

# School's Out Washington Best Starts for Kids Out-of-School Time Grant Strategy Data Placemat October 2019

This data placemat has been prepared as a part of Public Profit's independent evaluation of the School's Out Washington (SOWA) Best Start for Kids (BSK) Out-of-School Time (OST) grant strategy. This placemat brings together data from multiple sources: grantee reports from Spring 2019, SEL PQA scores for Fall 2018 and Spring 2019, and training attendance and coaching utilization data.

Data from the grantee reports represents 12 people of color-led (POC-led) organizations and 7 place-based collaboratives, for a total of 19 organizations/collaboratives\*. Place-based collaboratives reported data at the collaborative level: the primary organization provided youth-level data on behalf of all organizations in the collaborative. The placemat is arranged in the following sections: program enrollment and attendance, youth demographics, SEL PQA data, training attendance and coaching utilization, and youth outcomes.

## Program Enrollment and Attendance in 2018-19

### Total Unduplicated Youth Served

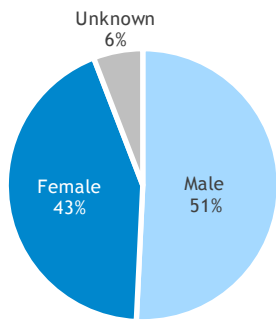


	Average Daily Attendance: Elementary School	Average Daily Attendance: Middle School	Average Daily Attendance: Total	Average Daily Attendance: The average number of participants who attended the program each day.		Total # of Waitlist Youth	# Orgs/ Collabs with an Active Waitlist
POC-led	282	143	425		POC-led	73	4
PBC	448	136	584		PBC	84	3
Overall	730	279	1009		Overall	157	7

## Youth Demographics in 2018-19

This section shows youth demographics (gender, race/ethnicity, and special populations) from the 2018-19 program year.

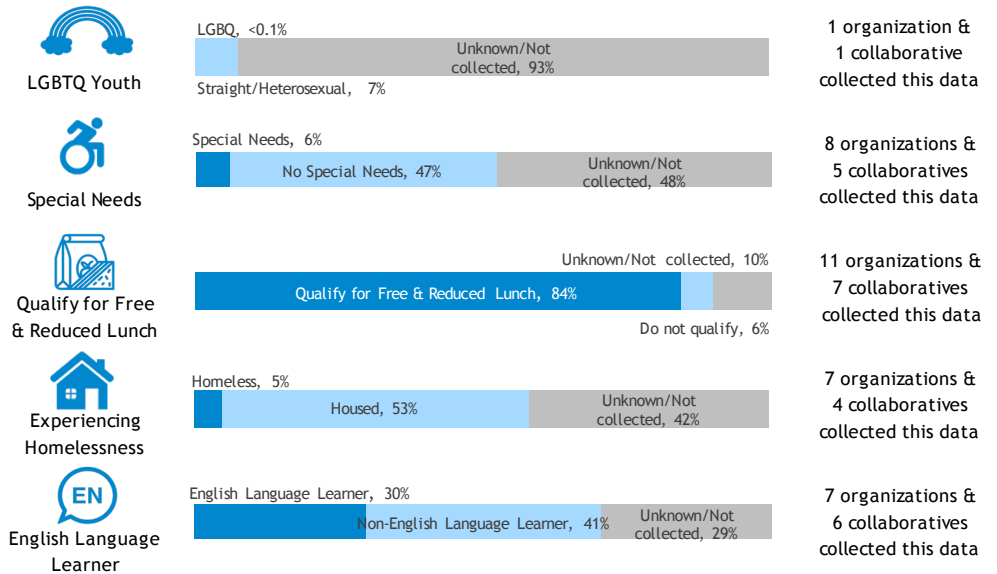
### Youth Gender



11 organizations & 7 collaboratives collected this data

Note: No orgs/collaboratives reported that they collected data on how many youth self-identified as transgender or cisgender.

### Youth Special Populations



Organizations/collaboratives "collected the data" if they reported one or more youth in either demographic category (e.g. special needs/no special needs), or reported zero youth as "unknown/not collected".

### Youth Race/Ethnicity

Black or African American	770 (39%)	Asian	274 (14%)	Middle Eastern or North African	163 (8%)
African American	233 (12%)	Chinese	107 (5%)	Pacific Islander	35 (2%)
Somali	319 (16%)	Filipino/a	59 (3%)	Samoan	9 (<1%)
Ethiopian	53 (3%)	Vietnamese	36 (2%)	Other Pacific Islander	9 (<1%)
Other Black/African American/African	45 (2%)	Asian Indian	7 (<1%)	Native Hawaiian	12 (1%)
Latino(a)/Hispanic/Spanish origin	423 (21%)	Other Asian	13 (1%)	American Indian or Alaska Native	19 (1%)
Mexican, Mexican-American, Chicano	68 (3%)	Korean	3 (<1%)	Multiracial	59 (3%)
Cuban or Puerto Rican	6 (<1%)	Japanese	2 (<1%)	Unknown	92 (5%)
Other Latino/a/x	74 (4%)	White	244 (12%)		

Note: Youth could be counted in multiple categories to reflect their identities.

Sources: BSK Performance Measurement Report, collected July 2019, data from September 2018 - June 2019.

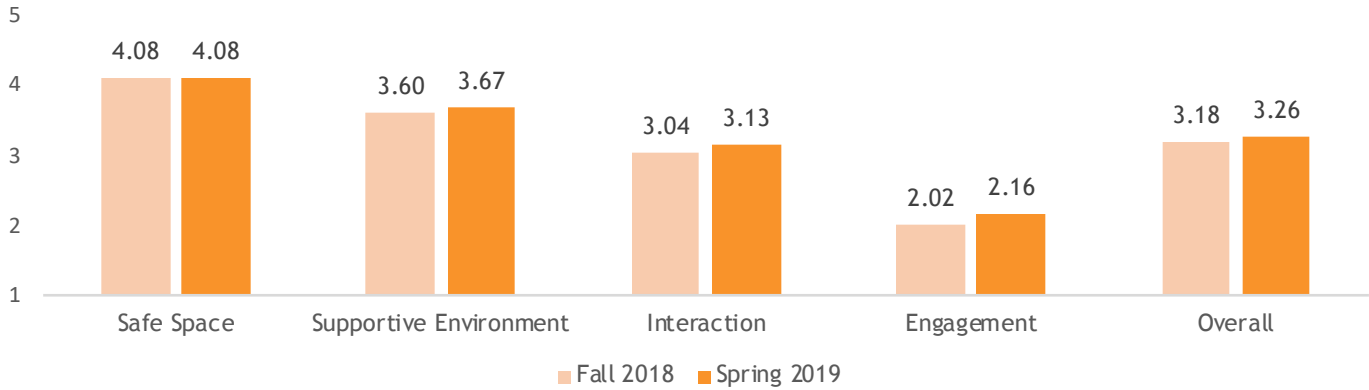
\*31 unique organizations are receiving funding; two organizations (Techbridge Girls and Somali Youth and Family Club) are part of two place-based collaboratives and one organization (Arts Corps) is part of a place-based collaborative and also has a POC-led grant. Additional sites for Neighborhood House (Seola Gardens and Highpoint) are included in the data for place-based collaboratives.

## SEL PQA Scores

This section shows the domain-level and scale-level SEL PQA scores averaged across all organizations and collaboratives.

Ratings range from 1 to 5. The ratings indicate the following levels of performance:

- A rating of 1 indicates that the practice was not observed during the observation, or that the practice is not a part of the program.
- A rating of 3 indicates that the practice was implemented relatively consistently across staff and activities, based on the observation.
- A rating of 5 indicates that the practice was implemented consistently and well across staff and activities, based on the observation.



<b>+</b> increase > 0.1 from fall to spring	<b>-</b> decrease > 0.1 from fall to spring
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	Fall 2018	Spring 2019	Change		Fall 2018	Spring 2019	Change
<b>SAFE SPACE</b>	4.08	4.08		<b>INTERACTION</b>	3.04	3.13	<b>+</b>
Emotional Safety	3.77	3.61	<b>-</b>	Belonging	4.25	4.37	<b>+</b>
Warm Welcome	3.93	4.11	<b>+</b>	Collaboration	3.33	3.39	
Interaction with Adults	4.53	4.51		Responsibility	3.93	4.31	<b>+</b>
<b>SUPPORTIVE ENVIRONMENT</b>	3.60	3.67		Leadership	1.48	1.64	<b>+</b>
Emotion Coaching	2.41	2.68	<b>+</b>	Empathy	2.14	1.97	<b>-</b>
Session Flow	4.37	4.49	<b>+</b>	<b>ENGAGEMENT</b>	2.02	2.16	<b>+</b>
Skill Building	3.47	3.34	<b>-</b>	Planning	1.54	1.72	<b>+</b>
Encouragement	3.56	3.73	<b>+</b>	Problem Solving	2.59	2.77	<b>+</b>
Active Learning	3.63	3.56		Reflection	2.23	2.23	
Choice	4.14	4.23		Mindfulness	1.71	1.90	<b>+</b>

## Training Attendance and Coaching Usage

This section shows training attendance for all trainings offered through summer 2019 and coaching hour usage in 2019. The training attendance sections show the number of grantees who attended each training event. Some of the quality trainings are separated by Phase 1/Phase 2, as organizations were only required to attend trainings relevant for their phase. Capacity trainings and quality trainings held in 2019 were required for all organizations. Grantees were counted as having attended the event if they had one or more representatives in attendance.

Key: Fewer than 50% of grantees attended the training 51-75% of grantees attended the training More than 75% of grantees attended the training ▲ Youth Work Methods Training

### Quality Trainings and Learning Community Meetings (LCM)

Phase 2 only (14 organizations total)		Phase 1 only (19 organizations total)	
Training name	% grantees attended	Training name	% grantees attended
YPQI Kick-Off (3/5/2018)	86%	YPQI Pre-Training (3/20/2018)	84%
SEL PQA Basics (any session in 3/2018)	64%	YPQI Pre-Training (4/19/2018)	53%
Planning with Data (6/1/2018)	43%	YPQI Kick-Off (9/12/2018)	79%
Ask Listen Encourage (10/4/2018) ▲	71%	SEL PQA Basics (9/18/2018)	95%
Planning & Reflection (10/4/2018) ▲	50%	Planning with Data (11/29/2018)	84%
Planning with Data (11/27/2018)	79%	LCM (1/25/2019)	84%
LCM (10/18/2018)	86%		
LCM (1/24/2019)	100%		

### All grantees (33 organizations total)

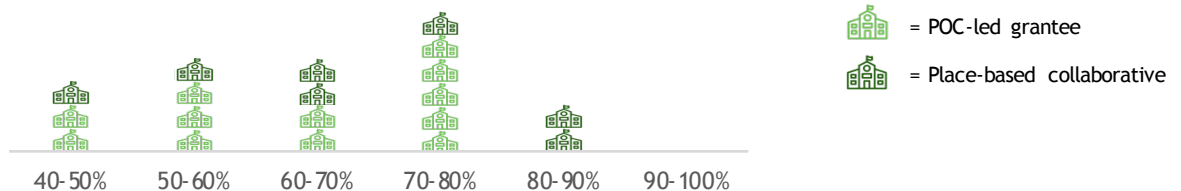
Planning & Reflection (3/14/2019) ▲	39%	Empathy & Emotional Management (3/15/2019) ▲	36%
Structure & Clear Limits (3/14/2019) ▲	48%	SEL PQA Basics (3/29/2019)	33%
Ask Listen Encourage (3/15/2019) ▲	36%	Data LCM (any session)	88%

### Capacity Trainings and LCMs

Training name	% grantees attended	Training name	% grantees attended
YDEKC - Evaluation Planning (3/29/2018)	74%	Cultural Responsiveness (any session)	71%
YDEKC - Survey Design (4/17/2018)	90%	Data Placemat session at Bridge (10/29/2018)	85%
Trans Inclusiveness Panel (8/14/2018)	64%	Water Safety Training (6/14/2019)	55%
Structural Racism (any session)	58%		

### Coaching Hours Used

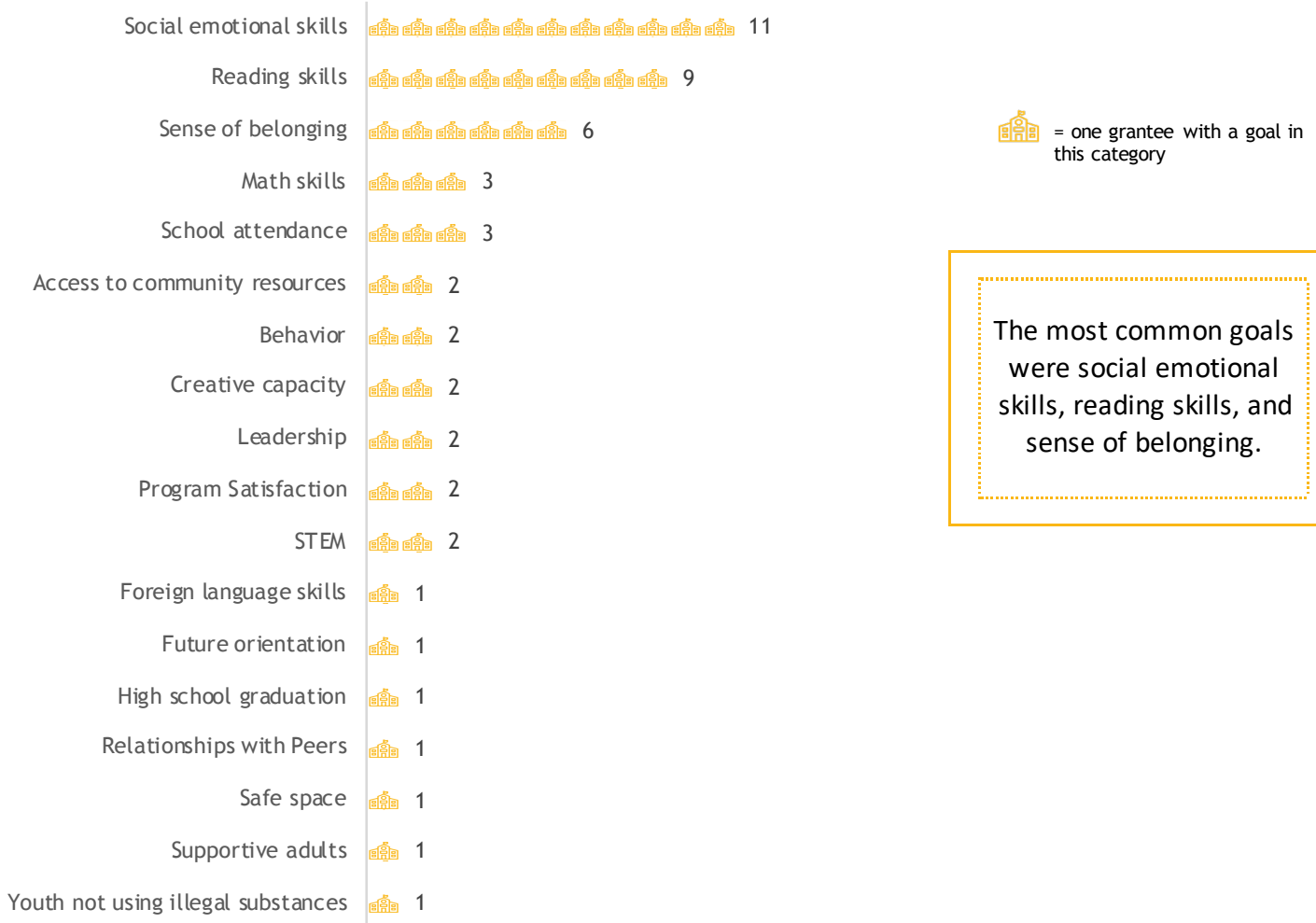
This chart shows the percent of coaching hours used by grantees between January and September 2019. Each building represents one grantee (grantees within place-based collaboratives are represented collectively).



## Youth Outcomes

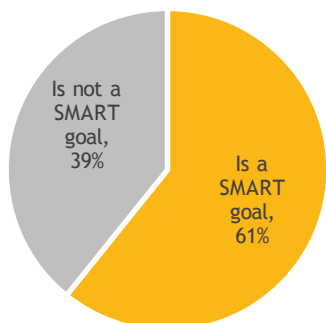
This section shows data from grantees' stated outcome goals in their performance measurement reports collected in July 2019. Grantees set one, two or three goals. SOWA classified each goal into a broad category, and determined whether the stated goal was SMART (Specific, Measurable, Attainable, Relevant, Time-bound), and whether the technique used to measure each goal was aligned.

### Category of Outcome Goal



### SMART Outcome Goals and Alignment of Measures

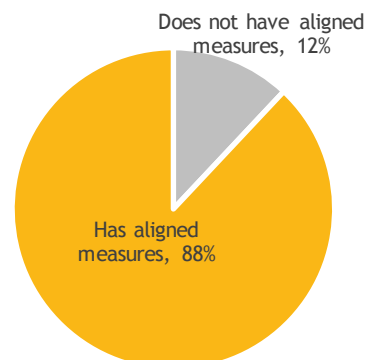
Is the outcome goal SMART?  
(Specific, Measurable, Attainable, Relevant, Time-bound)



*An example of a strong SMART goal:*

75% of youth served will report that they learned how to hula hoop in the program by June 2019.

Are the measures designed to appropriately measure the goal?



*An example of an aligned measure:*

Youth are asked on the end-of-year survey fielded in June 2019: "In this program, I learned how to hula hoop."