



Continuous Education:

From Building Your Team to
Identifying Needs

New Grantee Series:
Part 3
August 23, 2018



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FACILITATORS



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Lead Education Specialist



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Education Specialist

POLLS



Please respond to each of the following:

Have you downloaded any Course Tools?

Yes No

Have you explored the Learn More Library?

Yes No



AGENDA: WHAT TO EXPECT

- Six live webinars
- Interactive sessions
- Virtual Series webpage
- Must attend 5 out of 6 webinars to receive a certificate





REVIEW

- Described the laws, regulations and guidance behind 21st CCLC programs
- Explored the critical tasks within each project management process group
- Reviewed Y4Y tools and resources



WHAT IS CONTINUOUS EDUCATION?





OBJECTIVES

- Understand strategies for getting and keeping members on your program planning team
- Learn how to engage stakeholders
- Identify the types of data necessary for a needs assessment
- Utilize data to set SMART goals





BENEFITS OF CONTINUOUS EDUCATION

Imp **Impact on Students**

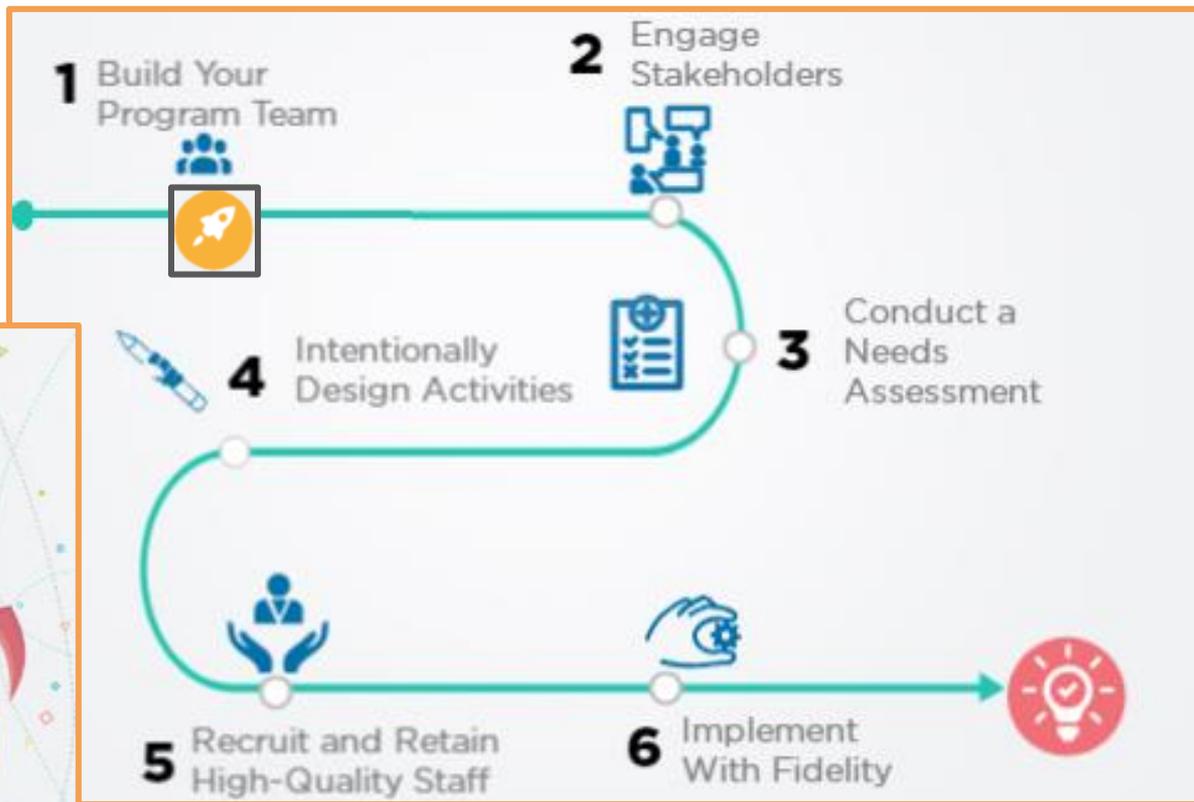
The goal

Those were helpful solutions! Ultimately, our goal is the same as the school day...

Increased learning opportunities

career-focused opportunities

SIX KEY COMPONENTS





1. BUILDING YOUR PROGRAM TEAM



Assistant Principal

Counselor

Principal

Food Service

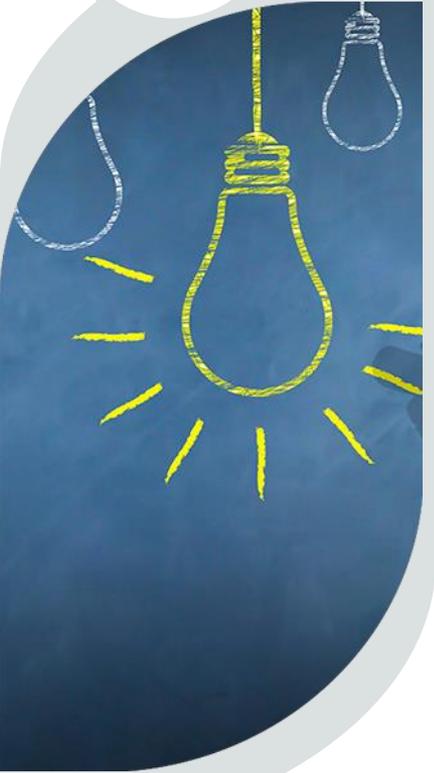
Curriculum Coord.

Board Member

Teacher

Maintenance

PROGRAM TEAM MEMBERS



- Collect and organize data
- Inform program goal development
- Guide curriculum decisions
- Support activity planning
- Assist with recruiting high-quality staff members
- Provide professional development



COMMUNICATION STRATEGIES

Key Component 1: Building a Program Team: Keep Them Engaged



Communication Plan



You for Youth | Continuous Education Through 21st CCLC Activities

1

Program Team Communication Process Form

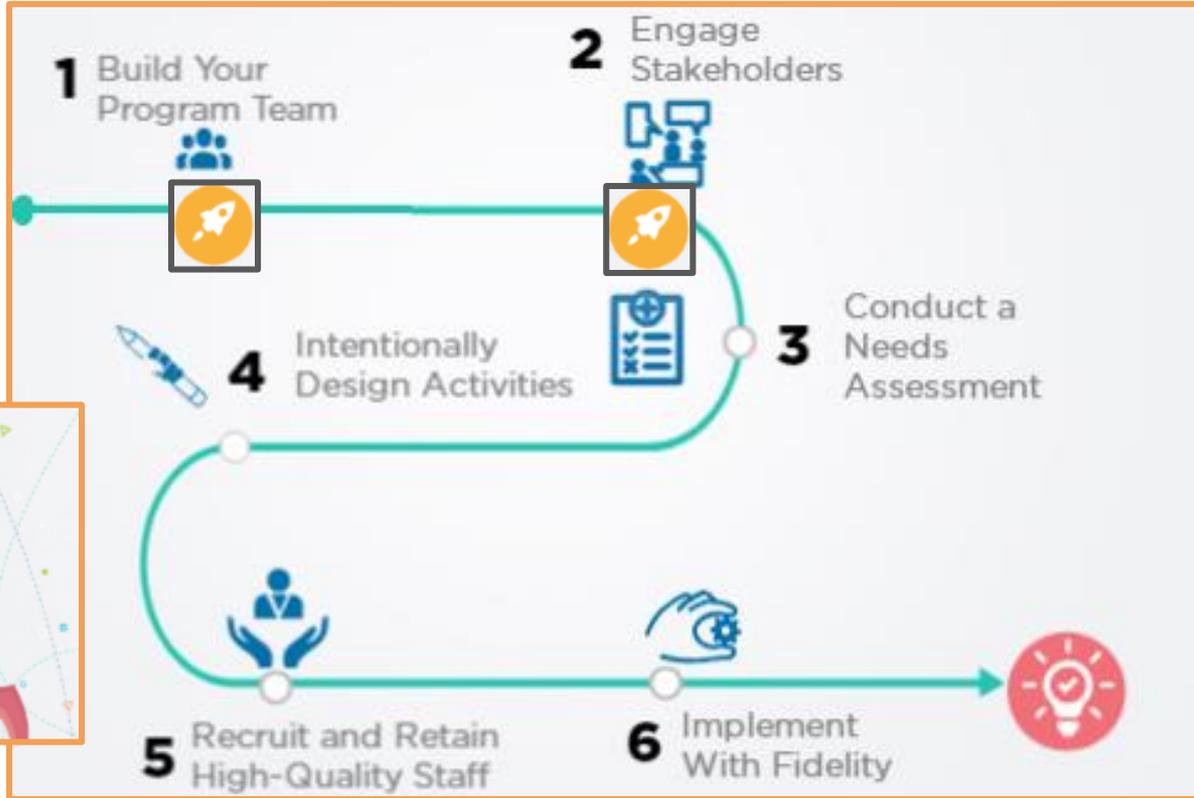
Having a communication plan in place, and developing the appropriate communication skills, will ensure that your program team is effective and productive. It will keep everyone on the same page, even for team members who are not involved in afterschool activities daily, such as the school principal. Remember: Be clear, present, courteous, flexible and kind.



Formal Meetings

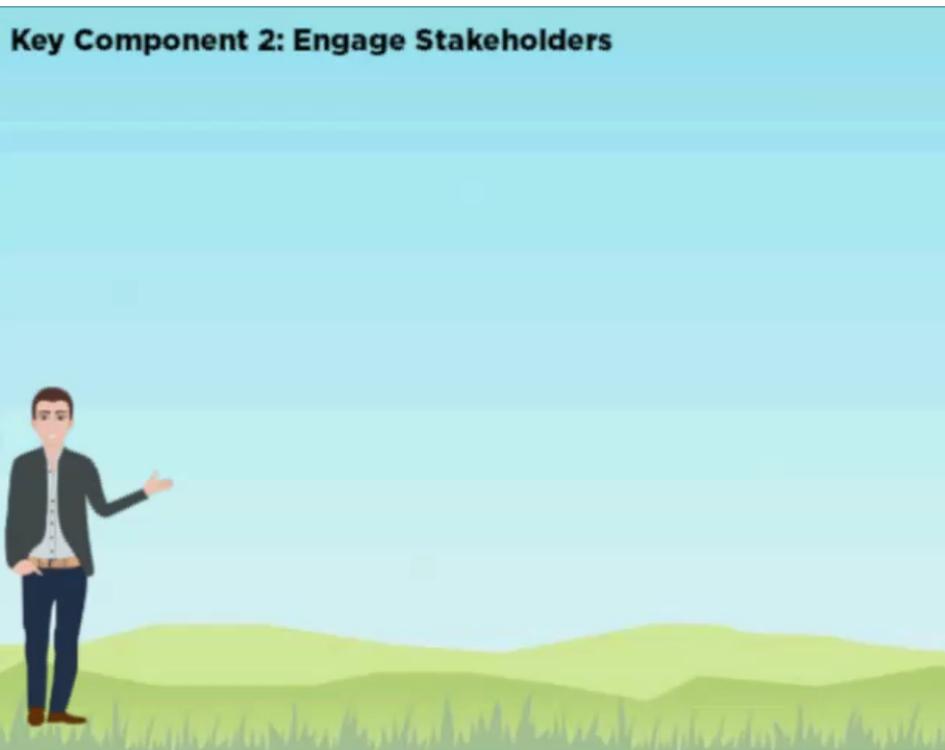


SIX KEY COMPONENTS





2. ENGAGING STAKEHOLDERS



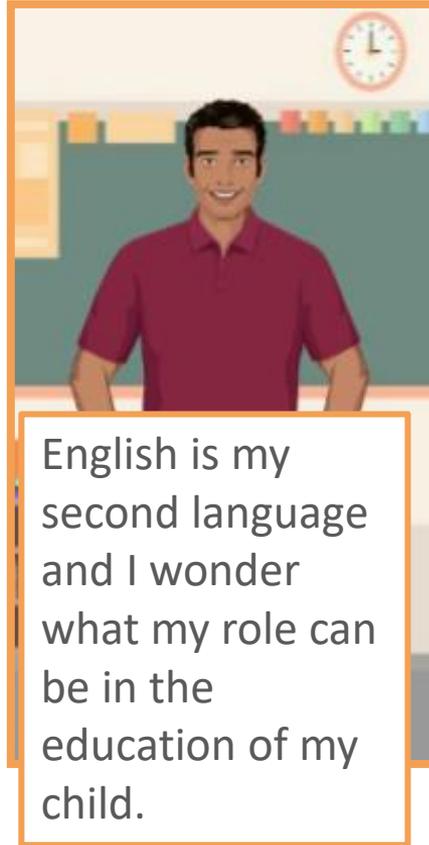
OVERCOMING CHALLENGES

1



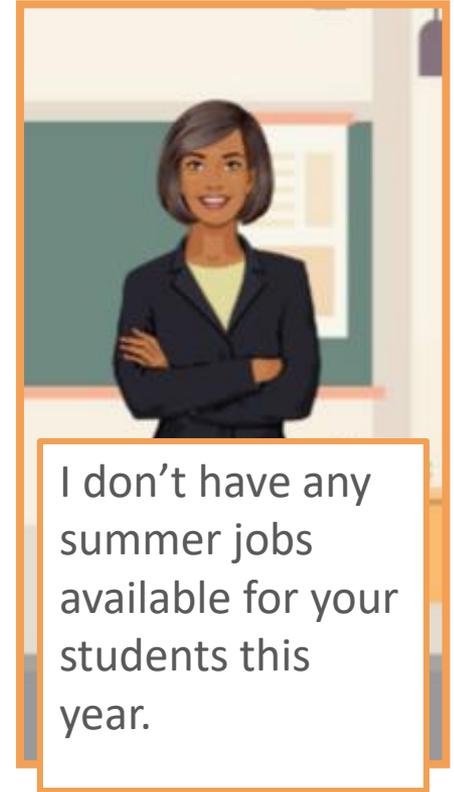
Your students in the out-of-school time program are out of control.

2



English is my second language and I wonder what my role can be in the education of my child.

3



I don't have any summer jobs available for your students this year.



TOOLS

- Getting Members on Your Program Team
- School-Day Logbook
- Partnering with Schools Rubric
- Program Team Communication Process Form



 You for Youth | Continuous Education Through 21st CCLC Activities 1

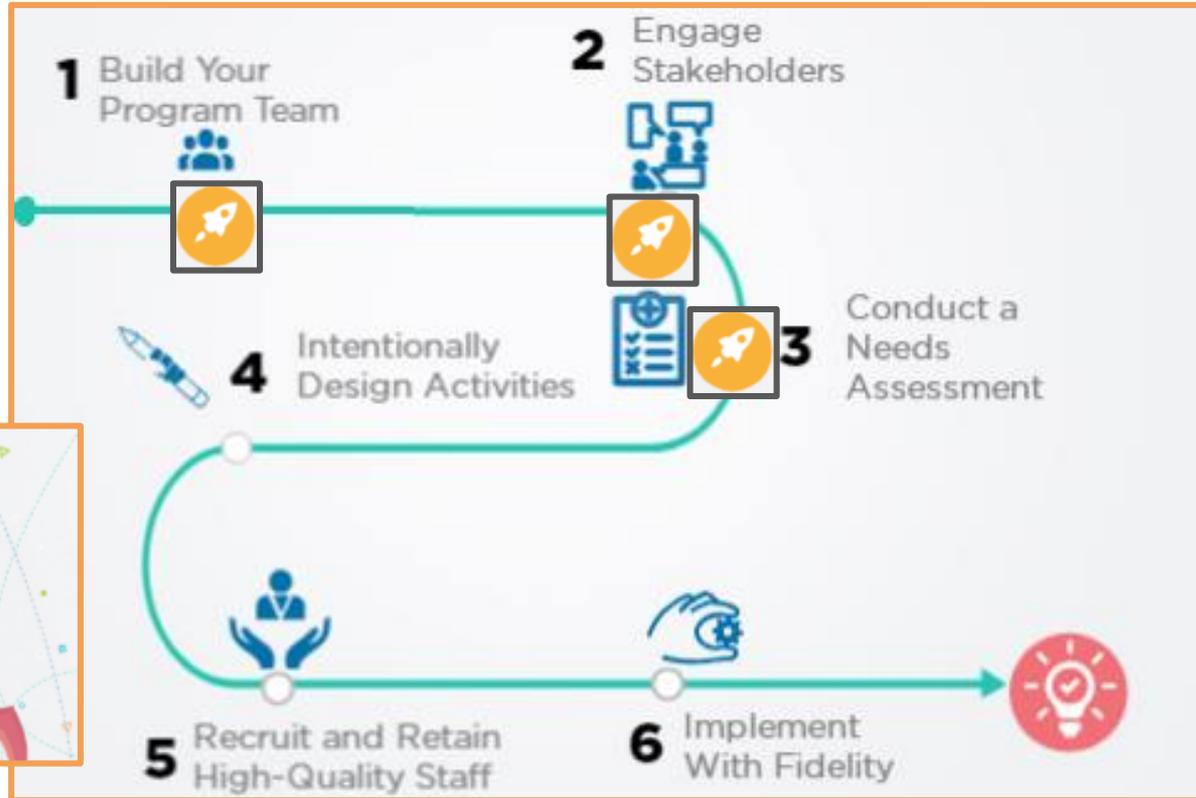
School-Day Logbook

Exhibit 1: Sample Logbook

<i>Information from the Classroom Teacher</i>				
Today's Date	January 17, 2017			
Student attended class?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Tardy	
By subject:	<i>Subject 1</i>	<i>Subject 2</i>	<i>Subject 3</i>	<i>Subject 4</i>
Topics covered in class today				

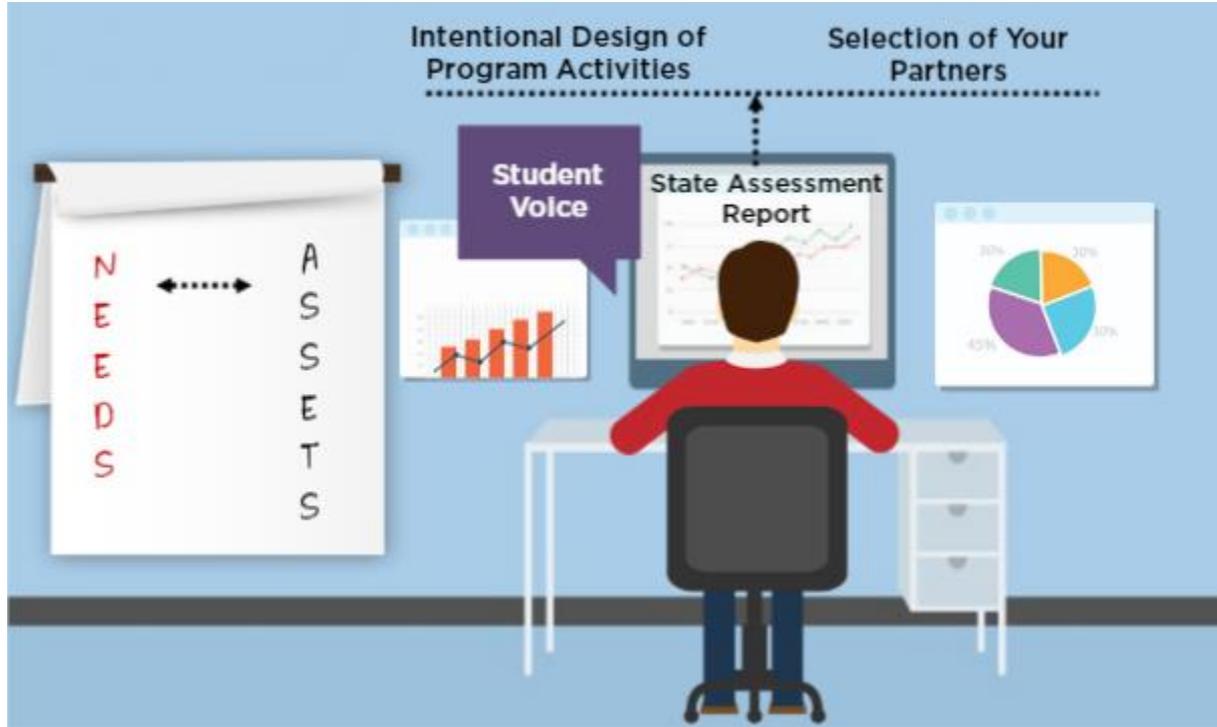


SIX KEY COMPONENTS





3. ASSESSING PROGRAM NEEDS



WHAT DATA DO YOU USE?

What kinds of data do staff members collect in your program?





TYPES OF DATA

School Level Data

- State Assessment Scores
- School Attendance Percentages

Student Level Data

- Student Report Cards
- Teacher Reported Specific Skills

Student Voice

- Surveys
- Focus Groups





IDENTIFY SCHOOL LEVEL DATA

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Governor Chris Christie • Lt. Governor Kim Guadagno
[NJ Home](#) | [Services A to Z](#) | [Departments/Agencies](#) | [FAQs](#)

DOE A to Z: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) #

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- [Performance Reports Home](#)
- [Search for a School](#)
- [Suppression Rules](#)
- [Reference Guide](#)
- [Navigation Guide](#)
- [Interpretive eLearning Video](#)
- [2015-2016 Reports Database](#)

Get Started!

Select School Year:

Choose a County:

Choose a District:

Choose a School:

OR

Search by School Name:

OR

[Alphabetical Listing](#)

[Click here to view Historical Report Card Data](#)

OR

Select a County from NJ Map:

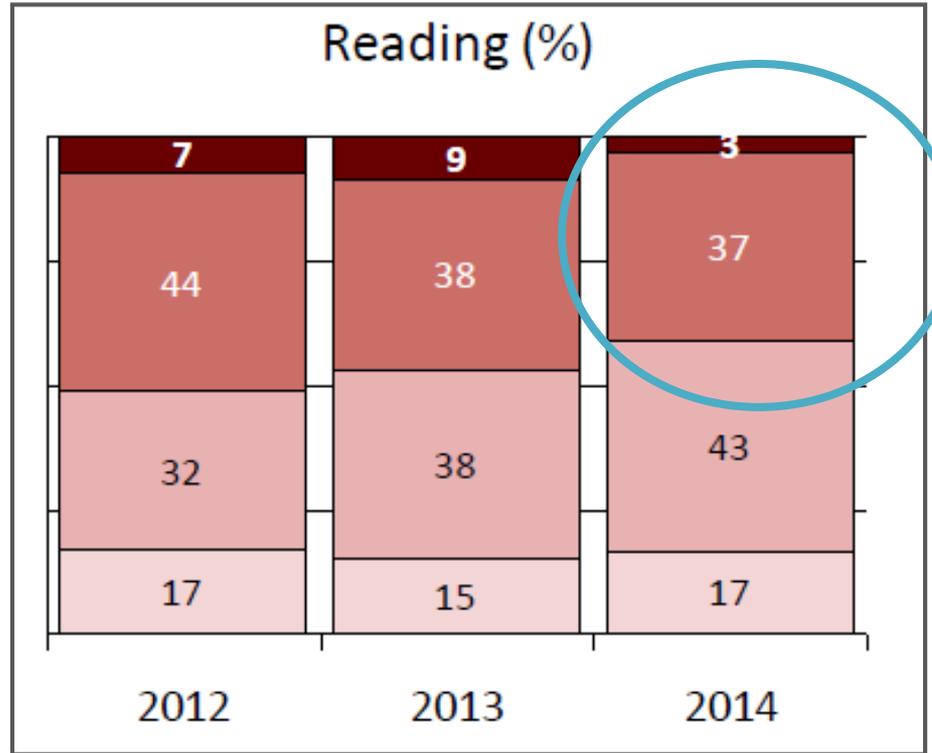
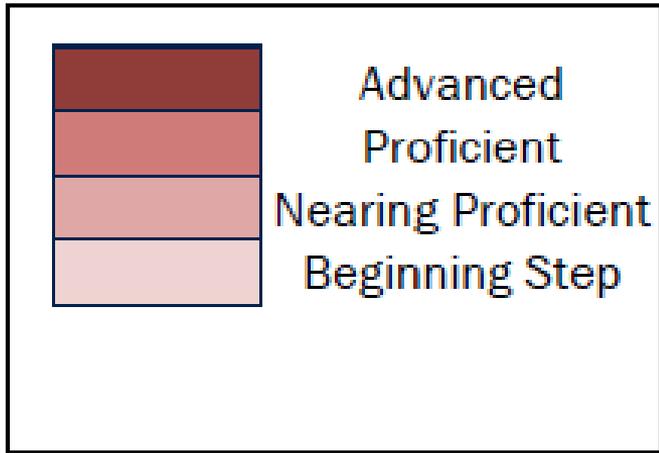


NJDOE welcomes feedback on the school performance reports: [Survey](#).

<https://rc.doe.state.nj.us/SearchForSchool.aspx>



SCHOOL LEVEL DATA



STUDENT LEVEL DATA



Survey of Student Needs

Part I: Survey of Student Needs

Directions: Use this survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills. Then ask them to assign a priority level — low, medium, or high — to these skills. Teacher suggestions should be based on assessments of student achievement, observation, student preferences and parent feedback. After collecting the forms, compile the information in **Part II: Summary of Student Needs**.

School-Day Teacher Name: Mr. Kotter

Grade Level (s): _____

Subject/Topic Area	Specific Skills	Priority Level
<i>Reading</i>	<i>Sequencing of events</i>	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
		<input type="radio"/> High

STUDENT LEVEL DATA

Reading Teachers	Specific Skills	Priority Level
Ms. Jones	Characterization	Medium
Mr. Kotter	Sequencing of Events	High
Ms. Almeda	Fact or Opinion	Low
	Sequencing of Events	Medium
Mr. Lu	Plot	Medium
Ms. Vaughn	Sequencing of Events	High



STUDENT INTEREST INVENTORY



You for Youth | Project-Based Learning

1

Secondary Student Interest Inventory

Name: _____
Grade: _____

We want to hear about your interests so that we can offer activities and projects that are meaningful to you. Please answer each of the following questions as thoughtfully as you can. Your voice matters and can help shape our program!

Language Arts (choose up to three)

- Comic Books
- Theater Arts
- Creative Writing
- Movies



- Book Club
- World Languages
- Advertising
- Reporting/Newspaper



Choose your top three.

English/Language Arts

- Creative writing
- Literature
- Plays
- Poetry
- Film

Social Studies

- Geography
- Local history
- World history
- Culture
- World leaders
- Wars
- World religions

Choose your top five.

- Cooking
- Engineering
- Fashion Design
- Coding
- Health and Nutrition
- Climate Studies
- Space Exploration
- Physics of Billiards

- Gardening
- Robotics
- Video Game Design
- Forensics
- Sports Science
- Disease/Public Health
- Alternative Energy Solutions
- Technology/Invention

Math

- Finance/Business
- Sports Statistics
- Architecture/Design
- Energy Efficiency
- Math in Music

- Stock Market/Investing
- Math Art
- Shopping/Budgeting
- Optical Illusions
- Game Probability



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STUDENT VOICE DATA

Activity	Votes
Books to Movies	40
Cooking	33
Debate	25
Journaling	44
Poetry	24
Readers' Theatre	46

PUTTING IT ALL TOGETHER



School Level Data



Only 40% of students met grade level standards on State Reading Assessments.

Student Level Data



Students are not meeting standards on reading assessments and need assistance mastering event sequencing.

Student Voice



Students want activities in Readers' Theater and journaling.



SMART GOALS

Specific
Measurable
Achievable
Relevant
Time bound





YOU FOR YOUTH

PROGRAM SMART GOAL

Example:

90% of regularly attending students will improve their reading skills as measured by quarterly benchmark testing (or state reading assessments) by the end of the program.

- Specific
- Measurable
- Achievable
- Relevant
- Time bound





YOU FOR YOUTH

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SMART GOALS



You for Youth | Continuous Education Through 21st CCLC Activities

1

Activity and Program SMART Goals

Program SMART Goals

Creating goals provides a road map for the program. Work with staff and stakeholders to set as many goals as you see fit, and to ensure everyone understands what the program should achieve. Use the sample program SMART goal below to assist you in developing your program SMART goals. And, if you already have them in place, make sure they are SMART!

Sample Program Goal: 80 percent of students who attend the afterschool program regularly will demonstrate an increase in mathematical skills by the end of the fall semester, as measured by pre- and postprogram state assessment scores.

A **S** **R**
80 percent of **students who attend the afterschool program regularly** will demonstrate an **increase in mathematical**
T **M**
skills by the end of the program as **measured by pre- and post-program state assessment scores.**

- Specific** I am targeting the students who need the support and who attend regularly.
Measurable I am using the pre- and postprogram state assessment scores to measure outcomes.
Achievable I believe that 80 percent of students can improve if they engage in the program.
Relevant My goal is relevant because mathematical skills have been identified as a need.
Time Bound I have decided to measure outcomes at the end of the program year.

Add your program SMART goal(s) to the chart on the next page.

SMART GOAL CORRECTIONS



Program Goal 1:

85% of regularly attending fourth grade students will improve their math skills as measured by quarterly benchmark testing by the end of the semester.

Program Goal 2:

50% of regularly attending students in the STEM program will improve their science skills by 10% points by the end of the program year **as measured by pre and post assessment.**



OBJECTIVES

- Understand strategies for getting and keeping members on your program planning team
- Learn how to engage stakeholders
- Identify the types of data necessary for a needs assessment
- Utilize data to set SMART goals



 HOME

GET STARTED ▾

LEARN ▾

TECHNICAL ASSISTANCE

RESOURCES ▾

STEM INITIATIVES ▾



Search

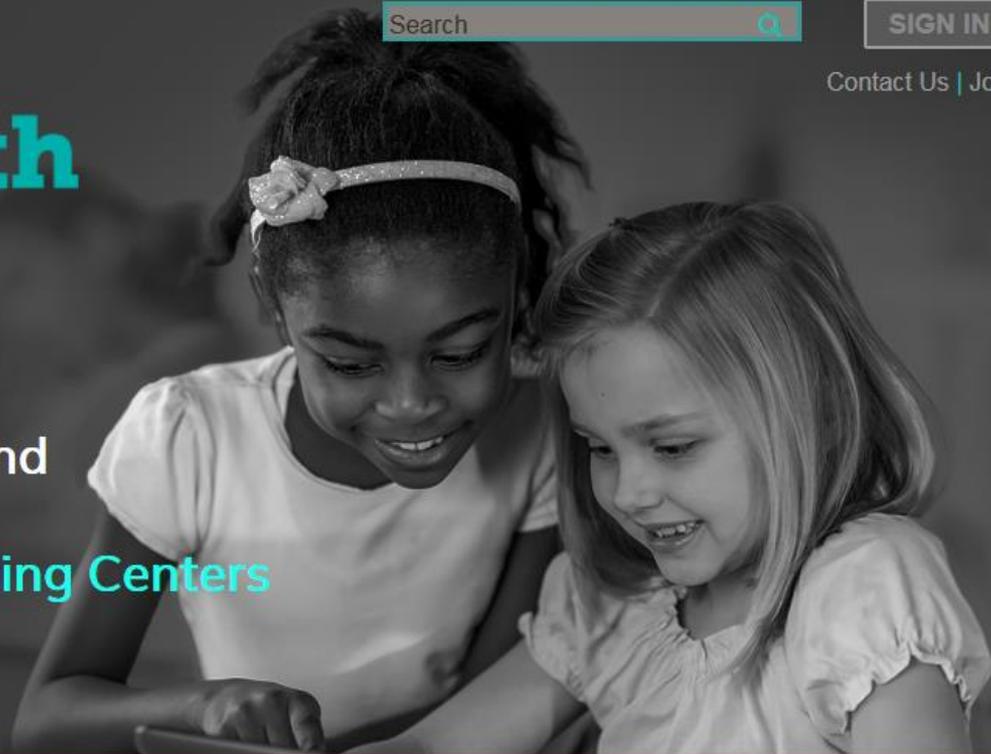


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21st Century Community Learning Centers





UNTIL NEXT TIME...

Go to the [Virtual Institute Page on Y4Y](#),

BE SURE TO LOG IN...

- Course Content
- Links to Y4Y Resources
- Discussion Board
 - Live interaction for the next half hour

NEXT TIME...

Topic: Continuous Education: Part 2

August 28, 2018 at 1:00pm Eastern