

# WI DPI Disclaimer

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the  
**forum**  
FOR YOUTH INVESTMENT

# Exploring the Ingredients of Continuous Quality Improvement to Improve Social and Emotional Learning

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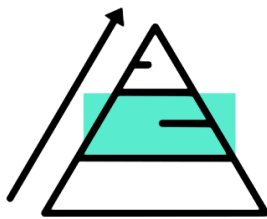
*April 22, 2021*



Improving & Aligning  
Policies



Planning and Partnering  
for Impact



Strengthening Practices  
and Programs

## About the Forum

The Forum is committed to changing the odds that all children and youth are ready for college, work, and life. We connect leaders to ideas, services, and networks that can help them make more intentional decisions that are good for young people, even in the face of limited resources. We help leaders who are trying to improve & align policies, plan & partner for impact, and/or strengthen programs & adult practice.



David P. Weikart Center for Youth Program Quality is a leader in empowering education and human service leaders to adapt, implement, and scale best-in-class, research-validated quality improvement systems to advance child and youth development. Training and technical assistance in quality improvement system design, effective performance data, and lower stakes accountability has helped OST networks across the country be successful, scale-able, and sustainable. The Weikart Center is a critical part of the Forum for Youth Investment's overall effort to build leadership capacity to advance readiness and equity.

*The Forum for Youth Investment is also the proud parent organization of:*



# Welcome & Check-In

In the chat box, please share...

- Name
- Pronouns
- Role
- How you're doing in dog scale...

how are you doing today,  
in dog scale?





# Learning Objectives

Participants will:

- understand the elements of continuous quality improvement (CQI) and how they can be used to improve social and emotional learning.
- develop a shared vision of high quality through the Wisconsin Model Early Learning Standards and the aligned Social and Emotional Learning Program Quality Assessment (SEL PQA) from the Weikart Center.
- Learn how to incorporate performance feedback into a continuous improvement process.
- Engage staff, youth, and other stakeholders in the process.

# Agenda

- Opening Activity: Discuss why we talk about quality & what it takes to support social emotional learning
- Central ideas and Practice: Exploring the ingredients of Continuous Quality Improvement
- Application: CQI journeys to support Wisconsin's SEL competencies
- Implementation: Action planning
- Closing: Reflection & resources

# Why do we talk about “quality?”

Why am I here?

**We are here because  
instructional quality matters.**



It's more important than ever that we are providing safe and supportive learning environments for kids because,

**Child and youth  
development matters.**

# Researchers Agree on What It Takes to Support Development

*The National Research Council & Institute for Medicine list the following key features of positive youth development settings:*

- Physical and psychological safety
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill-building
- Integration of family, school and community efforts

- Community Programs to Promote Youth Development, 2002

# What does it take to support SEL?

With your partner, share...

- What does SEL mean to you?
- What are you doing in your program already to support SEL?

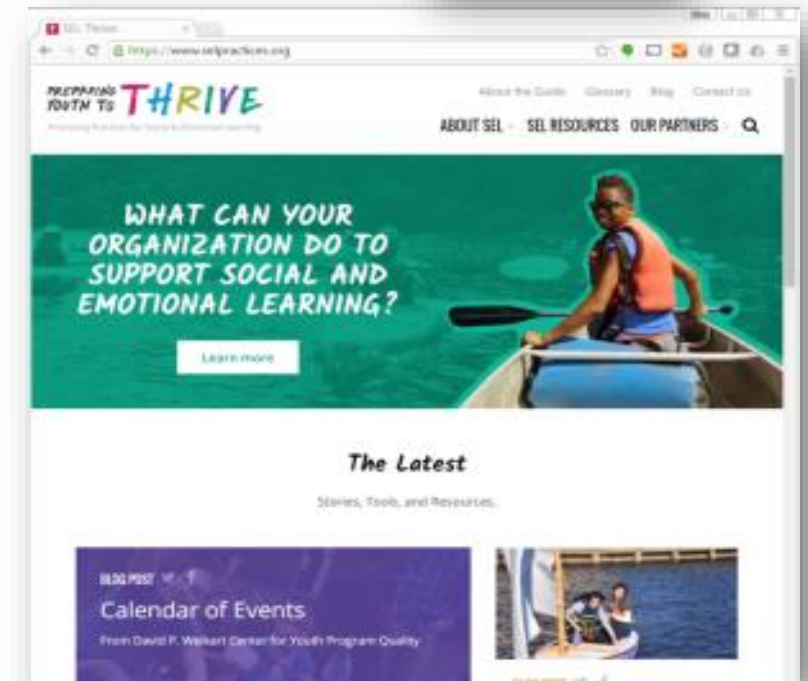
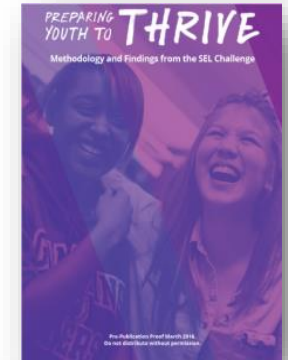
# SEL is defined as...

*The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2016).*

# Expert Practitioner Consensus on SEL

## SEL Challenge Findings

- Preparing Youth to Thrive: Promising Practices (2015)
- Methodology & Findings (2016)
- Preparing Children to Thrive (2019)
- Demonstration Project (2019)
- [www.selpractices.org](http://www.selpractices.org)







# How do we get there?

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# Ingredients of a Successful Continuous Quality Improvement System

- Shared vision of high quality
- Performance feedback
- Continuous improvement process and supports to engage in the process
- Incentives and guidelines for participation

# Shared vision of high quality

# Wisconsin Model of SEL Competencies

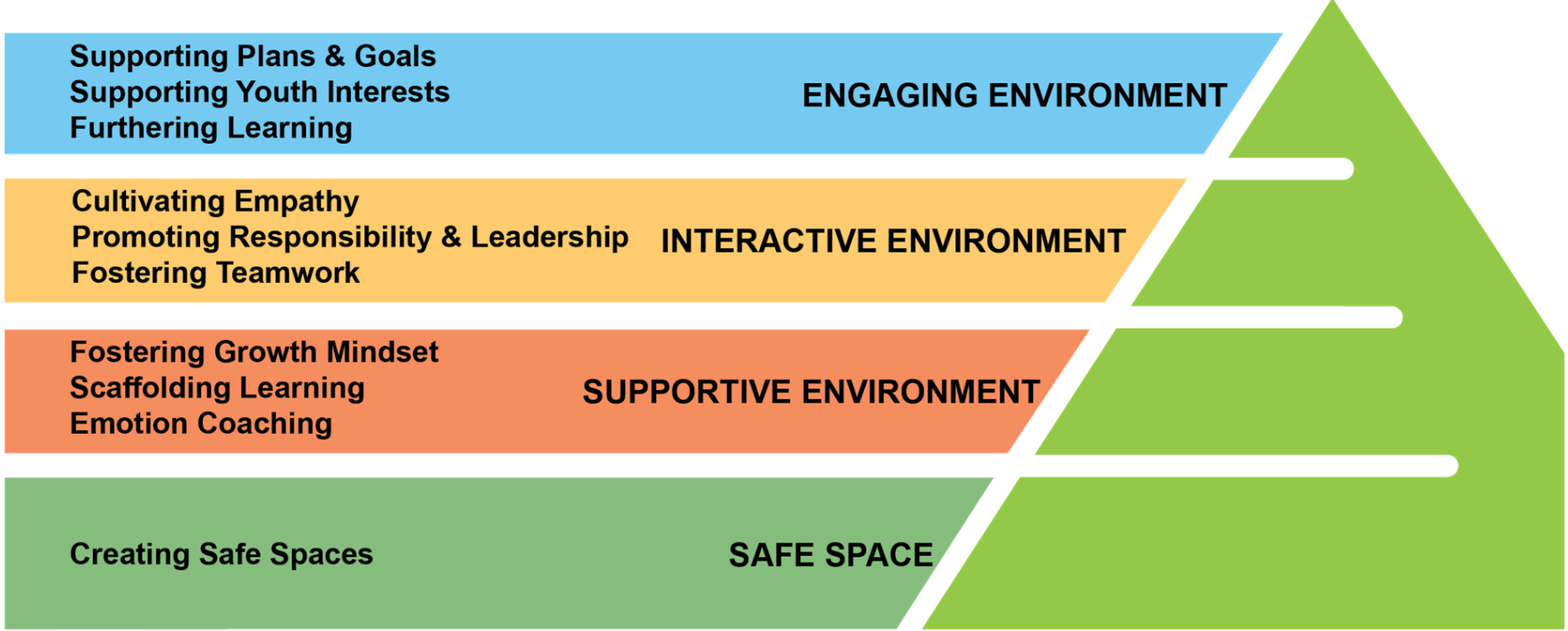
## Weikart Center's Program Quality Assessment Alignment with Social Emotional Competencies

Alignment of Weikart Center Assessments and Trainings with Wisconsin Model Early Learning Standards						
<p><b>Key:</b>                      Program Quality Assessment (PQA)                      Social and Emotional PQA (SEL)                      Youth PQA (Y)                      School-Age PQA (SA)</p> <p>(Note: If the Youth or School-Age PQA has a scale with a similar content and focus to that of a SEL PQA scale, just the SEL PQA scale name is listed, but all aligned assessments are listed in parenthesis. For instance, <i>Supporting Plans and Goals</i> is a SEL PQA scale; <i>Planning</i> is a similar Youth PQA scale and <i>School-Age Planning</i> a similar School-Age PQA scale, which is indicated below as: <i>Supporting Plans and Goals</i> (SEL, Y, SA). Collaboration (Y) corresponds to Fostering Teamwork (SEL).</p> <p><b>Note:</b> The PQA assessments are available for free download from <a href="http://www.forumfyi.org">www.forumfyi.org</a>. For more information on the Youth Work Methods training workshops, contact <a href="mailto:info@cvpq.org">info@cvpq.org</a>.</p>						
EMOTIONAL DEVELOPMENT (PK-5 <sup>th</sup> Grade)						
Understand and manage one's emotions						
No.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	PK-5K	1st-3rd	4th-5th
1	• Emotion Coaching (SEL)	• Emotion Coaching	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL1	Learners will be able to recognize and label a variety of their own basic emotions.	Learners will be able to recognize and label a variety of complex emotions in self and others.
2	• Emotion Coaching (SEL)	• Emotion Coaching	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL1	Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.	Learners will be able to express their emotions to self and others in respectful ways.
3	• Emotion Coaching	• Emotion Coaching	Self-Management	Learners will be able to, with adult guidance, display age appropriate self-	Learners will be able to, with adult guidance, demonstrate a variety of	Learners will be able to, with minimal adult guidance, manage emotions

## Weikart Center's Program Quality Assessment Alignment with Social Emotional Competencies

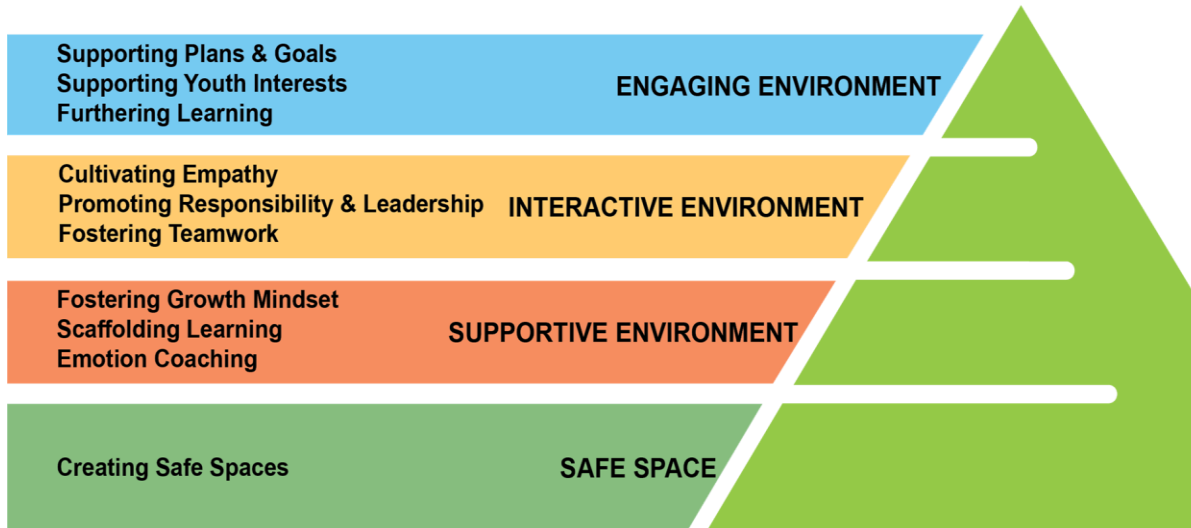
SOCIAL COMPETENCE (Pre-K - 5th Grade)						
	Spaces (SEL) • Fostering Teamwork (SEL, Y)	Community		adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain III B EL2C	in simple terms how words, tone, and body language are used to communicate with others.	communicate clearly, listen well, and cooperate with others to build healthy relationships.
7	• Creating Safe Spaces (SEL)	• Structure and Clear Limits • Building Community	Relationship Skills	Learners will be able to adapt behavior based on adult directives.	Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues.	Learners will be able to independently adapt behavior based upon peer feedback and environmental cues.
8	• Creating Safe Spaces (SEL) • Fostering Teamwork	• Cooperative Learning	Relationship Skills	Learners will be able to participate in cooperative play with peers. WMELS Domain II C EL2	Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	Learners will be able to work cooperatively and productively in a group to accomplish a set goal.
SOCIAL COMPETENCE (Pre-K - 5th Grade continued)						
establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large						
io.	Aligned PQA Scales	Training Methods Workshops	CASEL Domain	PK-5K	1st-3rd	4th-5th
9	• Reframing Conflict • Emotion Coaching • Cultivating Empathy (SEL)	• Reframing Conflict	Relationship Skills	Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. WMELS Domain II C EL4	Learners will be able to understand the perspective of others in a conflict situation.	Learners will be able to identify cause and effect of a conflict.
0	• Emotion	• Reframing Conflict	Decision Making	Learners will be able to, with	Learners will be able to, with	Learners will be able to make

# SEL Pyramid of Program Quality Standards



# From Standards to Outcomes

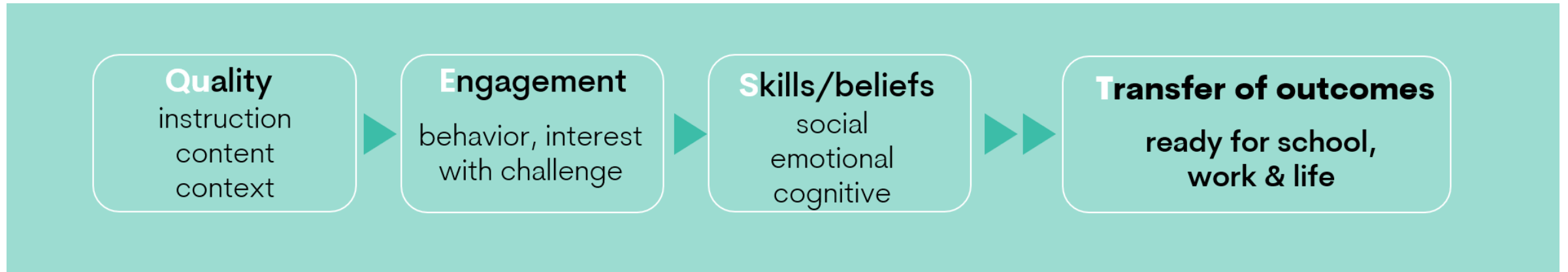
## Staff practices



## Youth Outcomes



# How Learning Happens





# Performance Feedback

# Performance Data Characteristics

- **TIMELY**– Available in real time
- **FEASIBLE** – Resource use is minimized
- **OBJECTIVE and ACTIONABLE** – Focused on behaviors/conditions
- **MULTI-PURPOSE** – Data collection and use is a learning experience

# Assessing Staff SEL Practices

III. INTERACTIVE ENVIRONMENT: FOSTERING TEAMWORK | PROMOTING RESPONSIBILITY AND LEADERSHIP | **CULTIVATING EMPATHY**

## CULTIVATING EMPATHY

Staff support young people in practicing empathy skills

### ITEMS

1 Staff do not provide young people with an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity.

3 Staff provide young people an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity but not its sole focus (e.g., staff have young people discuss and plan what organizations might be open to their community action project).

5 Staff provide young people with an intentional activity where listening, understanding, and acknowledging the personal stories, experiences, feelings, culture, or viewpoints of others is the sole focus of the activity (e.g., staff have young people in small groups share about an experience that shaped their life).

### SUPPORTING EVIDENCE/ANECDOTES



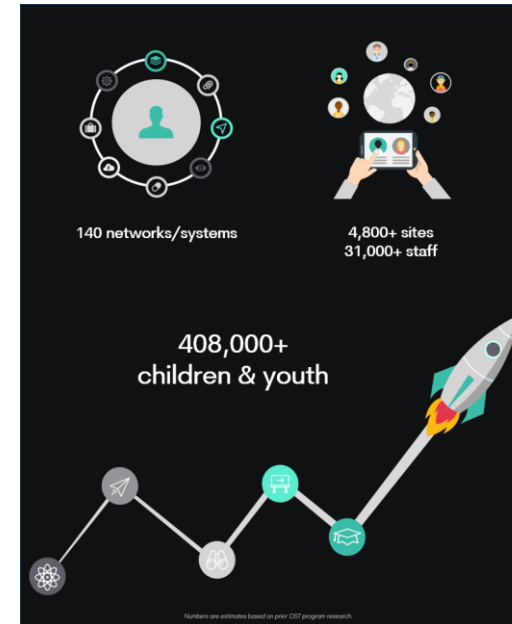
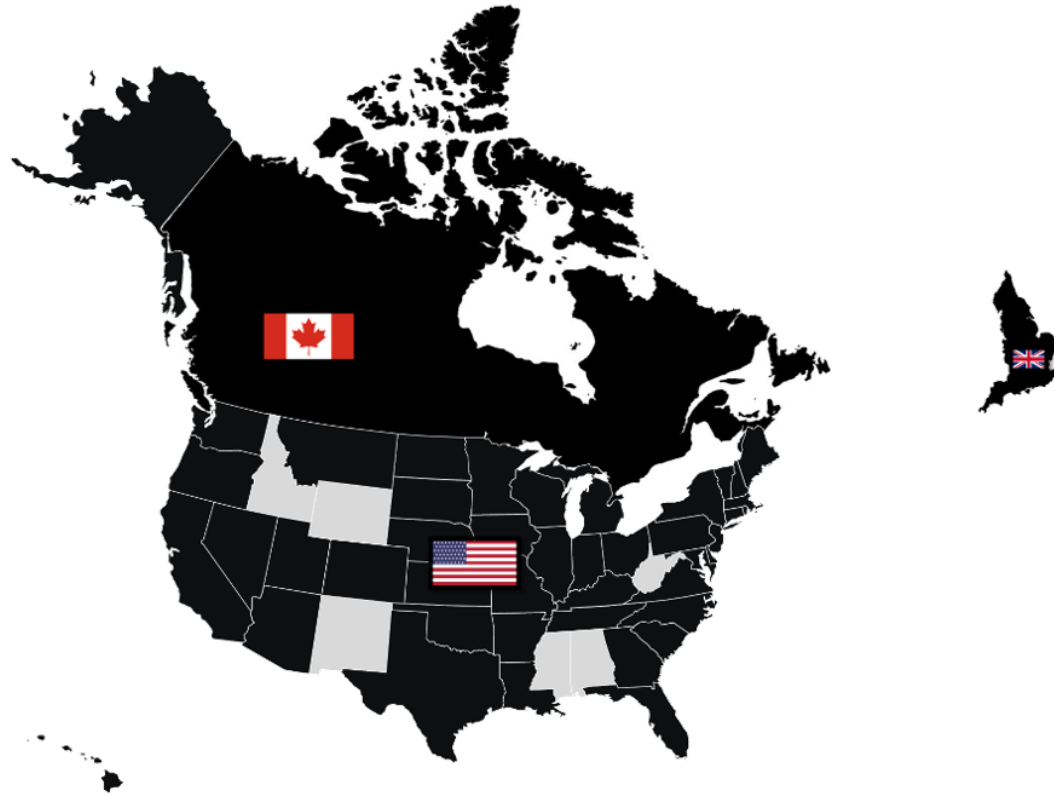
1.

# Continuous Improvement Process

# The Youth Program Quality Intervention



"Sites that engage in these continuous improvement practices are set up to give attention and care to their most important product – the program experiences of their youth participants. "





# Aligned Supports

**1** quality assessment

**2** improvement planning

**3** coaching by site leaders to support staff practice

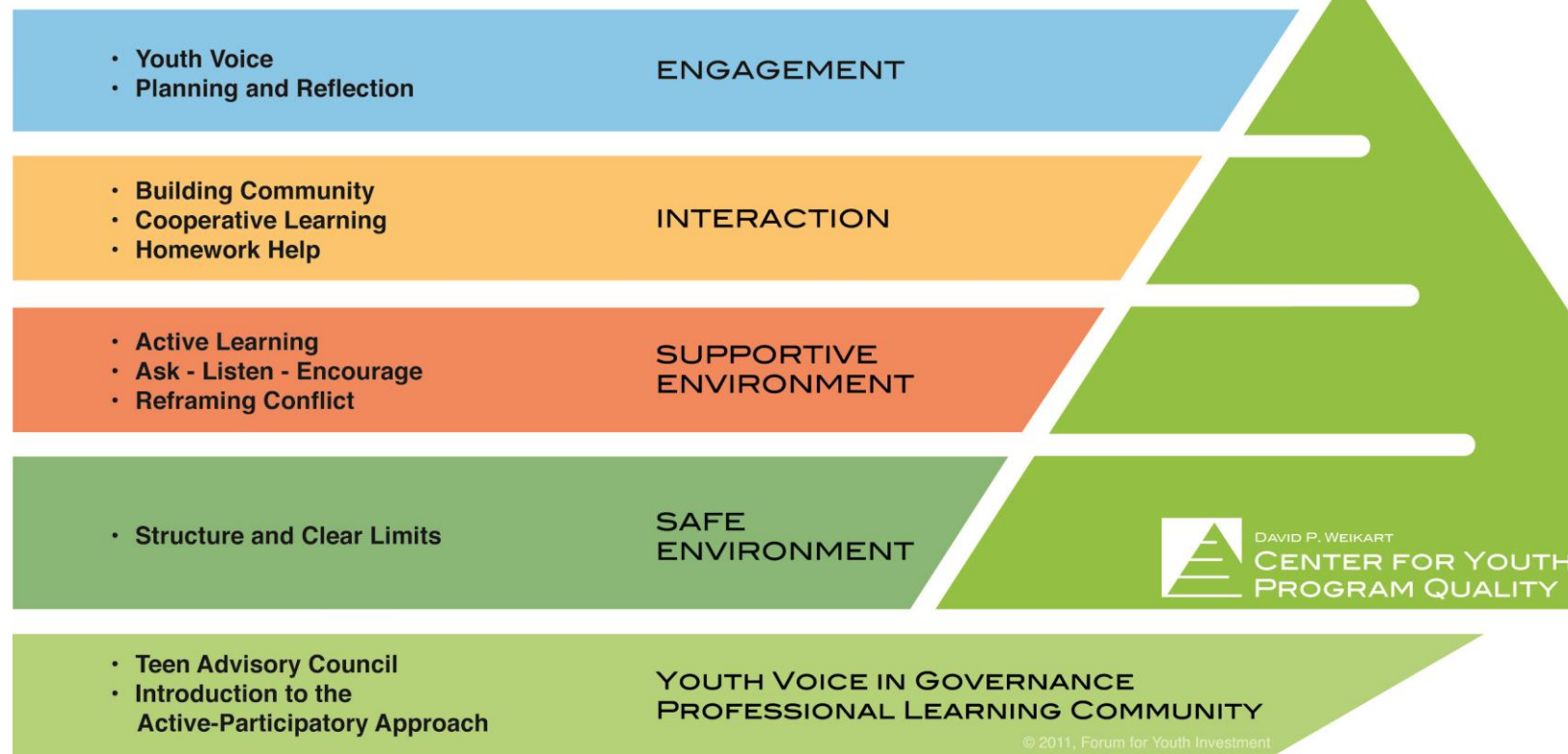
**4** staff attendance at targeted trainings for professional skill building

# It Takes A Village

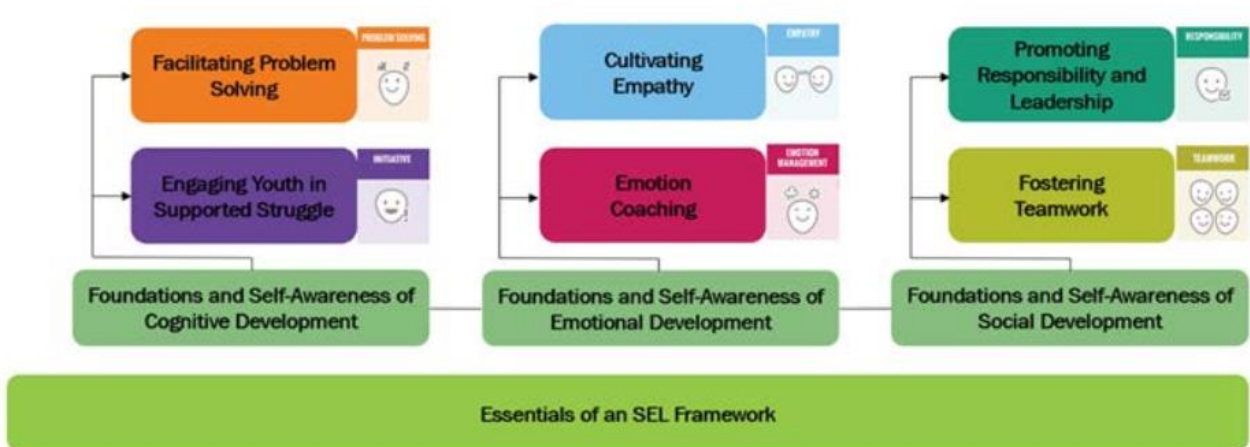
Training Supports

	Network Leader	Site Leader	Program Staff	External Assessors	Network Consultants, Trainers, and/ or Coaches
<b>ASSESS</b>	Plan trainings	Attend <i>PQA Basics</i> (live or online)*	Attend <i>PQA Basics</i> (live or online)*	Attend <i>External Assessor Reliability Training</i>	Support site team through program self assessment
	Coordinate external assessments	Train staff and lead team program self assessment (Form A and B)	Participate in program self assessment	Conduct external assessment (Form A and B)	Attend <i>Youth Work Management Training of Trainers</i>
	Manage program self assessment	Attend <i>Scores Reporter Webinar</i>			Attend <i>Youth Work Methods Training of Trainers</i> Attend <i>Coaching for Continuous Improvement Training</i>
		Enter data into Online Scores Reporter			

# Targeted Training for Professional Skill Building



DAVID P. WEIKART  
CENTER FOR YOUTH  
PROGRAM QUALITY



# Incentives and Guidelines for Participation

# Types of incentives

- Monetary – requirement of funding
- Professional Learning Community
- High quality professional learning
- Heightened awareness of individual performance
- Access to data
- Performance feedback
  - Supervisor review
  - Customer review

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# Low Stakes Accountability

- A majority of individuals must:
  - Have access to evidence-based supports known to improve performance.
  - Be capable of attaining the performance level with reasonable time and effort.
  - Consider attainment of the performance level to be a “good use” of time and effort.
  - Believe that the measure of performance is precise and fair.
  - Are not threatened with loss of professional status or income as a result of a single low score, and without recourse.

# Changes in youth behavior motivate staff

“Friday is fun day, and we do not usually have our academic time. One kid actually ran over to the education specialist to say, “Hey, are we doing that emotion thing today?” And she dropped what she was doing and did it with him. ... he was dealing with something ... and felt comfortable enough to ask. I think that was really powerful that what we are doing is really important for our kids.”



PREPARING  
YOUTH TO **THRIVE**

# Putting it all Together: Let's Practice!



# Continuous Quality Improvement in Action

What do we want to focus on?  
(WI SEL competency)

Learners will be able to recognize and respect that individual differences are important to self and others.

What does high quality look like?  
(SEL PQA items from Cultivating Empathy scale)

Staff provide young people with an intentional activity where listening, understanding, and acknowledging the personal stories, experiences, feelings, culture, or viewpoints of others is the sole focus of the activity.

Staff provide explicit opportunities for all young people to affirm, appreciate, or show kindness to others.

How do we measure it?

Self-assessment using the SEL PQA

How do we use that data to improve?

Set a goal around this practice with your staff/colleagues.

When will we check back in to see how we're doing?

Identify a timeline for your improvement cycle. (1 week, 2 months, a full program season, etc)

What resources or supports do we need to have in place to improve?

What coaching, training, or other supports might we need?

# Taking It Back: Action Planning

- ✓ Use the crosswalk to choose an SEL competency to focus on with your team.
- ✓ Download the SEL PQA to explore the best practice aligned to the competencies and how to measure it in your program.
- ✓ Use the Assess- Plan- Improve Implementation Worksheet to map out how you will improve these practices in your program.

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Note: The PQA assessments are available for free download from [www.bounfy.org](http://www.bounfy.org). For more information on the Youth Work Methods training workshops, contact [info@bounfy.org](mailto:info@bounfy.org).

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## SEL PQA

October 2019



Organization name: \_\_\_\_\_

Site/Program name: \_\_\_\_\_

Name of program offering(s) observed: \_\_\_\_\_

Name of staff member(s) observed: \_\_\_\_\_

Date of observation: \_\_\_\_\_

Worksheet

Start to focus on implementing and improving practices in your program.

What SEL competency are you and your staff want to focus on for more conversation and improvement?

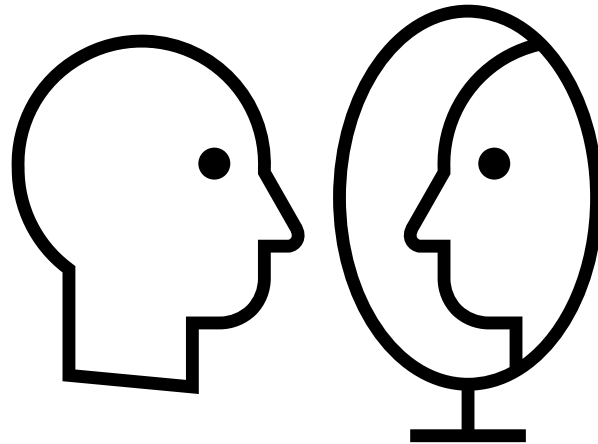
Assess	Plan	Improve
How are we doing now? Which SEL PQA scale aligns to this competency? What does "best practice" look like?	How long will this area be a focus? When will we check back in? (e.g., 1 week, 2 months, a full program season, etc.)?	What resources or supports do we need to have in place to improve (e.g., trainings, coaching, opportunities to meet regularly to plan, etc.)?



Visit us online for training and support  
[www.forumfyi.org/weikartcenter](http://www.forumfyi.org/weikartcenter)

# Reflection

A commitment I am making to myself as a result of what I've learned today is...



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# Get in touch with us!

CQI Process, Training & Supports:

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Alignment Tool, Measures:

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