

Exploring the Relationship Between Continuous Improvement Culture and Afterschool STEM Program Quality | AWARD #1906490

In Collaboration with: California DOE, Expanded Learning Division, expandedlearning@cde.ca.gov

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Project Description

Project aims to understand how culture change efforts at state department level impact CQI policy implementation regionally and locally at afterschool sites, as well as implications for site STEAM programming.

Key Achievements

- First mixed methods study of statewide CQI implementation and STEAM programming using sensemaking and systems theory
- CQI is enacted in policy-compliant, but not high-quality ways, limited by fragmented and loosely connected systems
- STEAM activities focus on identity and interests, but less on content

Audience & Settings

Audience:

System actors throughout the state, from youth and staff at site level to leaders at the state level

Disciplinary area: STEAM, Continuous Improvement

Learning environment:

Statewide system of afterschool programs in California, state-funded programs, and extended day sites

Access and Inclusion

Our work explores how afterschool sites have been using data-informed best practices to increase access to essential educational opportunities not immediately available to all students. Such access can support students in developing positive, affirming identities around who they are as learners, their assets and capabilities, and their possible futures.

<https://cistemresearch.org/>

