PASA works hard to ensure that all of our partners engage in high quality practices that lead to long-term youth outcomes. We have a three-person Quality Department focused on using relevant data to zero-in and improve educator practice through professional development workshops, coaching, and supports. PASA's professional development is well researched and developed, so much so that Providence Public Schools has repeatedly allowed teachers to count their participation in PASA's PD towards their professional development hours.

PASA has a history of proven results. According to a study conducted by Public/Private Ventures, young people who regularly participated in the AfterZone, PASA's middle school out-of-school time model had better academic and developmental outcomes than their nonparticipating peers. Specifically, Public/Private Ventures found that, when compared to nonparticipating peers, AfterZone youth:

- Had 25% fewer school absences and had math grades that are 1/3 of a grade higher (e.g., a B- to a B)
- Those students who attend 32 or more days of the AfterZone per year had higher scores on standardized math tests, had higher math, ELA and science GPAs, and reported greater school connectedness
- Those students who reported high levels of engagement in the AfterZone thought more about their future, had better social skills, and demonstrated more positive behavior

PASA's success has also been cited in a number of recent publications including: From Niche to Necessary: Scale and Sustainability Lessons from the Frontiers in Urban Science Education (FUSE) Initiative; Expanding the Boundaries of Education: Two Cities' Efforts to Credential Real-World Skills Through Digital Badges; From a Nation at Risk to a Nation at Hope; and Social and Emotional Learning in Out-of-School Time: Foundations and Futures.

Utilizing the Youth Program Quality Assessment observation tool, PASA is able to track the impact of targeted professional development on educator practice. For example, in the summer of 2016 PASA found that educators struggled in engaging students in effective planning techniques. In that same summer, educators also failed to effectively facilitate learning reflections with their students. As a result, PASA focused on both planning and reflection in the following year's professional development. In the summer of 2017, utilizing the same observation tool, educators displayed a notable increase in their use of both planning and reflection with students. These types of results are not atypical, as PASA regularly uses data from instructional observations to offer targeted PD to improve educator practice.

To assess youth social and emotional outcomes, PASA utilizes both youth self-reporting surveys as well as educator surveys of individual youth. In the 2017-2018 academic year, educators completed pre-post surveys using the Survey of Academic and Youth Outcomes-Teacher (SAYO-T) on participants. Findings showed positive change in the communication, perseverance adult relations, problem solving, learning engagement, and initiative scales. Similar positive findings were also noted on youth self-report surveys. Lastly, educators have repeated provided PASA feedback that our professional development is the most engaging and effective learning opportunities in which they have the opportunity to participate.