning:** Youth show interest and are actively involved in school or program activities.
4. **Problem Solving Skills:** Youth are able to think through and solve problems.
5. **Communication Skills:** Youth are able to effectively express themselves and share their thoughts and ideas with others. Youth are good listeners to other people’s thoughts and ideas.
6. **Relations with Adults:** Youth engage positively with adults and gain their support.
7. **Relations with Peers:** Youth get along well with peers.
8. **Homework:** Youth invest effort in and complete homework assignments of good quality.
9. **Academic Performance (SAYO-T only):** Youth meet grade-level expectations for academic performance in Social Studies, Science, English Language Arts, and Mathematics.

### ***The Assessment of Program Practices Tool (APT)***

The APT, a program observation tool, was developed to complement the SAYO by helping programs assess and strengthen program practices that research suggests are linked with SAYO outcomes. The APT guides observations of social processes and other program practices in order to obtain a snapshot of what programs look like “in action.” It measures 12 aspects of “process” quality in three key quality domains: *Supportive Social Environment*, *Opportunities for Engagement in Learning & Skill Building*, and *Program Organization and Structure*.

WYAA chose to have all sites collect SAYO data on *Engagement in Learning* across all three years of the pilot. A focus on engagement means that staff is more intentional about the activities selected, the design of the activities, and the actions of staff to help drive engagement. Sites could select one additional outcome to measure a programmatic priority. APT tools were customized to capture the activities related to the site's chosen SAYO outcomes.

A summary of NIOST's key training, data management and analysis, and consulting activities for each year of the pilot are summarized below:

### **2010–2011**

- Quality Advisor training
- APT training
- Statewide needs assessment
- Report of findings

### **2011–2012, Pilot Year 1**

- Fall SAYO training
- Fall/spring SAYO data collection
- NIOST coaching via conference calls

### **2012–2013, Pilot Year 2**

- Online SAYO training
- Fall/spring SAYO data collection
- NIOST coaching via webinars
- Establishment of Google Site for participants

### **2013–2014, Pilot Year 3**

- Online SAYO training
- APT training by webinar
- Fall/spring SAYO data collection
- Required site Action Plan submission
- NIOST coaching by phone

During the fall and spring of each pilot year, sites collected SAYO data, which was analyzed and reported back to them by NIOST. Once a site received and reviewed its fall SAYO data report, it conducted an APT observation of its program. With these two pieces of information, sites worked with their Quality Advisors to correlate quantitative data (SAYO) with qualitative data (observations and debriefs) to set specific goals for program improvement. Spring SAYO data reports allowed sites to identify whether the programmatic changes they made during the winter had an impact on youth's attitudes, skills, and behaviors. The following section of this

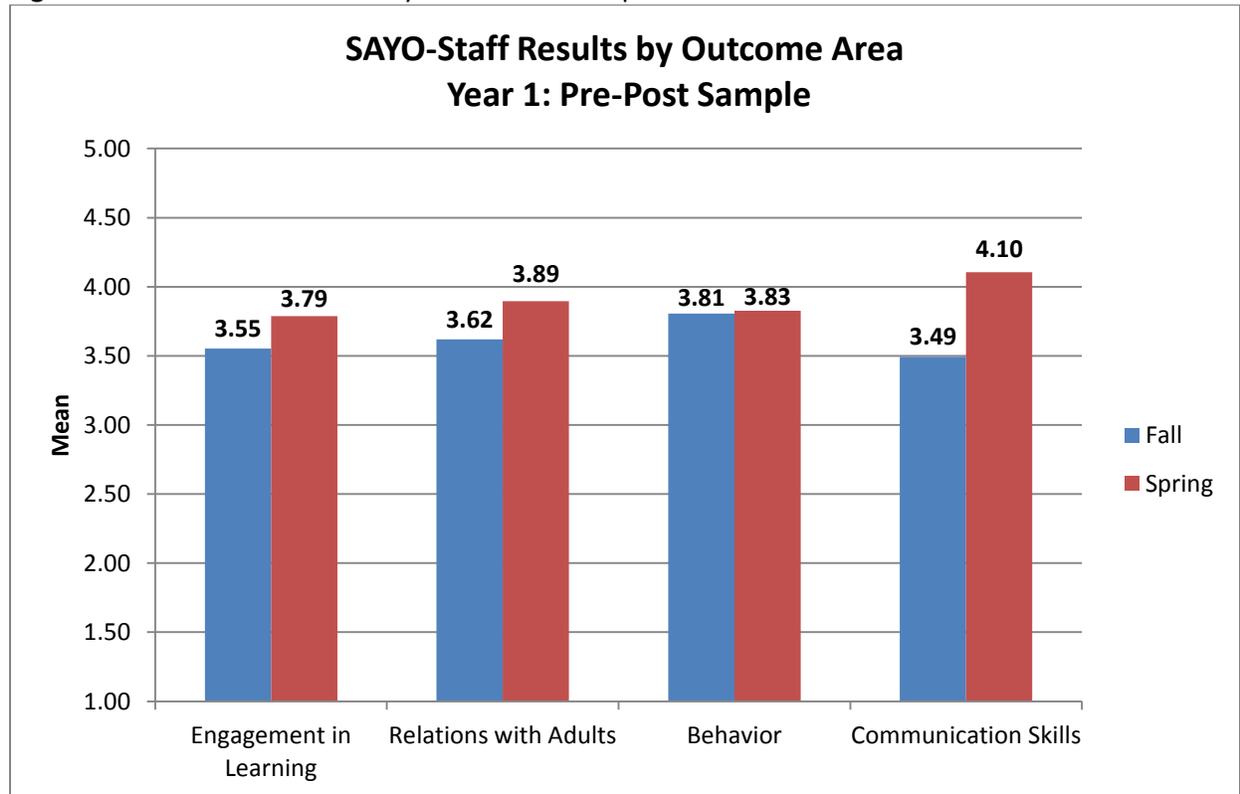
report provides a summary of the findings from the SAYO data reports over the course of the pilot.

## Summary of SAYO Data Collection

### Year 1: 2011–2012

The first year of the WYAA Pilot Project included 17 afterschool/OST programs. All programs were required to collect SAYO-S data in *Engagement in Learning and Relations with Adults*, and were given the option to choose a third outcome area they were interested in measuring (four programs choose to collect data on *Behavior* or *Communication Skills*). For youth who had a SAYO-S survey completed at both time periods (pre-post sample), results showed an increase in staff ratings of youth from fall to spring in all measured outcome areas (Figure 1).

**Figure 1.** Results of SAYO-S Survey for Pre-Post Sample Year 1

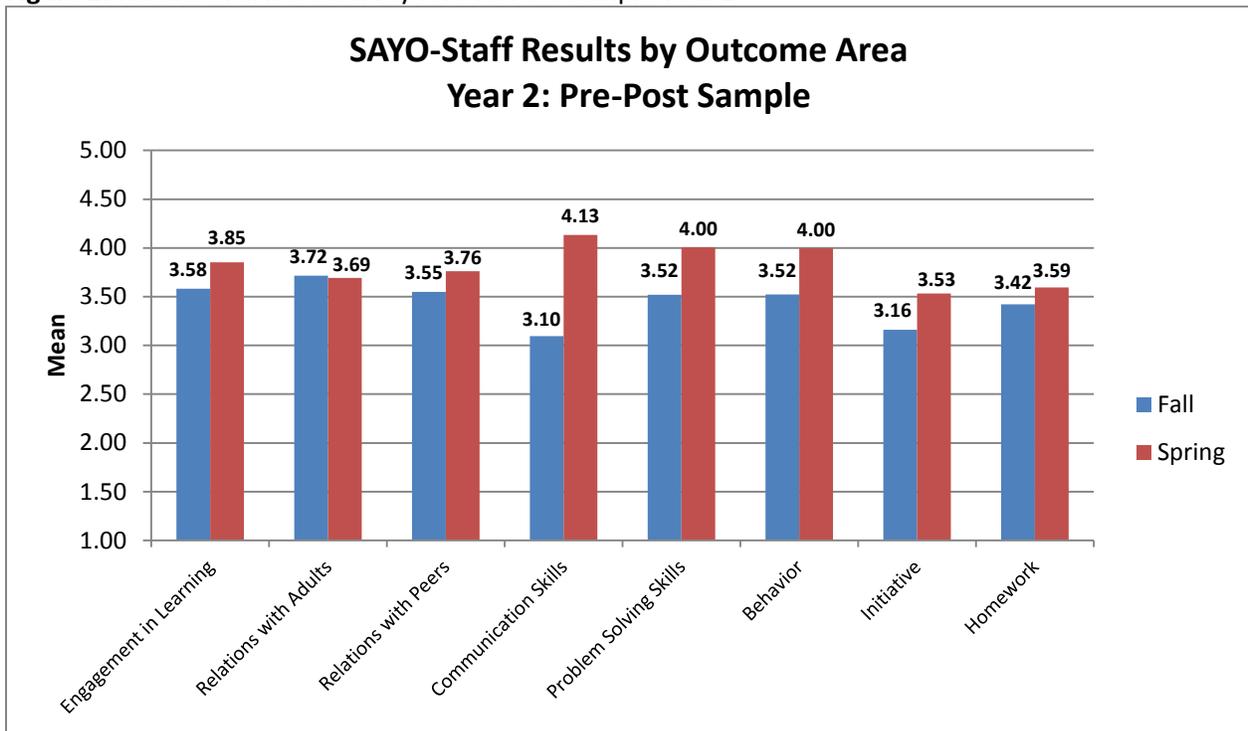


For a fuller description of the Year 1 sample and the results of SAYO-T and subgroup analyses, please see Appendix A.

## Year 2: 2012–2013

In Year 2, 14 of the initial 17 programs elected to continue collecting SAYO data as participants in the pilot. For this year, programs were only required to collect *Engagement in Learning*, but they could choose up to two additional outcomes to measure. Taken together, programs in Year 2 collectively measured all of the SAYO-S outcome areas. Youth for whom SAYO surveys were completed in both the fall of 2012 and the spring 2013 were included in the pre-post sample. Results showed that youth improved in all SAYO-S outcome areas except for *Relations with Adults*, which showed a negligible decline (Figure 2).

**Figure 2.** Results of SAYO-S Survey for Pre-Post Sample Year 2

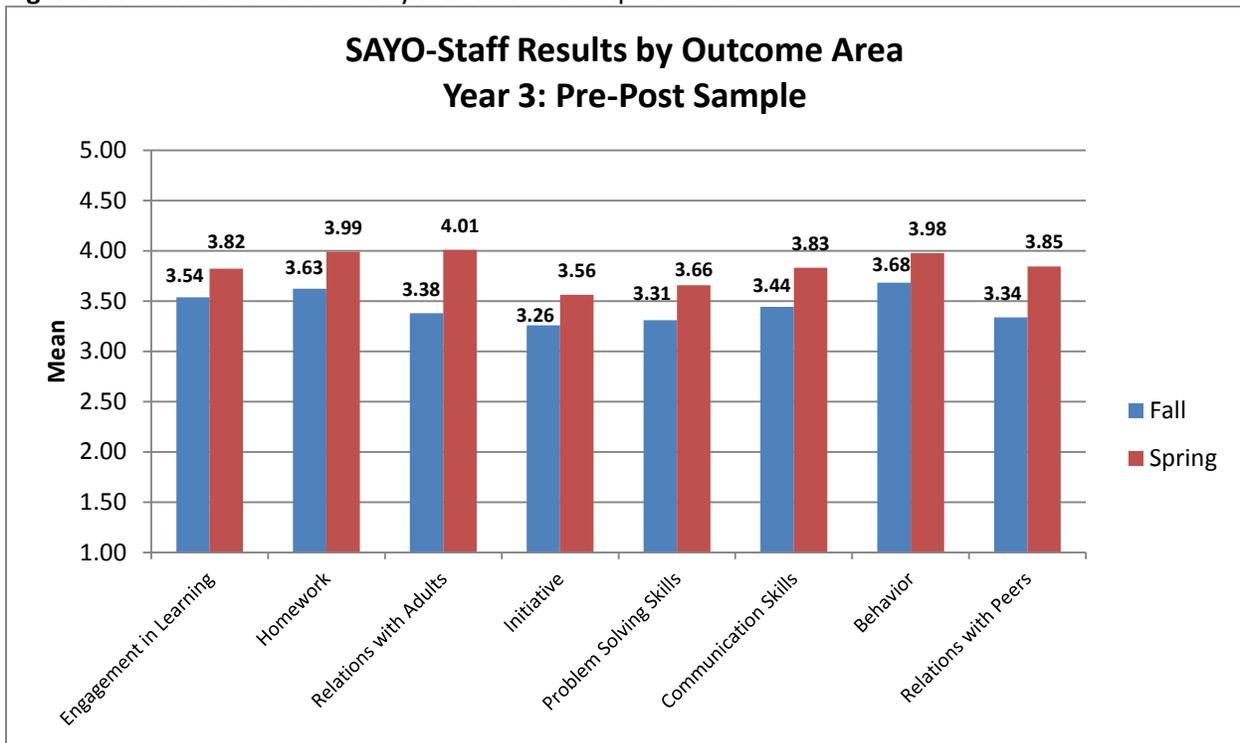


For a fuller description of the Year 2 sample and the results of SAYO-T and subgroup analyses, please see Appendix B.

### Year 3: 2013–2014

In Year 3, a total of 15 programs participated: 12 programs continuing from Years 1 and 2 as well as three new programs. As in Year 2, programs were required to measure *Engagement in Learning* and were allowed to choose up to two additional outcomes to measure. All together the programs collectively measured all SAYO-S domains. Youth for whom SAYO surveys were completed in both the fall of 2013 and the spring 2014 were included in the pre-post sample. Results for the SAYO-S survey showed improvement in all eight outcome areas from fall to spring (Figure 3).

**Figure 3.** Results of SAYO-S Survey for Pre-Post Sample Year 3



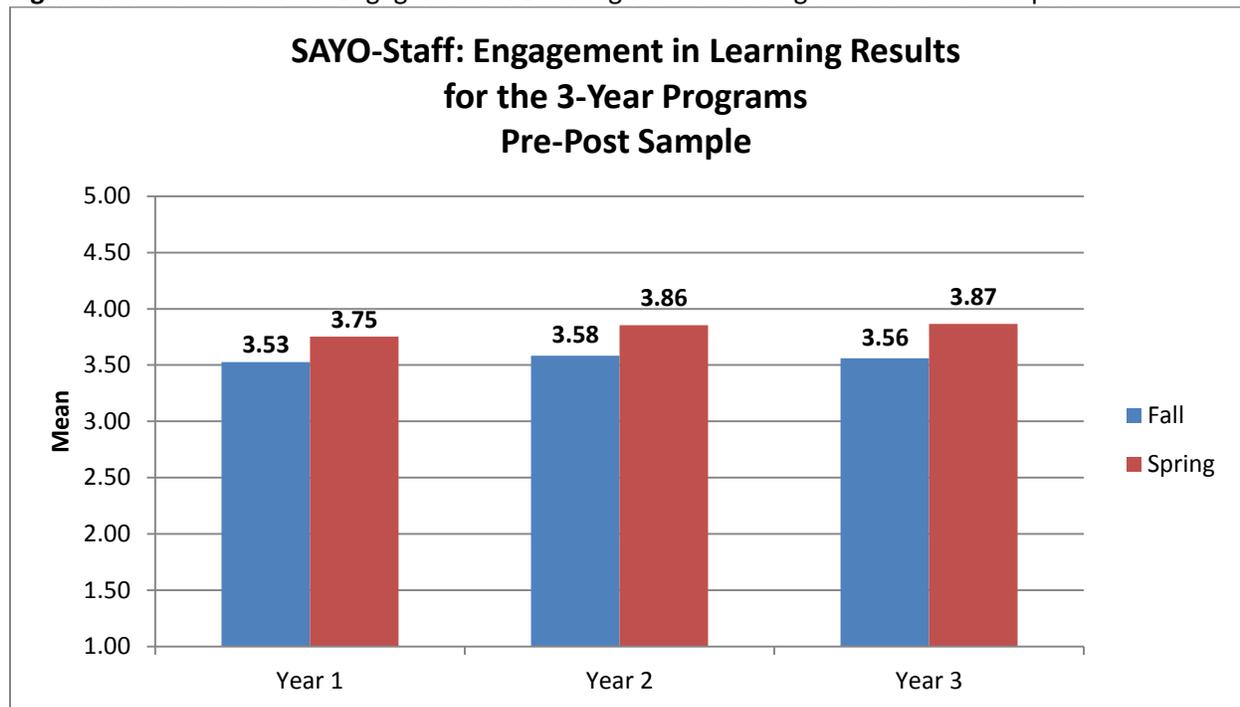
For a fuller description of the Year 3 sample and the results of SAYO-T and subgroup analyses, please see Appendix C.

### Results from Programs Participating in All Three Years

Twelve programs participated for the duration of the pilot (referred to here as the “three-year” programs). Each of these twelve programs collected SAYO-S data on *Engagement in Learning* over all three years. Although the pilot was not designed to track individual youth from year to year, one can get a general sense of the trends in staff ratings of youth who participated in these three-year programs.

For the three-year programs, overall ratings of youth’s *Engagement in Learning* increased from year to year (Figure 4). Additionally, the largest gains in youth ratings from fall to spring were seen in Year 3, suggesting that participation in the pilot may have helped programs to consciously focus on improving youth’s engagement in the program. Since programs were not instructed to maintain unique identification numbers for youth from year to year, NIOST was unable to identify a longitudinal cohort of youth who participated in these programs over the entire duration of the pilot; therefore, demographics and subgroup analyses are not discussed here.

**Figure 4.** Results of SAYO-S Engagement in Learning for 3-Year Programs Pre-Post Sample



The overall success of this pilot suggests that programs that engaged in this type of intentional program improvement through measurement of youth outcomes, in most cases, saw increases in SAYO outcome areas from fall to spring. In addition, programs that participated in all three years showed increases in *Engagement in Learning* from year to year and made the largest improvement from fall to spring in Year 3. Taken together, the results of this pilot suggest that programs engaging in intentional program improvement practices can see increases in youth outcomes within a single school year.

### Coaching Support

Pilot programs were instructed to use the results of their fall SAYO data reports along with their APT program observations to guide the development of their program improvement (or

“action”) plans. In the first two years of the pilot, programs were encouraged to complete Action Plans, but they were not required to submit them for review. This process of making meaning of data is easier when one is guided by an experienced coach. To that end, each site was supported by a coach or Quality Advisor to help them adhere to a timeline and become adept at the processes involved. NIOST supported the Quality Advisors by acting as a Coaches’ Coach—serving as a cheerleader and a sounding board as well as making concrete recommendations to Quality Advisors in supporting their programs.

**Year 1: 2011–2012**

In the first year of the initiative, Quality Advisors were assigned to support others’ programs, which proved to be a challenge due to lengthy travel distances and poor weather for travel. (In subsequent years, Quality Advisors were assigned to support their own programs). The Coaches’ Coach helped the Quality Advisors form a statewide peer group that continues today. In Year 1, the Coaches’ Coach also led two Quality Advisor conference calls. The table below is a summary of some of the feedback from one of the mid-year conference calls. Quality Advisors were asked, *“What is something you have learned as part of this process and what is something you hope to learn before the end of the year?”*

<b><u>Have Learned:</u></b>	<b><u>Hope to Learn:</u></b>
<ul style="list-style-type: none"> <li>▪ How different every program can be based on make-up and resources</li> <li>▪ Difference between school- and community-based programs</li> <li>▪ Hard for people to get together</li> <li>▪ Collaborating and seeing what others do</li> <li>▪ Relationship-building—part of a greater whole</li> <li>▪ All working towards quality control</li> <li>▪ Importance of building toward consistent quality for all of us</li> <li>▪ Need to take one step at a time</li> <li>▪ We’re not alone in this work</li> <li>▪ How to think outside the box around improvement efforts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ideas from other programs</li> <li>▪ Will data progress from fall to spring?</li> <li>▪ Continued development of afterschool/OST programs</li> <li>▪ For small programs, how to integrate and work across programs</li> <li>▪ Make specific time to get together</li> <li>▪ Specific strategies for own program and as a Quality Advisor</li> <li>▪ Best practices across state</li> <li>▪ Information and strategy sharing</li> <li>▪ Work together better</li> <li>▪ Collaborate on grants</li> <li>▪ Better mechanisms for funding program</li> </ul>

The Coaches’ Coach saw growth of the Quality Advisors over the first year for what was an ambitious agenda—getting program site staff accustomed to using data for program improvement. In particular, NIOST saw movement towards a shared vision of quality, a greater understanding of the context of this work, teamwork and relationship building, and an acceptance of the need to invest time in order to do this important work.

## **Year 2: 2012–2013**

In 2012–2013, NIOST's established a Google Site to encourage Quality Advisors to communicate directly with the Coaches' Coach and receive/post messages to their peers, as well as to create a central repository for shared resources. A webinar for the Quality Advisors was held to continue to build their knowledge and confidence in making SAYO-APT connections and to provide an opportunity for them to discuss topics including setting and managing expectations and prioritizing this work amidst busy lives.

## **Year 3: 2013–2014**

In 2013–2014, the NIOST coaching component was focused on the submission and review of the Action Plans. The purpose of this review was to check on the overall knowledge of quality practice at the site level and to gain an understanding of the role of the Quality Advisor three years into the process.

Of the 12 Action Plans submitted to NIOST, most identified at least one improvement priority and key action step based on their SAYO and APT observation data. Many of the Action Plans that were submitted were thoughtful and well developed as a guide for continuous program improvement. However, there were a few programs that needed additional coaching support via conference calls to refine their Action Plans. Some of these Action Plans simply included items from the APT tool verbatim and provided no original thought or strategy on how to reach that objective. Others were vague and lacked specificity on "who, what, when, and how"—who would be responsible for working on the goal, what resources would be needed to meet it, by when it would be completed, and how program staff would check on progress towards the goal or determine completion.

Below is a sampling of some of the high-quality Action Plans NIOST received:

*Program A identified Problem Solving Skills and Communication as their two improvement priorities. Building on their APT findings, they identified the goal of "improving confidence to try new ideas by thinking of other solutions before taking action." In order to reach these goals, the program introduced enrichment activity project sheets with step-by-step guidelines for encouraging problem solving skills and then having youth share their solutions with their peers in small group settings.*

*Program B identified Problem Solving Skills and Behavior for their improvement priorities. The staff will encourage children first to work out their problems with each other before intervening. They will help the children identify and describe the problem*

*and will work with the children to help them to create solutions to the problem before taking action.*

*Program C focused their improvement strategies on Cognitive Engagement in Learning. Their plan acknowledged the different learning styles of the children in order to spark interest in every child.*

*Program D worked on staff development strategies for building and teaching hands-on activities that promote smooth transitions and use behavior management redirection techniques. Their goal was to help their staff set up environments that encourage engagement in learning through small groups, allotment of sufficient time to stimulate the children's thinking, and adapting the teaching methods for a variety of learning styles.*

Almost all programs that completed Action Plans saw gains in the SAYO outcome areas they intended to target in their improvement plans. However, most programs also saw gains in the SAYO outcome areas they did not explicitly target. In addition, the gains in areas they did not target may have been larger than in the areas they did target. It is difficult to draw a definitive conclusion about the effect of action planning on program improvement based on SAYO ratings alone. In order to determine whether action planning had a direct result on program quality, NIOST would have needed to also collect APT observation data, which it did not do.

As part of the ongoing efforts to understand the impact of this work and what is needed to sustain it, NIOST solicited feedback from the Quality Advisors and pilot site staff. The following section includes a summary of their views and opinions of the initiative.

## **Quality Advisors and Pilot Sites Feedback**

In spring 2014, NIOST administered online questionnaires to get feedback from the Quality Advisors and pilot site staff on their impressions of the third year of the pilot. Both groups were asked a similar series of questions, such as how the APAS data was being used by programs, how the APAS improvement process impacted their work, and what supports—if any—they would need in order to continue program improvement work at their site. (The Wyoming Quality Advisor Questionnaire and Wyoming Pilot Site Staff Questionnaire can be found in Appendices D and E). A total of six Quality Advisors and 12 site staff completed the questionnaires. In some cases, Quality Advisors and site staff provide a complementary picture of their experiences in the APAS pilot; in other cases, their perceptions are slightly contradictory. Nonetheless, the responses provide valuable insight into the participants' experiences. The following sections summarize their responses.

## **The Role of the Quality Advisor**

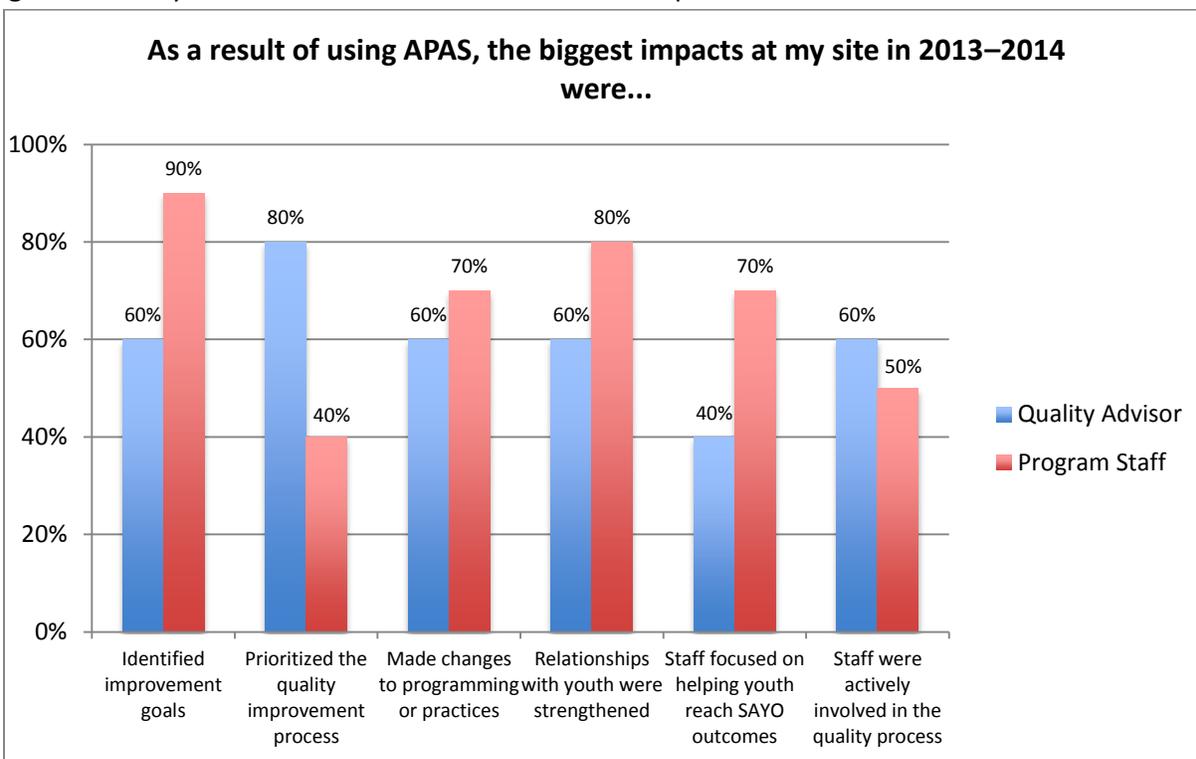
All of the Quality Advisors who responded to the questionnaire reported that they saw the value in undertaking the APAS program improvement process; however one-third of respondents (two of six) felt that they do not have adequate time to devote to this work. Asked to elaborate, one respondent wrote, *"I am able to devote some time to this work... not an unlimited amount of time."* The other respondent clarified that, *"I have the time to do this work in my own program, but it is difficult to dedicate the time to travel and do the work in other programs."* Similarly, when site staff were asked whether the Quality Advisor was helpful in guiding program improvement work at their site, almost 60 percent of respondents said "yes." Of the five who responded "no," four said that they either did not know who was assigned to be their Quality Advisor or did not know that they had a Quality Advisor. Staff turnover may have contributed to this response.

## **Use of APAS Data and Its Impact on Programming**

Both Quality Advisors and site staff reported that APT and/or SAYO data were utilized in a variety of ways in their programs. All Quality Advisors and 90 percent of staff reported that data results were discussed at a meeting or debrief. Eighty percent of both Quality Advisors and staff reported that APAS data were shared internally with program staff. Additionally, 60 percent of Quality Advisors reported that APT and/or SAYO results were shared externally with other stakeholders (such as partners, funders, researchers, and parents).

Quality Advisors and site staff were also asked how results from the APT and/or SAYO influenced their programs. While all Quality Advisors reported that APT and/or SAYO data were used to inform a program improvement plan or other program planning process, only 70 percent of program staff reported this to be so. However, when asked if they could think of one or more changes at their program site that were a direct result of the implementation of the APAS, all Quality Advisors and program staff reported that this was true. Some of the specific changes that Quality Advisors and program staff reported are summarized in Figure 5.

**Figure 5. Quality Advisor and Pilot Site Questionnaires: Impact of APAS at Site**



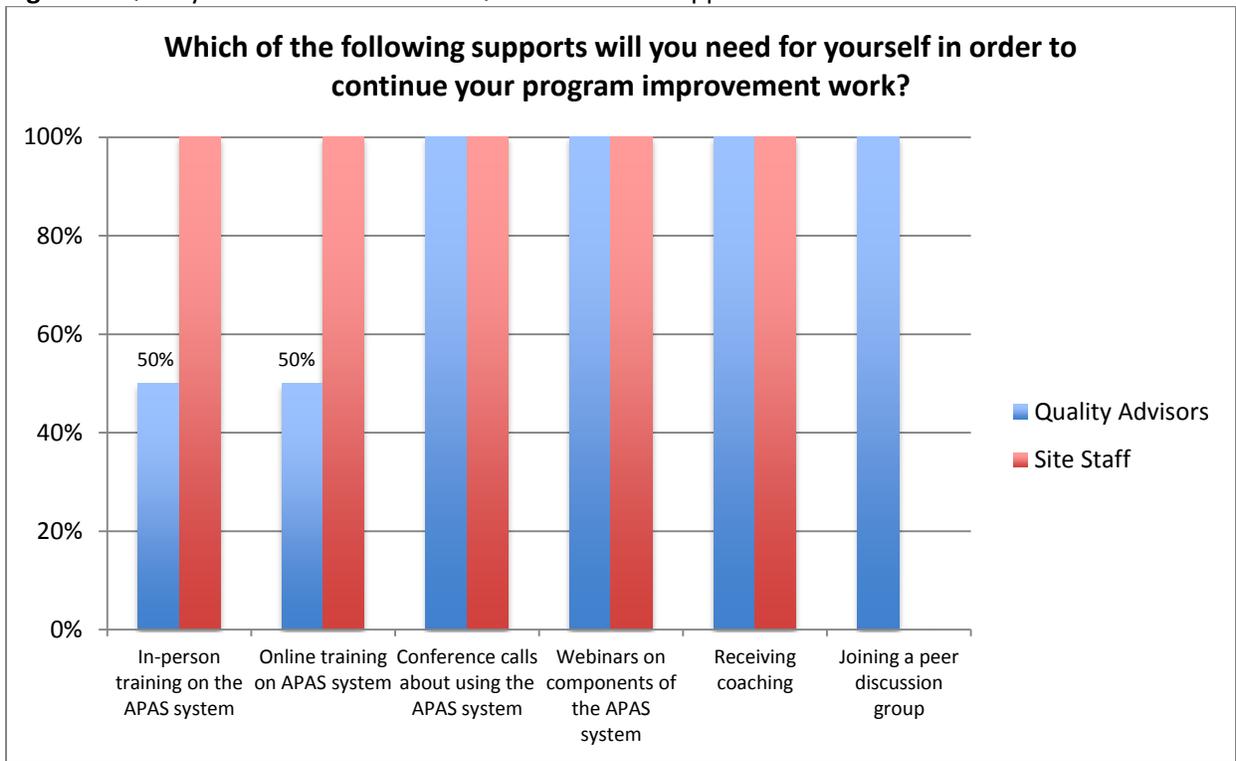
Eighty percent of Quality Advisors and 90 percent of site staff reported that they had begun to implement the strategies outlined in their 2013–2014 Action Plans, though only one respondent in either group reported having accomplished all of the goals of their Action Plan.

### Continuing the APAS Work

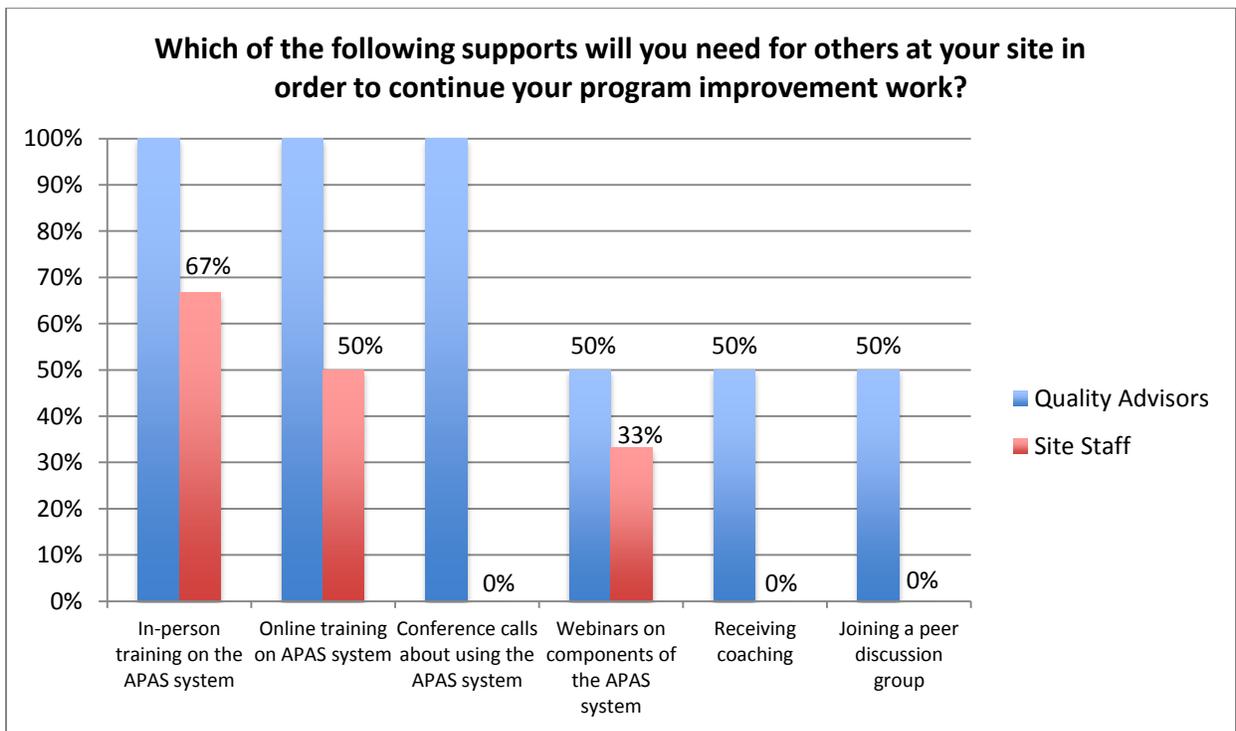
It can be inferred from the responses to both the Quality Advisor and site staff surveys that all respondents intend to continue their quality improvement work with APAS in the future. Sixty percent of Quality Advisors and 44 percent of site staff said they would like to expand their APAS work by adding the SAYO-Youth (SAYO-Y) survey in the future.

When asked whether they would need support to continue using the APAS tools as part of their quality improvement process in the future, 60 percent of both Quality Advisors and site staff responded that they would need additional supports. Some of the specific supports they listed are included in Figures 6 and 7.

**Figure 6. Quality Advisor and Pilot Site Questionnaires: Supports to Continue Work**



**Figure 7. Quality Advisor and Pilot Site Questionnaires: Supports to Continue Work**



## WYAA Pilot Project Challenges and Recommendations

Over the past three years, the participants in the WYAA Pilot Project have been using APAS to engage in a process of *continuous quality improvement*—an iterative process by which programs collect data tied to quality and outcomes, reflect on the findings and develop a cohesive Action Plan using shared resources, introduce changes that are attainable in both the short- and long-term, and continue to collect data and measure progress. The analyses of the SAYO data collected over the three-year period indicate that, in most cases, programs that engaged in this quality improvement cycle saw an impact on the attitudes, skills, and behaviors of the youth in their programs. In addition to this empirical demonstration of the success of the WYAA pilot, Quality Advisors and site staff themselves report seeing value in the quality improvement process and wish to continue their APAS work in future years.

In all successful pilots, there are challenges and lessons to be learned. Continuous quality improvement takes a lot of resources—personnel, time, and financial. A few Quality Advisors reported that they did not have sufficient time to devote to the quality improvement work, which may account for the reports from site staff that they either did not know the Quality Advisor assigned to their program or that they did not know they had a Quality Advisor assigned to them at all. Sites also needed more support in translating their data and observations into specific goals and objectives. Action planning is more than just reiterating what is on the APT tool; program staff need to individualize their plans to meet the needs of their own mission and goals. Finally, coaching from a distance is extremely challenging. A variety of modes of communication were employed, including conference calls, webinars, a Google Site, and one-on-one calls, but none seemed to match the effectiveness of local, in-person coaching.

### Recommendations

Based on the lessons learned from the first three years of the WYAA pilot, NIOST makes the following recommendations:

- **Strengthen the capacity for existing Quality Advisors to take on more work beyond that of their own program.** Several Quality Advisors have grown in their expertise and can become a true basis for a statewide network. With opportunities for professional growth, Quality Advisors can become consultants to help address the next recommendation.
- **Build a larger cadre of Quality Advisors to help promote the work and serve more programs.** Most of the Quality Advisors are site directors for their own programs and have limited time to devote to their Quality Advisor roles and functions. Looking

forward, in addition to the Quality Advisors, WYAA should identify in-state consultants who can provide support to the programs as their primary job. Given the travel conditions, these consultants should be geographically dispersed throughout the state.

- **Identify a local Coaches Coach to support Quality Advisors.** Coaching Quality Advisors from a distance is not ideal. A variety of communication strategies were employed (conference calls, webinars, a Google Site, and one-on-one calls), yet site directors and Quality Advisors were not as engaged as we had hoped. Going forward we recommend that a local Coaches' Coach be identified who can support Quality Advisors in person.
- **Continue to build capacity within the WYAA pilot sites while expanding to additional OST programs.** This year, the Wyoming 21st CCLC sites are adopting APAS. There is a marked feeling that across the state programs are gaining comfort in using data for program improvement. This continual expansion of focusing on quality through adoption of research-based tools is helping Wyoming attain a similar level of practice as other states.
- **Add the SAYO-Youth survey to capture the voice of the children and youth at the programs.** It is important to hear from the audience served, and the SAYO-Y survey gives children a voice in how they feel about the programs they attend and what impact the programs have on their skill building and social development.
- **Establish a local infrastructure to keep momentum going while gradually diminishing NIOST involvement to make the work truly sustainable on a local level.** This includes achieving a local resource for data collection, analysis, and reporting.
- **Continue to seek funding to help programs take on this work, to pay Quality Advisors for their time, to underwrite one or more Coaches' Coach, and to remunerate WYAA as the statewide manager of this effort.**

In summary, WYAA has made great strides in accomplishing its original goal of instituting a statewide practice of using research-based tools to help improve the quality of afterschool/OST programs throughout Wyoming. The recommendations are important steps to take to make sure the work continues, grows, and is sustainable.

*In conjunction with the work undertaken by NIOST, The Third Mile Group conducted surveys in 2011 and 2013 of various stakeholders throughout Wyoming to ascertain (1) what people know about afterschool/OST programs in the state and (2) what parents, schools, and communities need and want from afterschool/OST programs. The report on the 2013 survey results, with a comparison to the 2011 survey, is presented in the next section.*

## THE THIRD MILE GROUP REPORT

### SURVEY RESULTS: WYOMING STAKEHOLDERS ON AFTERSCHOOL AND OUT-OF-SCHOOL TIME PROGRAMS

As part of the evaluation and assessment of afterschool professional development programs in Wyoming for the Wyoming Afterschool Alliance (WYAA), The Third Mile Group (TMG) conducted a survey in April 2013 to glean information about what a variety of individuals and role groups know about afterschool and out-of-school time (OST) programs. The same survey was first administered to individuals within these role groups in 2011, so the latest results offer a comparison of and update on the knowledge and level of engagement among Wyoming citizens with afterschool/OST programs.

For both the 2011 and 2013 surveys, approximately 1,400 people were invited to complete the survey from the following role groups and organizations in the state of Wyoming:

State Legislators	Native American Liaisons
Congressional Delegation	Foundations
Wyoming Department of Education	21st Century Community Learning Centers
Board of Education	Cooperative Extensions
Higher Education	Parks and Recreation
Community Colleges	Wyoming Council for Women's Issues
School Principals	Industry
Teachers	Child Advocacy and Service Organizations
Superintendents	United Way
Wyoming School Board Association	Mayors
Wyoming Education Association	Chambers of Commerce
PTA-PEN-PIC	City Councils
Early Childhood State Advisory Council	County Commissioners
Early Childhood Agencies	County Service Agencies
Juvenile Justice	County Attorneys
Workforce Services	Law Enforcement (Police and Sheriff)
Health and Human Services	
Wyoming Youth Services Association	

The 2013 survey was available online through Survey Monkey for five weeks. A reminder notice was sent two weeks after the first notice to increase the response rate. Responses were received from 243 individuals, a decrease of 166 (11.9 percent) from the 2011 survey (which had 409 responses). Not all respondents answered all questions—responses for individual questions ranged from 80 to 185 people. The survey consisted of 35 questions that were both multiple choice and open-ended, and covered the following categories around afterschool/OST programs:

- Demographics
- General Knowledge of Afterschool/OST Programs

- Current Programs
- Policy Support
- Access and Affordability
- Advocacy/Funding
- Summary Questions

All answers and comments submitted by respondents remain anonymous, and no personal information was requested except county of residence. All Wyoming counties are represented in the survey results, with the most responses from Laramie County (38 people or 15.6 percent) and Natrona County (26 people or 10.7 percent) and the fewest from Wakashie County (2 people).

## Demographics

The following role groups responded to the survey by the percentages and numbers indicated in Table 1, with 2011 results shown for comparison.

<b>TABLE 1. ROLE GROUPS OF RESPONDENTS</b>				
<b>Role Group</b>	<b>n = 409</b>		<b>n = 243</b>	
	<b>2011 Response %</b>	<b>2011 Response #</b>	<b>2013 Response %</b>	<b>2013 Response #</b>
City Agency Representatives (Mayors, City Council, Chambers of Commerce, Law Enforcement, Parks & Recreation)	Included in "Other"		19.8%	48
County Agency Representatives (Commissioners, Courts, Law Enforcement, Parks & Recreation, Health/Human Services)	Included in "Other"		8.2%	20
State Agencies (DOE, Juvenile Justice, Health & Human Services, Workforce Services)	5.4%	22	6.2%	15
State Policymakers	3.9%	16	3.7%	9
Colleges/Universities	6.1%	25	1.6%	4
K-12 Teachers	26.2%	107	2.0%	5
K-12 Principals	14.7%	60	16.8%	41
Program Providers	8.1%	33	9.1%	22
Funders	1.2%	5	0.4%	1
Parents	14.2%	58	7.0%	17
Business & Industry	Included in "Other"		7.4%	18
Other	28.1%	115	13.6%	33

Respondents in the "Other" category included individuals from various groups invited to complete the survey including school administrators and staff, board members, city councilmen, nonprofit representatives, and retirees.

## General Knowledge of Afterschool/OST Programs

A majority of respondents (97.3 percent) indicated that they are familiar with afterschool/OST programs such as Boys & Girls Clubs, 4-H, YMCA, scouting, church programs, arts, sports, and/or academic enrichment activities. The specific programs most often cited by respondents included those listed above, as well as Lights On, 21st Century Community Learning Centers (CCLC), and school-based programs and activities.

To get a sense of respondents' general knowledge and opinions about afterschool/OST programs, the first open-ended question of the survey asked, *What are the key purposes of such programs?* Similar to the 2011 survey, responses ranged from simple babysitting (i.e., keeping kids safe and occupied while parents work) to more substantive activities such as academic enrichment, including tutoring or remediation; extending or expanding learning; and fostering both personal and social skill development through organized group activities such as sports, clubs, and games. Regardless of whether programs provide high-quality enrichment activities or simply daycare, most respondents indicated that an underlying purpose of all afterschool/OST programs is to keep children safe and occupied during the time after school ends and before parents are home from work. While most respondents indicated that afterschool/OST programs are intended to benefit children, the priority for some people was parents and/or the community.

A majority of respondents were very positive about afterschool/OST programs, indicating that they benefit students by fostering positive behavior and personal growth; expanding horizons and experiences; and providing enrichment, academic assistance, social networks, and safety. Survey responses suggested that these programs also benefit the community by promoting community values and citizenship, contributing to community projects, employing program providers, engaging community members in youth development, and keeping children in a safe environment (and out of "trouble"). In addition, afterschool/OST programs benefit families by caring for students while parents are at work and by providing structure, additional learning opportunities, socialization, and a sense of community for families.

Survey responses indicated that Wyoming citizens are quite familiar with the types and purpose of afterschool/OST activities in their communities and recognize the differences in rigor, quality, and objectives of each. One respondent noted, "The opportunities for our children in Wyoming are amazing."

Survey respondents were asked whom they think afterschool/OST programs are for. Again, answers covered a very broad spectrum:

- All children
- Elementary students
- At-risk youth

- Children from all socio-economic backgrounds
- Low-income children
- Children with working parents
- Children whose parents want or need daycare
- Students in need of academic help
- Students with special interests (e.g., athletics, arts, science)
- Motivated and/or high-achieving students
- Children whose family can afford such programs
- Children whose parents want greater opportunities for them
- Children of parents who cannot or do not want to take care of them

As in the 2011 survey results, this broad range of answers was found in all responding role groups; no single group indicated that one type of child or population was more likely to or should participate in afterschool/OST programs over any other type of child/population. Approximately 22 percent of respondents indicated that the main determinant(s) of the type of student attending afterschool/OST programs was working or single parents, at-risk youth, low-income families, “latch key” children, or the ability to afford programs. The majority of respondents, however, recognized that all types of students participate in afterschool/OST programs for a myriad of reasons. One respondent described it well:

*I believe all kinds of children attend these programs—all nationalities, economic status, a variety of home/life situations (single parent, married, grandparents raising grandchildren, etc.). Afterschool/OST can and is a benefit to anyone who wants or needs to attend.*

Afterschool/OST programs are tailored to the needs, and dependent upon the resources, of any given community. Some communities are very small and have limited afterschool/OST opportunities. The gas and oil industry in some Wyoming towns drives the need for afterschool/OST programs for working parents. Also the degree to which the local school district offers afterschool/OST programs or works with local program providers is an important factor in engaging students as well as increasing opportunities.

## **Current Programs**

### **Quality of Programs**

About half (50.6 percent) of all respondents rated the quality of programs in their school district or community as *good*. A smaller percentage (29.5 percent) felt that program quality was *excellent*. These ratings are slightly higher than they were in 2011. The percentage of respondents who rated programs as *fair* was 12.9 percent, and only 0.6 percent rated programs as *poor*. Both of these ratings have decreased since the 2011 survey. This response pattern (most rating the program quality as *good*) held across all role groups except one—policymakers (eight respondents total). While half of policymakers rated programs as *good*, 25 percent (two respondents) rated afterschool/OST programs as *fair*, and one respondent was *unsure*. One

policymaker rated programs as *excellent*. Table 2 below shows how all respondents rated program quality in both the 2011 and 2013 surveys.

<b>TABLE 2. AFTERSCHOOL/OST PROGRAM QUALITY</b>				
<b>Rating</b>	<b>n = 257</b>		<b>n = 170</b>	
	<b>2011 Response %</b>	<b>2011 Response #</b>	<b>2013 Response %</b>	<b>2013 Response #</b>
Excellent	28.9%	72	29.5%	50
Good	48.2%	120	50.6%	86
Fair	15.3%	38	12.9%	22
Poor	2.8%	7	0.6%	1
Not Sure	8.0%	20	6.5%	11

As part of the question on quality, respondents were asked to name programs they had in mind (with the majority of respondents rating programs as *good* or *excellent*). Out of 136 responses, the specific programs cited most frequently were Boys & Girls Clubs, Boy Scouts/Girl Scouts, Lights On, 4-H, and YMCA, along with sports, arts, and other clubs. Programs in specific communities that were praised included the following:

- Evanston Child Development
- Cheyenne Parks and Recreation
- Casper Recreation Center
- Jackson Summer Camp
- Jackson Hole Leadership Program
- Teton County Library
- Green River After School Program
- Plato's After School Program
- City of Green River Summer Day Camp
- City of Green River Adventure Camp
- Bridges After School Enrichments
- Beyond the Bell, Basin
- Parks & Recreation Center's Latchkey Program
- Laramie Recreation Center
- Greybull Recreation Center
- Youth Opportunities Unlimited
- Meeteetse Recreation District After School Program

### Strengths and Challenges

As in the 2011 survey, the most common strengths of the programs respondents cited in the 2013 survey were safe environment, structure/supervision, enrichment/additional opportunities for children, professional/trained staff, and imparting skills and/or positive behaviors to children. In the 2013 survey, the strength cited by a majority of respondents (39.7 percent) was the benefits that afterschool/OST programs impart to children: opportunities, diversity, team building, engagement, attention, and socialization. The next three top answers—safety, academic improvement/support, and program staff—were equally cited by respondents as a major strength of afterschool/OST programs.

Survey respondents were given a list of program options and asked what *types* of programs exhibited the strengths cited above. Community-based or community-sponsored programs were indicated by the majority of respondents (73.9 percent). Table 3 shows the different types of programs that exhibit the strengths valued by respondents.

<b>TABLE 3. TYPE OF PROGRAM EXHIBITING STRENGTHS</b>		
<b><i>What types of programs exhibit strengths? (n = 161)</i></b>	<b>Response %</b>	<b>Response #</b>
School-based	59.6%	96
Community-based or -sponsored	73.9%	119
Summer	49.7%	80
Licensed childcare	16.1%	26
Faith-based	28.6%	46
Not sure	2.5%	4
Other	4.3%	7

Programs listed under “Other” included those that partner with each other, joint programs between the community and school district, and weekend and evening programs (which might fall into the other categories listed).

Survey respondents next were asked to identify the challenges and/or areas needing improvement in afterschool/OST programs. The most commonly cited challenge—by 40 percent of respondents—was funding, and this included dollars for scholarships, equipment, uniforms and building improvements; private funding; and sustainable funding.

The other main challenges named by respondents included the following, in the order of most cited to least cited:

- Staffing and volunteers (qualified, trained, adequate number)
- Academics and student engagement (rigorous, high quality, diverse)
- Facilities (available, accessible, adequate size)
- Marketing/outreach/communication (to increase attendance and community support)
- Transportation
- Parental involvement and support
- Lack of partnership between organizations
- Reduced bureaucracy

Most of these challenges were also cited in the 2011 survey results. Not surprisingly, some of the programs identified as having strengths (Boys & Girls Clubs, YMCA, scouting, 4-H, school-based programs) were those also cited as having challenges.

The *types* of programs with challenges (Table 4) mirror the *types* of programs that exhibited strengths, with community-based programs at the top of the list.

<b>TABLE 4. TYPE OF PROGRAM WITH CHALLENGES</b>		
<b><i>What types of programs have challenges or need improvement? (n = 154)</i></b>	<b>Response %</b>	<b>Response #</b>
School-based	56.5%	87
Community-based or -sponsored	73.4%	113
Summer	51.9%	80
Licensed childcare	24.0%	37
Faith-based	22.7%	35
Not sure	5.8%	9
Other	4.5%	7

Respondents were asked what might improve the quality of programs and were presented with a list of possible solutions (Table 5). As in the 2011 survey results, the highest-rated solution reflected the most commonly cited challenge—funding. A majority of survey respondents (70.3 percent) indicated that *more resources* are needed for program improvement. The next two highest-rated answers were *more communication/marketing* and *more knowledgeable staff*, which address two of the frequently mentioned challenges faced by many of the programs: having qualified staff and improving outreach and communication.

The “Other” responses to what might improve program quality addressed some of the other challenges cited by survey respondents, including improved facilities, parental support, and partnerships/better cooperation between providers and public agencies. Also suggested under “Other” were policies that do not exclude or expel youth because

of behavior, classroom management training for staff, sharing best practices among providers, and prioritizing children over the “personal agendas” of administrators.

The individual role group survey results mirrored the overall results, but there were some different priorities among the groups:

- *Transportation* was cited by program providers, county agency representatives, and superintendents as the second highest factor that might improve quality.
- *More knowledgeable staff* was cited by parents, principals/teachers, and policymakers as the second highest factor that might improve quality.

TABLE 5. WHAT MIGHT IMPROVE QUALITY?				
What might improve the quality of programs?	n = 219		n = 158	
	2011 Response %	2011 Response #	2013 Response %	2013 Response #
More knowledgeable staff	42.5%	93	38.0%	60
More resources for program enhancement	65.3%	143	70.3%	111
Better transportation services	32.9%	72	31.6%	50
Longer times offered each day	21.0%	46	24.1%	38
Easier access to enroll in programs	19.2%	42	19.0%	30
More communication and marketing	43.4%	95	39.2%	62
Not sure	15.1%	33	11.4%	18
Other	13.2%	29	19.0%	30

### Need for More Programs

Respondents were asked if their school, district, or community needs more afterschool/OST programs. Out of 171 responses from all role groups, 48 percent (82) answered *yes*; 26.9 percent (46) answered *no*; and 25.1 percent (43) indicated they were *not sure*. These results are nearly identical to those of the 2011 survey. Comments to this question indicated that some communities have sufficient programs, although with inconsistent quality, gaps in service for certain age groups or school levels, or rates that are too high for low-income families. Also, reaching children and parents to participate is a struggle in many communities.

In 2011, the majority of Program Providers answered *no* to the question of needing more programs; the 2013 survey results, however, showed most respondents in this group (52.9 percent) expressed a need for more programs. County Agency Representatives were evenly split between *yes*, *no* and *not sure*.

Respondents who indicated that more programs are needed were asked why and presented with a set of options (Table 6). The highest rated reason was *more academic support for children*, followed by *more safe activities for children after school*. The highest-rated reason in the 2011 survey results was *additional learning opportunities for children*. A few comments echoed earlier suggestions from respondents, including that children not be kicked out for discipline problems or “typical juvenile behaviors” and that there is better alignment between program offerings and child needs.

<b>TABLE 6. WHY MORE PROGRAMS?</b>				
	<b>n = 123</b>		<b>n = 81</b>	
<b>Why does your school/district/community need more afterschool/OST programs?</b>	<b>2011 Response %</b>	<b>2011 Response #</b>	<b>2013 Response %</b>	<b>2013 Response #</b>
More academic support for children	70.7%	87	79.0%	64
More childcare options	36.6%	45	46.9%	38
More extracurricular activities	59.3%	73	63.0%	51
More sports activities	24.4%	30	29.6%	24
More safe activities for children after school	77.2%	95	74.1%	60
Additional learning opportunities for children	79.7%	98	70.4%	57
To give children something to do after school	68.3%	84	64.2%	52
Other	4.9%	6	8.6%	7

In response to *where* more programs are needed (e.g., school, school district, county, or region), most respondents (24.2 percent) indicated either the city or town, followed by the school district or community (20.7 percent). Only a few respondents felt that counties needed more programs, and about 15 percent said more programs are needed everywhere. Some respondents suggested specific locales where programs are needed, as follows:

- Cheyenne
- Goshen County
- Casper
- Middle school programs in Buffalo
- Campbell County School District, Gillette
- Rock Springs
- Riverton
- Shoshoni
- Dubois
- Natrona County
- West side of Rock Springs
- Rural areas, West Laramie

In response to *what type* of additional programs are needed, respondents cited all the examples offered in the survey: academic enrichment, arts, sports, remediation programs, faith-based initiatives, mentoring, games, and clubs. Academic enrichment was indicated most; mentoring and faith-based initiatives also were frequently mentioned.

## Policy Support

The first question in the Policy Support section asked respondents if they think statewide policies—from the Legislature, Governor, or State Board of Education—are needed to support high-quality afterschool/OST programming. Of the 169 respondents, 57.4 percent (97) said *yes* and 20.1 percent (34) said *no*. The numbers of people answering *yes* or *no* to this question decreased in comparison to the 2011 survey results, likely due to an added third option for responding, *not sure*. Nearly a quarter of respondents (22.5 percent) were *unsure* about the need for statewide policies.

While the majority of both Parents and Superintendents answered *yes* to the question, the numbers of respondents answering *no* and *not sure* in these two role groups were equal. Similarly, the majority (45.5 percent) of City Agency Representatives answered *yes* to the question, but 30.3 percent were *unsure*—more than the number who answered *no*. On the 2011 survey, the majority of Policymakers answered *no* to the question about needing statewide policies; the 2013 survey showed a majority of Policymakers (62.5 percent) were *unsure*.

Comments on this question offered different perspectives on the notion of government policy supporting afterschool/OST programs. Several people were against any government intervention, indicating that parents should be more involved and responsible and/or that afterschool/OST programs are the responsibility of communities. Others thought that there is a role for government to set policies on equitable funding, accountability, data collection, and program oversight.

Respondents were then asked if they think policies—state, district, and/or community—present barriers to offering high-quality afterschool/OST programming, and if so, to identify the type of barrier from a list of options. Out of 169 responses, 74 percent said *yes*, policies do present barriers to high-quality programs; 9.5 percent said *no*; and 16.6 percent were *not sure*. These results are similar to those of the 2011 survey. The types of state, school district, and community barriers to high-quality programs, as rated by survey respondents, are presented in the next three tables (Tables 7–9).

<b>TABLE 7. STATE POLICY BARRIERS</b>				
	<i>n</i> = 162		<i>n</i> = 124	
<i>What types of STATE policies present barriers to high-quality afterschool/OST programs?</i>	2011 Response %	2011 Response #	2013 Response %	2013 Response #
Funding	72.2%	117	86.3%	107
Access to student data	16.7%	27	11.3%	14
Employee contract rules	21.6%	35	21.8%	27
Accountability rules	28.4%	46	24.2%	30
Program licensing rules	17.3%	28	18.5%	23
Program quality rules	22.2%	36	17.7%	22
Program access rules	14.2%	23	13.7%	17
Not sure	21.0%	34	12.9%	16
Other	7.4%	12	13.7%	17

Respondents indicated that funding—the lack of adequate funding—is the main barrier of state policies to offering high-quality afterschool/OST programming. Specific comments on this question also mentioned fidelity of implementation and adequate oversight as barriers.

<b>TABLE 8. SCHOOL DISTRICT POLICY BARRIERS</b>				
	<i>n</i> = 153		<i>n</i> = 121	
<i>What types of DISTRICT policies present barriers to high-quality afterschool/OST programs?</i>	2011 Response %	2011 Response #	2013 Response %	2013 Response #
Transportation	45.1%	69	46.3%	56
Building use rules	34.6%	53	33.9%	41
Teacher contract rules	28.8%	44	20.7%	25
Access to student data	16.3%	25	16.5%	20
Student/family access to participation in programs	37.3%	57	42.1%	51
Not sure	25.5%	39	24.8%	30
Other	8.5%	13	14.0%	17

In comments about district barriers, some respondents indicated that afterschool/OST programming is not viewed as a district responsibility, so districts are not necessarily proactive or cooperative on programs. Also, some district policies regarding licensed or certified/classified staff and sharing student data limit cooperation with program providers or preclude district participation in afterschool/OST programming.

<b>TABLE 9. COMMUNITY POLICY BARRIERS</b>				
	<i>n = 154</i>		<i>n = 120</i>	
<i>What types of COMMUNITY policies present barriers to high-quality afterschool/OST programs?</i>	<b>2011 Response %</b>	<b>2011 Response #</b>	<b>2013 Response %</b>	<b>2013 Response #</b>
Funding	64.3%	99	76.7%	92
Affordability	55.2%	85	60.0%	72
Community/municipality support	35.1%	54	35.0%	42
Lack of locations to host programs	40.3%	62	43.3%	52
Lack of providers	48.7%	75	48.3%	58
Families don't want or won't use	35.7%	55	23.3%	28
Transportation	46.8%	72	45.8%	55
Safety	15.6%	24	12.5%	15
Not sure	7.1%	11	3.3%	4
Other	3.9%	6	10.8%	13

Even though funding was cited as the main barrier of community policies, comments from some respondents indicated problems within the community itself, such as inconsistent participation and support for afterschool/OST programs, lack of community cohesiveness, accessibility (i.e., long distances to drive in rural communities), and insufficient communication between providers and parents.

### **Access and Affordability**

The first question in this section asked how people in the community find out about afterschool/OST programs, with a list of possible sources provided (Table 10). Schools and districts are the major source of information about afterschool/OST programs, followed by word of mouth.

<b>TABLE 10. HOW DO PEOPLE FIND OUT ABOUT PROGRAMS?</b>				
	<i>n = 239</i>		<i>n = 168</i>	
<i>How do people in your community find out about afterschool/OST programs?</i>	<b>2011 Response %</b>	<b>2011 Response #</b>	<b>2011 Response %</b>	<b>2011 Response #</b>
School/district	82.0%	196	79.8%	134
Publications/newspaper	66.5%	159	61.9%	104
Childcare finder (resource referral)	14.6%	54	12.5%	21
Church	25.5%	61	35.7%	60
Word of mouth			79.2%	133
Not sure	18.4%	44	8.3%	14
Other			8.3%	14

Respondent comments listed a number of other sources including telephone, radio advertisements, fundraiser events, provider showcase events, flyers, newsletters,

websites, library resources, Facebook, community bulletin boards, parent networks, recreation centers, and friends.

Next, respondents were asked if there is adequate *access* to afterschool/OST programming in their area. Out of 168 responses, 48.2 percent (81 people) said *yes*, 32.1 percent (54) said *no*, and 19.6 percent (33) were *not sure*. These results are in line with those of the 2011 survey responses. Respondents described the following barriers to and problems with access, with transportation cited as the main barrier:

- Transportation
- Funding and affordability
- Adequate and quality staffing
- Not enough spaces for students
- Hours that are convenient and coordinated with schools and other programs
- Sufficient number of facilities and appropriateness of facility
- Communication/outreach

Respondents were asked if afterschool/OST programs are *affordable*. Out of 166 responses, the majority (60.8 percent) indicated *yes*, 9 percent said *no*, and 30.1 percent indicated they were *not sure*. These responses are very similar to those of the 2011 survey, as were respondents' comments. A slight majority of respondents felt that affordability/cost is a barrier to families taking advantage of afterschool/OST programs. Out of 168 total respondents, 45.2 percent (75 individuals) indicated *yes, affordability/cost is a barrier*; 37.3 percent (62) indicated *no*; and 17.5 percent (29) indicated they were *not sure*. Through comments, respondents noted that some programs are not affordable to all families, particularly in the current economy, but many afterschool/OST programs are free or low cost. Many families are unaware of or afraid to seek out such programs or scholarships. Also the cost to families is very different than the cost of running a program.

## **Advocacy/Funding**

The first question in this section asked: *What information would you need to advocate for and support afterschool and out-of-school-time programming in your community or in the state?* Out of 144 people who answered the question, 82 (56.9 percent) indicated they were *not sure*. The remaining 78 respondents indicated a wide variety of facts and information that would be needed on the following topics:

- Hours of operation
- Location and adequacy of facility (e.g., adequate space for the number of children in attendance with enough appropriate furniture, equipment, and materials for activities)
- Transportation options
- Cost

- Funding source(s)
- Scholarships
- Program sponsor
- Program offerings
- Age groups to be served
- Eligibility rules/guidelines
- Level of interest in the community

Respondents also indicated the need for data on student growth, participation, enrollment, program effectiveness, and the number of children benefiting from the program, as well as assurances of safety, quality programs, and qualified staff. Some respondents would like to hear testimonials from teachers and parents about programs. Many respondents commented that they already are advocates and supporters of afterschool/OST programming, and they praised the programs in their own communities.

Respondents were asked where they think support for afterschool/OST should come from and were given a list of options (Table 11). The majority of respondents (81.4 percent) indicated that support should come from the state. These results are very similar to the 2011 survey results. In the “Other” category, respondents suggested that funding could come from parents, private funding sources, or school districts. A few of the “Other” respondents also emphasized the role of families and communities in supporting afterschool/OST programs.

<b>TABLE 11. WHERE SHOULD PROGRAM SUPPORT COME FROM?</b>				
	<i>n</i> = 229		<i>n</i> = 161	
<b><i>Where do you think support for afterschool/OST programs should come from?</i></b>	<b>2011 Response %</b>	<b>2011 Response #</b>	<b>2013 Response %</b>	<b>2013 Response #</b>
Cities/counties	61.1%	140	66.5%	107
State funds (education, juvenile justice, health and human services, other)	76.0%	174	81.4%	131
Federal funds (education, juvenile justice, health and human services, other)	59.4%	136	60.2%	97
Foundations	52.0%	119	63.4%	102
Business community	46.7%	104	54.7%	88
Realignment of current funding	30.1%	69	28.6%	46
Investment of new funds	21.8%	50	29.8%	48
Other	13.0%	30	14.3%	23

In that vein, respondents were asked if they had ideas on how *current funding* should be coordinated to support afterschool/OST programs. Out of 99 people who answered the

question, nearly half (46.4 percent) did not have any ideas. Several respondents praised the Wyoming Bridges program and suggested that as a model; many also proposed Title 1 funding. Quite a few respondents suggested multi-agency funding as a viable source, and also emphasized the importance of communication and cooperation between agencies. Other suggestions included school districts, scholarships, grants (and equitable access to grant programs), federal dollars, and freeing up dollars from the Wyoming “rainy day” fund. One respondent suggested constructing a funding model through the work of the Wyoming Afterschool Alliance. Unlike the 2011 survey responses, comments on this question in the 2013 survey did not express opposition to government funding or oversight. Several respondents described how limited funding is not just for afterschool/OST programs but for school districts as well.

Respondents were then asked if they have ideas for *new sources* of funding to support afterschool/OST programs. Out of 99 responses, 51 (56 percent) did not have any ideas. The remaining 58 respondents suggested a variety of sources, including businesses, grants, endowments, philanthropy, fundraisers, lottery funds, in-kind donations (such as facilities or services), and matching efforts for state or federal funds. A few respondents also suggested taxes, specifically sales tax, taxes on energy companies, and state sales tax on Internet sales. One respondent also suggested using monies from fines collected for crimes against children.

## **Summary Questions**

Respondents were asked if they are familiar with the WYAA, and if so, to indicate what they know about it. In 2013, 165 people from all role groups responded to the question. Of that total, 43.6 percent (72) were aware of WYAA (six points higher than in 2011), and 56.4 percent (93) were not aware of WYAA (19 points lower than in 2011). Among the 53 comments received on what people know about WYAA, about half of the respondents knew very little, only the name and that it has something to do with afterschool/OST programming. The other half was more knowledgeable about WYAA’s role as advocate, resource, and supporter of afterschool/OST programs and training. These results are in line with those of the 2011 survey.

Responses to this question varied when broken down by role group. Fewer program providers were familiar with WYAA in 2013 than in 2011, but the percentage of parents who know about WYAA increased. Results from both surveys of all role groups are presented in Table 12.

TABLE 12. FAMILIAR WITH WYOMING AFTERSCHOOL ALLIANCE?								
<i>Have you heard of or are you familiar with the Wyoming Afterschool Alliance</i>	2011	2011	2011	2011	2013	2013	2013	2013
	%	#	%	#	%	#	%	#
	YES	YES	NO	NO	YES	YES	NO	NO
All role groups	37.4%	89	62.6%	149	43.6%	72	56.4%	93
Business					10.0%	1	90.0%	9
City agency reps					15.2%	5	84.8%	28
County agency reps					41.7%	5	58.3%	7
College & university	50.0%	8	50.0%	8	100.0%	2	0.0%	0
Funders	50.0%	2	50.0%	2	100.0%	1	0.0%	0
K–12 principals	45.5%	15	54.5%	18	64.0%	16	36.0%	9
K–12 teachers	19.4%	12	80.6%	50	75.0%	3	25.0%	1
Superintendents					33.3%	2	66.7%	4
Other	38.6%	22	61.4%	35	50.0%	12	50.0%	12
Parents	14.7%	5	85.3%	29	45.5%	5	54.5%	6
Program provider	80.8%	21	19.2%	5	58.8%	10	41.2%	7
State agency reps	53.8%	7	46.2%	6	61.5%	8	38.5%	5
State policymaker	41.7%	5	58.3%	7	28.6%	2	71.4%	5

### Final Comments

In the final comments section, respondents were asked to share any additional comments or opinions about afterschool/OST programs in Wyoming. Fifty-four individuals offered comments and suggestions. The strong sentiment expressed by all was that afterschool/OST programs are extremely worthwhile endeavors that provide needed support and diverse opportunities for Wyoming children—now and for the future—and they benefit families and communities as well. Suggestions that were offered included having more programs targeted at middle and high school youth, ensuring high quality in all programs, and urging the state legislature to fund programming on a continuing basis. Many respondents commented on their satisfaction and pleasure with the afterschool/OST programs in their communities.

Compared to the 2011 survey respondent pool, 2013 respondents expressed more concern about the academic side of afterschool/OST programs, about maintaining quality in all programs, and about keeping the focus on children’s needs. Although the number of respondents in 2013 was lower than in 2011, respondents in 2013 seemed to have a good understanding of the array of programs available or possible as well as the benefits they impart. Survey respondents also echoed concerns shared by the 2011 group—how families today need both parents working, making afterschool/OST programs a necessity and not a luxury.

The following three comments capture what many respondents expressed or implied:

*[Afterschool programs] are vital to our families and Wyoming's future.*

*I think funding sources need to focus more on what is best for children and less on who controls the money. Many economies can be found using cooperation and collaboration.*

*Afterschool programs suffer from an antiquated belief system many people share that families should be able to take care of their children and that mothers should be at home during the after school hours. These notions are no longer true of most families. Allowing our collective decisions about OST care to be influenced by these (often loud) voices does a disservice to Wyoming families who are putting forth their best effort to be/remain gainfully employed while doing their best to raise competent children. Helping families find success helps our communities be stronger and more cohesive. Afterschool programs are not “raising kids so parents don't have to”; they're helping our communities support all their members.*

The numerous programs available in the state of Wyoming seek to provide high-quality academic and social opportunities to young people with the goal of expanding or improving learning, introducing or sharpening skills, and engaging or deepening social relationships and attachments. The results of both the 2011 and 2013 surveys indicate that the quality and breadth of programs in the state are not uniform and that efforts must continue at all levels—school, district, community, and state—to achieve statewide consistency and cooperation. Equally important is the role of parents and families to support and advocate for afterschool/OST programs and to recognize their inherent value to communities as well as to their children’s lives.

|

## NIOST AND TMG CONCLUSION

The parallel work of NIOST and TMG from 2011–2014 lays the foundation for WYAA to focus on its main endeavor: improving the quality of afterschool/OST programs for the youth in Wyoming. The 2013 TMG survey highlights the value that policymakers, communities, and parents ascribe to afterschool/OST, while also pointing to major challenges. Beyond funding (a continual challenge), quality was the second most-cited challenge. This corroborates WYAA’s goals for its Quality Initiative. Three years later, private youth-serving agencies and 21st CCLC state-funded programs have established the use of research-based and tested tools. The tools are one element of a focus on the process of continuous quality improvement (CQI). At the site level, CQI helps build buy-in from staff, a shared vision of quality, a reliance on standards, and a focus on positive relationships and high-quality activities.

Quotes from NIOST’s survey of site staff demonstrate this new commitment:

*Staff are finding that if they fine-tune their activities, often which doesn’t require any more supplies, just a bit more thought, then they see a difference in youth engagement.*

*Most importantly, I think it [use of APAS] forces myself and my staff to step back and look at our program from a different view and think about areas of improvement. In afterschool it is easy to get caught up in the day-to-day of the program and thought of “it’s not broke, don’t fix it.” However, by using SAYO and APT, I see areas needing improvement that I may not have otherwise taken the time to look at.*

NIOST and TMG conclude by reiterating their support for the steps WYAA is taking for youth across Wyoming. WYAA is focused on meeting the needs of youth and addressing the concerns cited in the TMG 2013 survey of parents, principals/teachers, and policymakers. To continue this work, WYAA will need to draw on a broad community of support to promote legislation and increase funding, access, transportation, and communications. We salute the efforts of WYAA in this endeavor.

## Appendix A: Summary of SAYO Data Collection for WYAA Pilot Project Year 1: 2011–2012

The first year of the Wyoming Afterschool Alliance Pilot Project included 17 afterschool/OST programs. All programs were required to collect SAYO-Staff (SAYO-S) data in *Engagement in Learning* and *Relations with Adults* and were given the option to choose a third outcome area they were interested in measuring (four programs choose to collect data on *Behavior* or *Communication Skills*). In addition, one program elected to collect SAYO-Teacher (SAYO-T) data in *Engagement in Learning* and *Relations with Adults* in conjunction with SAYO-S data.

### Sample

Data for Year 1 was collected in the fall of 2011 and the spring of 2012. Tables A1 and A2 provide sample descriptives for each of the data collection periods, including the pre-post sample that matches those youth for whom both a fall and spring SAYO-S or SAYO-T survey were completed.

**Table A1.** Sample Descriptives for SAYO-S Survey Respondents 2011/2012

SAYO-S	Fall 2011 Sample	Spring 2012 Sample	Pre-Post 2012 Sample
Number of Staff Surveys	1066	976	887
Gender			
Female	48%	49%	49%
Male	52%	51%	51%
Grade Range	K–11	K–12	K–11
Special Education			
Yes	8%	7%	7%
No	77%	80%	80%
Unknown	15%	13%	13%

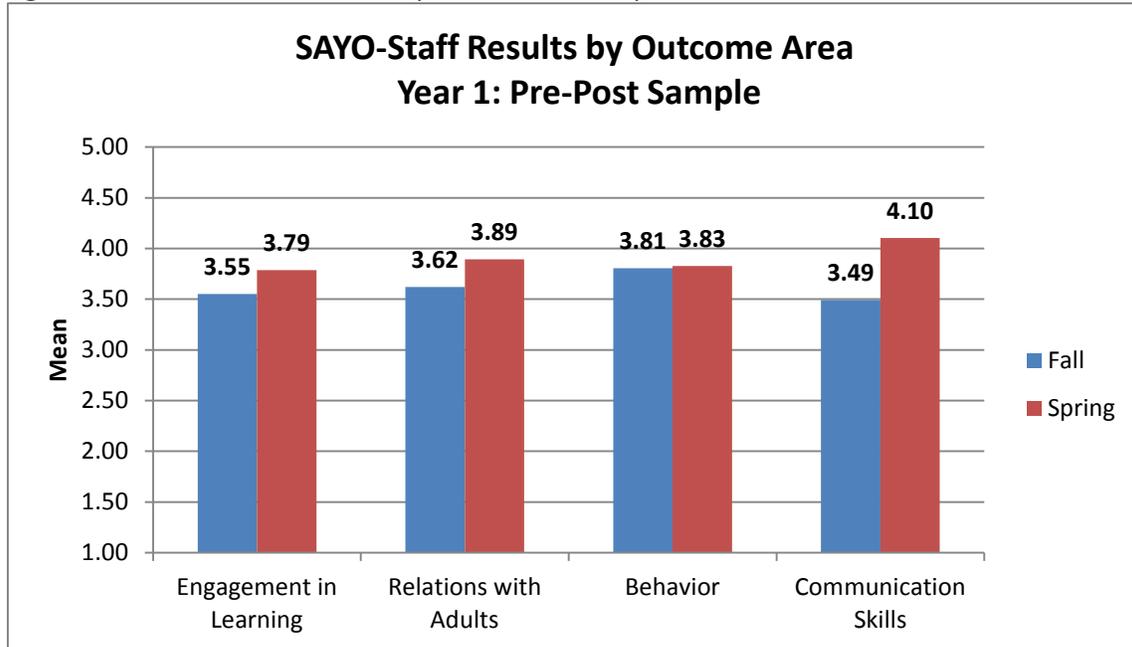
**Table A2.** Sample Descriptives for SAYO-T Survey Respondents 2011/2012

SAYO-T	Fall 2011 Sample	Spring 2012 Sample	Pre-Post 2012 Sample
Number of Teacher Surveys	44	42	40
Gender			
Female	39%	41%	40%
Male	61%	59%	60%
Grade Range	K–9	K–7	K–7

## Data Analysis Results

For youth who had a SAYO-S survey completed at both time periods (pre-post sample), results showed an increase in staff ratings of youth from fall to spring in all measured outcome areas: *Engagement in Learning*, *Relations with Adults*, *Behavior*, and *Communication Skills* (Figure A1).

**Figure A1.** Results of SAYO-S Survey for Pre-Post Sample Year 1



## Results of Subgroup Analyses for SAYO-S

### *Gender*

- Males and females made gains from fall to spring across all outcome areas.
- Males tended to show more improvement from fall to spring compared to females.

### *Grade Category*

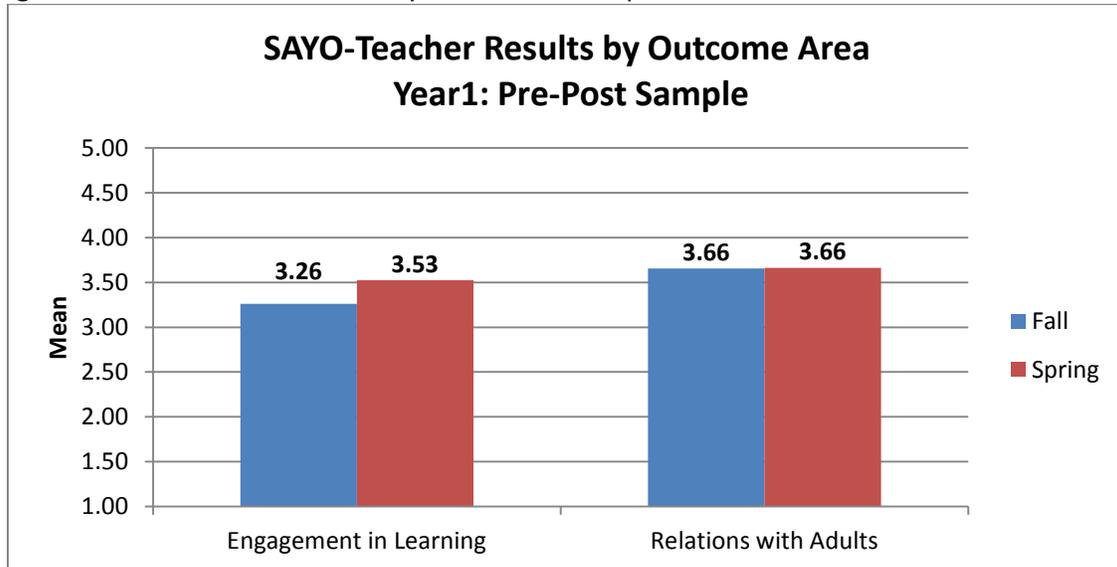
- Youth in grades K–5 showed improvement across all SAYO-S outcome areas from fall to spring.
- Youth in grades 6–12 were rated lower by staff in the spring than in the fall for *Engagement in Learning* and *Relations with Adults*.

### Special Education

- All special education groups either showed improvement or stable ratings for *Engagement in Learning* and *Relations with Adults*.<sup>2</sup>

For SAYO-T outcome areas, teachers rated youth as improving in *Engagement in Learning*, but ratings for *Relations with Adults* remained the same from fall to spring (Figure A2).

**Figure A2.** Results of SAYO-T Survey for Pre-Post Sample Year 1



### Results of Subgroup Analyses for SAYO-T

#### Gender

- Males and females made gains from fall to spring in *Engagement in Learning*.
- Females tended to show more improvement from fall to spring than males.

#### Grade Category

- Youth in grades K–2 showed improvement in *Engagement in Learning* and *Relations with Adults* from fall to spring.
- Youth in grades 3–5 only showed improvement in *Engagement in Learning*.
- Youth in grades 6–8 declined in both *Engagement in Learning* and *Relations with Adults* from fall to spring.

<sup>2</sup> Subgroup analyses for several groups are not discussed here: programs measuring *Behavior* had very small sample sizes for grade subgroups ( $N \leq 6$ ) and special education subgroups ( $N \leq 5$ ); programs measuring *Communication Skills* did not have youth in grades 6–12 and this outcome area was only measured for one of the special education subgroups.

## Appendix B: Summary of SAYO Data Collection for WYAA Pilot Project Year 2: 2012–2013

In Year 2, 14 of the initial 17 programs elected to continue collecting SAYO data as participants in the pilot. For this year, programs were only required to collect *Engagement in Learning*, but they could choose up to two additional outcomes to measure. Nine programs chose to measure two additional outcomes, four programs chose to measure one additional outcome, and one program measured only *Engagement in Learning*. For this year, two programs decided to also collect SAYO-Teacher (SAYO-T) data. Taken together, programs in Year 2 collectively measured all of the SAYO-Staff (SAYO-S) outcome areas (*Engagement in Learning, Relations with Adults, Relations with Peers, Communication Skills, Problem Solving Skills, Behavior, Initiative, and Homework*), and almost half of the SAYO-T outcome areas (*Engagement in Learning, Behavior, Problem Solving Skills, and Initiative*).

### Sample

Data for Year 2 was collected in fall 2012 and spring 2013. Tables B1 and B2 below provide descriptives for the SAYO-S and SAYO-T fall, spring, and pre-post samples.

**Table B1.** Sample Descriptives for SAYO-S Survey Respondents 2012/2013

SAYO-S	Fall 2012 Sample	Spring 2013 Sample	Pre-Post 2013 Sample
Number of Staff Surveys	1020	881	653
Gender			
Female	51%	50%	50%
Male	49%	50%	50%
Grade Range	K–12	K–12	K–12
Special Education			
Yes	7%	8%	8%
No	83%	71%	78%
Unknown	10%	21%	14%

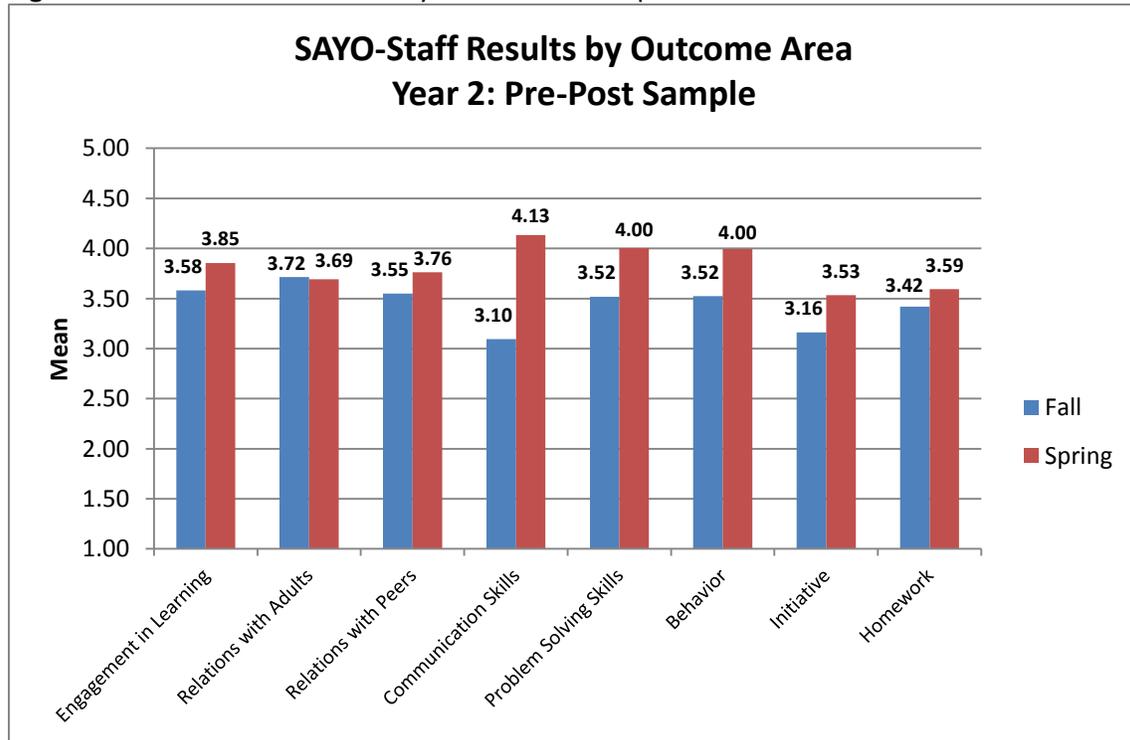
**Table B2.** Sample Descriptives for SAYO-T Survey Respondents 2012/2013

SAYO-T	Fall 2012 Sample	Spring 2013 Sample	Pre-Post 2013 Sample
Number of Teacher Surveys	81	77	76
Gender			
Female	46%	47%	47%
Male	54%	53%	53%
Grade Range	K–10	K–10	K–10

## Data Analysis Results

Youth for whom SAYO surveys were completed in both the fall of 2012 and the spring 2013 were included in the pre-post sample. Results showed that youth improved in all SAYO-S outcome areas, except for *Relations with Adults*, which showed a negligible decline (Figure B1).

**Figure B1.** Results of SAYO-S Survey for Pre-Post Sample Year 2



## Results of Subgroup Analyses for SAYO-S

### Gender

- Females made gains from fall to spring across all SAYO-S outcome areas.
- Males only showed a decline in ratings in *Relations with Adults*.
- In most cases, females tended to show more improvement from fall to spring compared to males.

### Grade Category<sup>3</sup>

- Youth in grades K–5 showed improvement across all SAYO-S outcome areas, except for *Relations with Adults*, from fall to spring.

<sup>3</sup> Results of subgroup analyses for several groups are not discussed here: programs measuring *Homework* did not have youth in grades 6–12; programs measuring *Problem Solving Skills* did not have youth in grades 9–12; sample sizes for youth in grades 6–8 were small ( $N \leq 4$ ) for *Problem Solving Skills* and *Initiative*; sample sizes for youth in grades 9–12 were small ( $N = 1$ ) for *Initiative*; and the program measuring *Communication Skills* had too small a sample of youth to conduct subgroup analyses ( $N = 13$ ).

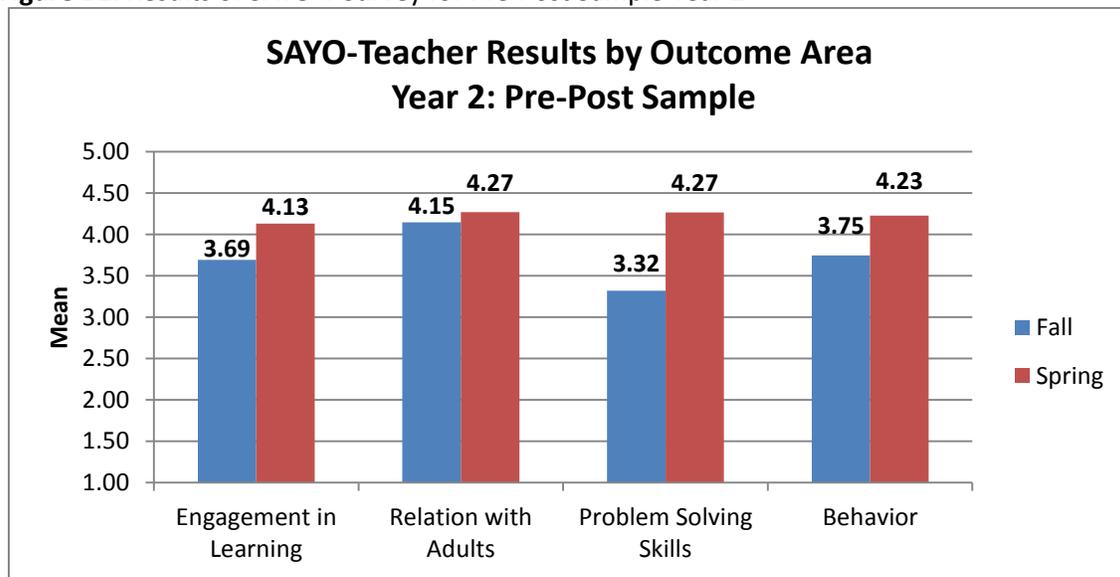
- Unlike the other grade category subgroups, youth in grades 6–8 showed improvement across all SAYO-S outcome areas, including *Relations with Adults*.
- Results for youth in grades 9–12 showed improvement in *Behavior* but were rated lower by staff in *Relations with Peers*, *Relations with Adults* and *Engagement in Learning*.

#### Special Education<sup>4</sup>

- Almost all of the special education subgroups showed improvement in all SAYO-S outcome areas.
- Non-special education students declined in *Relations with Adults*.
- Unspecified special education students showed a decline in *Engagement in Learning* and *Relations with Peers*.

Pre-post sample results using the SAYO-T data showed gains from fall to spring in all outcome areas measured (Figure B2).

**Figure B2.** Results of SAYO-T Survey for Pre-Post Sample Year 2



#### Results of Subgroup Analyses for SAYO-T

##### Gender

- Males and females made gains across all SAYO-T outcome areas.
- Females showed more improvement than males for all SAYO-T outcome areas.

<sup>4</sup> Due to unequal sample sizes across special education groups, the following outcome areas are not discussed in the subgroup analysis section: *Communication Skills*, *Homework*, *Initiative*, and *Problem Solving Skills*. Most of these outcome areas had less than 10 youth in 2 of the 3 special education groups.

*Grade Category*<sup>5</sup>

- Youth in grades K–5 showed improvement in *Engagement in Learning, Problem Solving Skills, and Behavior*.
- While youth in grades K–3 increased in *Relations with Adults* from fall to spring, youth in grades 4–5 decreased.

---

<sup>5</sup> The number of youth in grades 6–12 ranged from 2 to 6 per subgroup across all SAYO-T outcome areas so subgroup analyses for these groups are not discussed.

## Appendix C: Summary of SAYO Data Collection for WYAA Pilot Project Year 3: 2013–2014

In Year 3, a total of 15 programs participated: 12 programs continuing from Years 1 and 2, and three new programs. As in Year 2, programs were required to measure *Engagement in Learning* and were allowed to choose up to two additional outcomes to measure. Eight programs measured two additional outcomes, six programs chose to measure one additional outcome, and one program chose to only measure *Engagement in Learning*. Similar to Year 2, two programs chose to collect SAYO-Teacher (SAYO-T) data in addition to SAYO-Staff (SAYO-S) data. All together the programs collectively measured all eight SAYO-S domains and over half of the SAYO-T domains.

### Sample

Data for Year 3 was collected in fall 2013 and spring 2014. Tables C1 and C2 below provide a description of the fall, spring, and pre-post samples for the SAYO-S and SAYO-T surveys.

**Table C1.** Sample Descriptives for SAYO-S Survey Respondents 2013/2014

SAYO-S	Fall 2013 Sample	Spring 2014 Sample	Pre-Post 2014 Sample
Number of Staff Surveys	1054	1108	814
Gender			
Female	49%	48%	47%
Male	51%	52%	53%
Grade Range	K–12	K–12	K–12
Special Education			
Yes	8%	6%	6%
No	85%	72%	70%
Unknown	7%	22%	24%

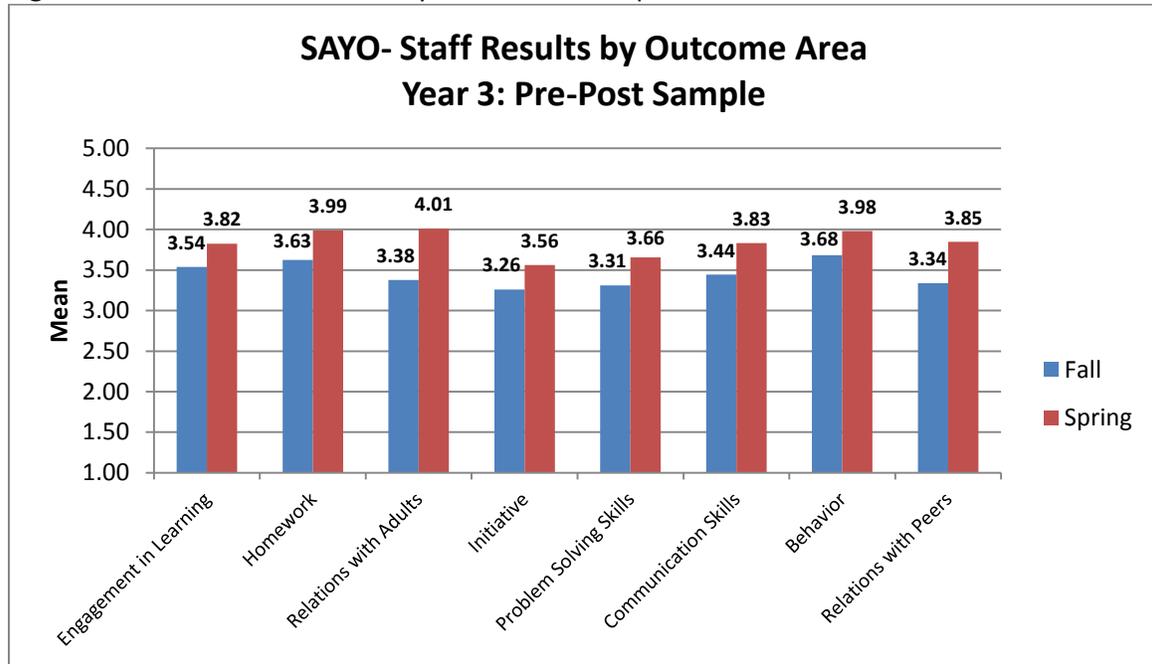
**Table C2.** Sample Descriptives for SAYO-T Survey Respondents 2013/2014

SAYO-T	Fall 2013 Sample	Spring 2014 Sample	Pre-Post 2014 Sample
Number of Teacher Surveys	24	71	21
Gender			
Female	50%	51%	52%
Male	50%	49%	48%
Grade Range	K–5	K–6	1–5

### Data Analysis Results

Youth for whom SAYO surveys were completed in both the fall of 2013 and the spring 2014 were included in the pre-post sample. Results for the SAYO-S survey showed improvement in all eight outcome areas from fall to spring (Figure C1).

**Figure C1.** Results of SAYO-S Survey for Pre-Post Sample Year 3



### Results of Subgroup Analyses for SAYO-S

#### *Gender*

- Both males and females made gains from fall to spring in all SAYO-S outcome areas.
- In most cases, males made larger gains than females in all SAYO-S outcome areas.

#### *Grade Category<sup>6</sup>*

- Overall, grade category subgroups showed improvement across almost all SAYO-S outcome areas.
- In most cases, youth in grades K–3 showed the largest gains in SAYO-S ratings across all grade category subgroups.

#### *Special Education<sup>7</sup>*

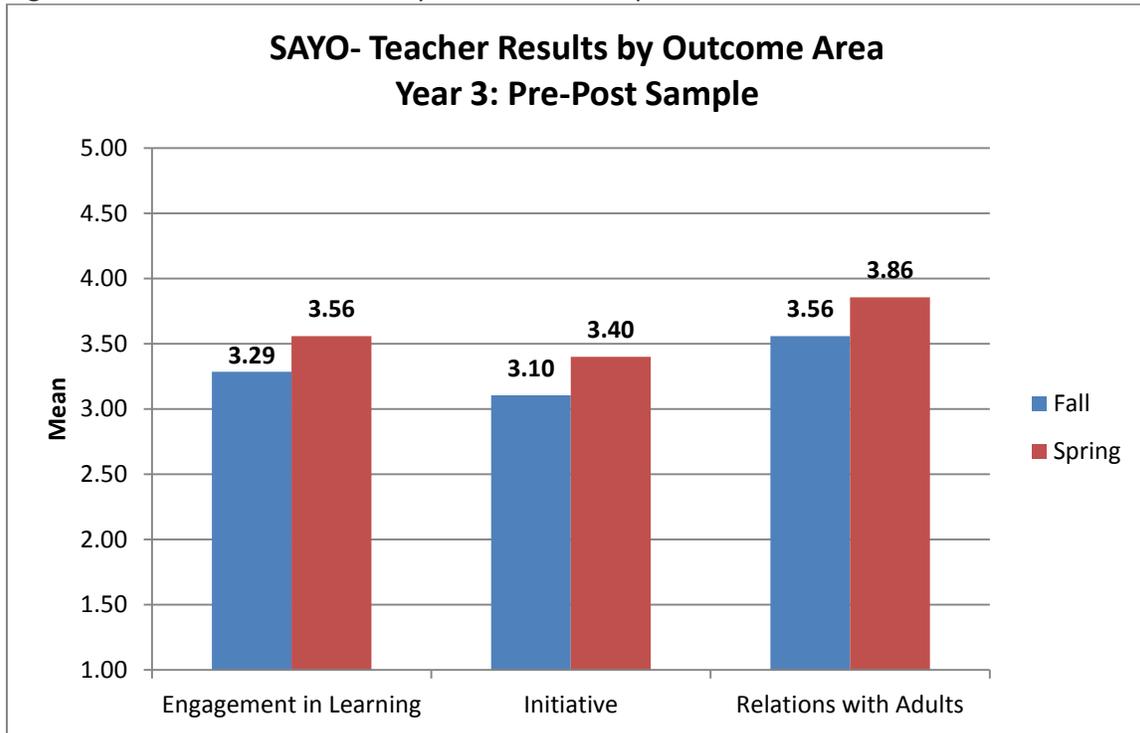
- All special education subgroups showed improvement in all SAYO-S outcome areas from fall to spring.

<sup>6</sup> Programs measuring *Problem Solving Skills*, *Communication Skills*, *Relations with Peers*, and *Homework* did not have youth in grades 9–12. Due to small sample size, results for youth in grades 4–5 are not discussed for *Homework* or *Relations with Peers* ( $N = 9$ ) and results for youth in grades 6–8 are not reported for *Relations with Peers* ( $N = 3$ ).

<sup>7</sup> Subgroup analyses by special education are not discussed here due to small subgroup sample sizes across many of the SAYO-S outcome areas.

Two programs collected SAYO-T data; however one program only collected data in the spring. As a result, this program is not included in the following discussion of SAYO-T results. For the remaining program, results showed growth in all three outcome areas measured from fall to spring (Figure C2).

**Figure C2.** Results of SAYO-T Survey for Pre-Post Sample Year 3



### Results of Subgroup Analyses for SAYO-T<sup>8</sup>

#### *Gender*

- Males and females improved in all SAYO-T outcome areas from fall to spring.
- Females made larger gains in two of the three SAYO-T outcome areas compared to males.

<sup>8</sup> The pre-post SAYO-T sample consisted mainly of youth in grades K–3 so results by grade category are not discussed here due to unequal and small sample sizes.

## Appendix D: Wyoming Quality Advisor Questionnaire

As a Quality Advisor, we would like your feedback on the work to date. Please feel free to be completely honest and forthright, your answers are anonymous. Add any additional information that you deem important for us to know.

1. Please describe your Quality Advisor experience ( $n = 6$ )
  - I see the value to undertaking this work AND I am able to devote the time needed to do this work. 4 (66.67%)
  - I see the value to undertaking this work BUT I am unable to devote the time needed to do this work. 2 (33.33%)
  - I do not see the value to undertaking this work. 0 (0.00%)
  - (Please elaborate or clarify.)
    - I have the time to do this work in my own program, but it is difficult to dedicate the time to travel and do the work in other programs.
    - I am able to devote some time to this work... not an unlimited amount of time.
  
2. APT and/or SAYO results from my site(s)... (check all that apply) ( $n = 5$ )
  - Were discussed at a meeting or debrief. 5 (100.00%)
  - Informed a program improvement plan or other program planning process. 5 (100.00%)
  - Are shared internally with program staff. 4 (80.00%)
  - Are shared externally (e.g., with partners, funders, researchers, parents). 3 (60.00%)
  - Other (please specify). 0 (0.00%)
  
3. I can think of one or more changes at my afterschool/OST program site that is a direct result of our implementation of the APAS system ( $n = 5$ )
  - True 5 (100.00%)
  - False 0 (0.00%)
  - (Please elaborate or clarify.)
    - The change/improvement is much broader than just a single measure and plan, but the data and process contributed significantly to broad changes.
    - Engagement and staff training.
  
4. As a result of using APAS, the biggest impacts at my site(s) in 2013–14 were... (check all that apply) ( $n = 5$ )
  - Identified improvement goals. 3 (60.00%)
  - Prioritized the quality improvement process. 4 (80.00%)
  - Made changes to programming or practices. 3 (60.00%)
  - Staff strengthened their relationships with youth. 3 (60.00%)

- Staff focused on helping youth reach SAYO outcomes. 2 (40.00%)
- Staff were actively involved in the quality process. 3 (60.00%)
- Other (please specify). 1 (20.00%)
  - I was not included in the process so I really do not know. I think changes were made. The program did not respond to my offers to help.

**5. Did you implement the steps outlined in your 2013–14 Action Plan? (n = 5)**

- Yes, and accomplished our plan. 0 (0.00%)
- Yes, and continuing to work on it. 4 (80.00%)
- Had difficulties that prevented us from undertaking the work (please describe). 1 (20.00%)
  - We had 100% success on implementing our homework piece.

**6. Will you need support to continue using the APAS tools as part of your Quality Improvement Process in the future? (n = 5)**

- Yes, I need support to continue this work. 3 (60.00%)
- No, I will continue to work without additional support. 2 (40.00%)
- No, I do not plan to continue to use the APAS tools (please elaborate). 0 (0.00%)

**7. Which of the following supports will you need in order to continue your program improvement work at your site (select all that apply)?**

	For myself	For others at my site(s)
In-person training on the APAS system (n = 2)	1 (50.00%)	2 (100.00%)
Online training on APAS system (n = 2)	1 (50.00%)	2 (100.00%)
Conference calls about using the APAS system (n = 1)	1 (100.00%)	1 (100.00%)
Webinars on components of the APAS system (n = 2)	2 (100.00%)	1 (50.00%)
Receiving coaching (n = 2)	2 (100.00%)	1 (50.00%)
Joining a peer discussion group (n = 2)	2 (100.00%)	1 (50.00%)
Other (please specify) (n = 0)		

**8. Are you interested in adding the SAYO-Youth survey at your site? (n = 5)**

- Yes 3 (60.00%)
- No 0 (0.00%)
- Not at this time 2 (40.00%)

## Appendix E: Wyoming Pilot Site Staff Questionnaire

As a WYAA Pilot Site, we would like your feedback on the work to date.

Please feel free to be completely honest and forthright, your answers are anonymous. Add any additional information that you deem important for us to know.

1. Was your Quality Advisor helpful in guiding program improvement work at your site? (*n* = 12)
  - Yes 7 (58.33%)
  - No 5 (41.67%)
  - (Please elaborate.)
    - I wasn't aware that we had a quality advisor anymore.
    - She was a great teacher! She was patient and attentive to the needs of the program.
    - No one came here to visit.
    - I'm not sure who our quality advisor is.
    - This is my first year as director of my program, and I'm not sure who our quality advisor was.
  
2. APT and/or SAYO results from my site(s)... (check all that apply) (*n* = 10)
  - Were discussed at a meeting or debrief. 9 (90.00%)
  - Informed a program improvement plan or other program planning process. 7 (70.00%)
  - Are shared internally with program staff. 8 (80.00%)
  
3. I can think of one or more changes at my afterschool/OST program site that is a direct result of our implementation of the APAS system (*n* = 10)
  - True 10 (100.00%)
  - False 0 (0.00%)
  - (Please elaborate or clarify.)
    - Since implementing the APAS system, staff are visibly more aware of students' behavior.
    - Staff planning and student led activities.
    - Better lesson planning.
    - Need to work on getting more positive behavior outcomes.
    - We made several structural and logistical changes based on the APAS results.
  
4. As a result of using APAS, the biggest impacts at my site in 2013–14 were... (check all that apply) (*n* = 10)
  - Identified improvement goals. 9 (90.00%)
  - Prioritized the quality improvement process. 4 (40.00%)
  - Made changes to programming or practices. 7 (70.00%)

- Relationships with youth were strengthened. 8 (80.00%)
- Staff focused on helping youth reach SAYO outcomes. 7 (70.00%)
- Staff were actively involved in the quality process. 5 (50.00%)
- Reflection opportunities are part of our ongoing practices. 4 (40.00%)
- Other (please specify). 0 (0.00%)

5. Did you implement the steps outlined in your 2013–14 Action Plan? (n = 10)

- Yes, and accomplished our plan. 1 (10.00%)
- Yes, and continuing to work on it. 9 (90.00%)
- Had difficulties that prevented us from undertaking the work (please describe). 0 (0.00%)

6. Will you need support to continue using the APAS tools as part of your Quality Improvement Process in the future? (n = 10)

- Yes, I need support to continue this work. 6 (60.00%)
- No, I will continue to work without additional support. 4 (40.00%)
- No, I do not plan to continue to use the APAS tools (please elaborate). 0 (0.00%)

7. Which of the following supports will you need in order to continue your program improvement work at your site (select all that apply)? (n = 5)

	For myself	For others at my site(s)
In-person training on the APAS system (n = 3)	3 (100.00%)	2 (66.67%)
Online training on APAS system (n = 2)	2 (100.00%)	1 (50.00%)
Conference calls about using the APAS system (n = 1)	1 (100.00%)	0 (0.00%)
Webinars on components of the APAS system (n = 3)	3 (100.00%)	1 (33.33%)
Receiving coaching (n = 3)	3 (100.00%)	0 (0.00%)
Joining a peer discussion group (n = 0)	0 (0.00%)	0 (0.00%)
Other (please specify) (n = 0)		

8. Are you interested in adding the SAYO-Youth survey at your site? (n = 9)

- Yes 4 (44.44%)
- No 0 (0.00%)
- Not at this time 5 (55.56%)

## **Appendix F: Associated Activities Towards a Statewide System of Quality Improvement**

This report marries two parallel activities by NIOST and TMG that form the foundation of a path for a statewide quality improvement system. According to WYAA, key components achieved by this project (TMG surveys, training, adoption of quality tools, etc.) have put in motion strengthening of OST programs throughout the state. To this end, we conclude by touching on important associated activities along this path. The following list describes current and future activities that can continue to build a statewide system of support for Wyoming's youth.

- The APT tool has been adapted by Wyoming 4-H, bringing continuous quality improvement and measurement to this long-established statewide youth development organization. A full adoption of the tool is anticipated over the next five years.
- Wyoming's 21st CCLC sites formally adopted APAS in 2014. Over the summer of 2014, training on APT, SAYO-S, and SAYO-Y was conducted for all grantees and contractors.
- Career Development Statewide Framework recommendations were made in 2014 to the WYAA Board of Directors by NIOST using a continuum approach for including Early Childhood Education and Youth Development in a coordinated professional development system.
- A recommendation to the WYAA Board of Directors was made in 2014 for the development of statewide quality program standards. These standards will be coordinated with the Early Childhood Education Quality Guidelines.
- Online professional development courses for OST professionals are available via Central Wyoming College.