Always Improving!

New Leaders Virtual Academy: Session 5

August 14, 2020

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Disclaimer

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New Leaders Academy

1

Everything 21st CCLC!

Monday
August 10

2

Help! How Do I Manage All These Moving Parts?

Tuesday
August 11

3

Dig Into the Basics!

Wednesday
August 12

4

Intentional Activity Design is Key to Student Success

Thursday
August 13

5

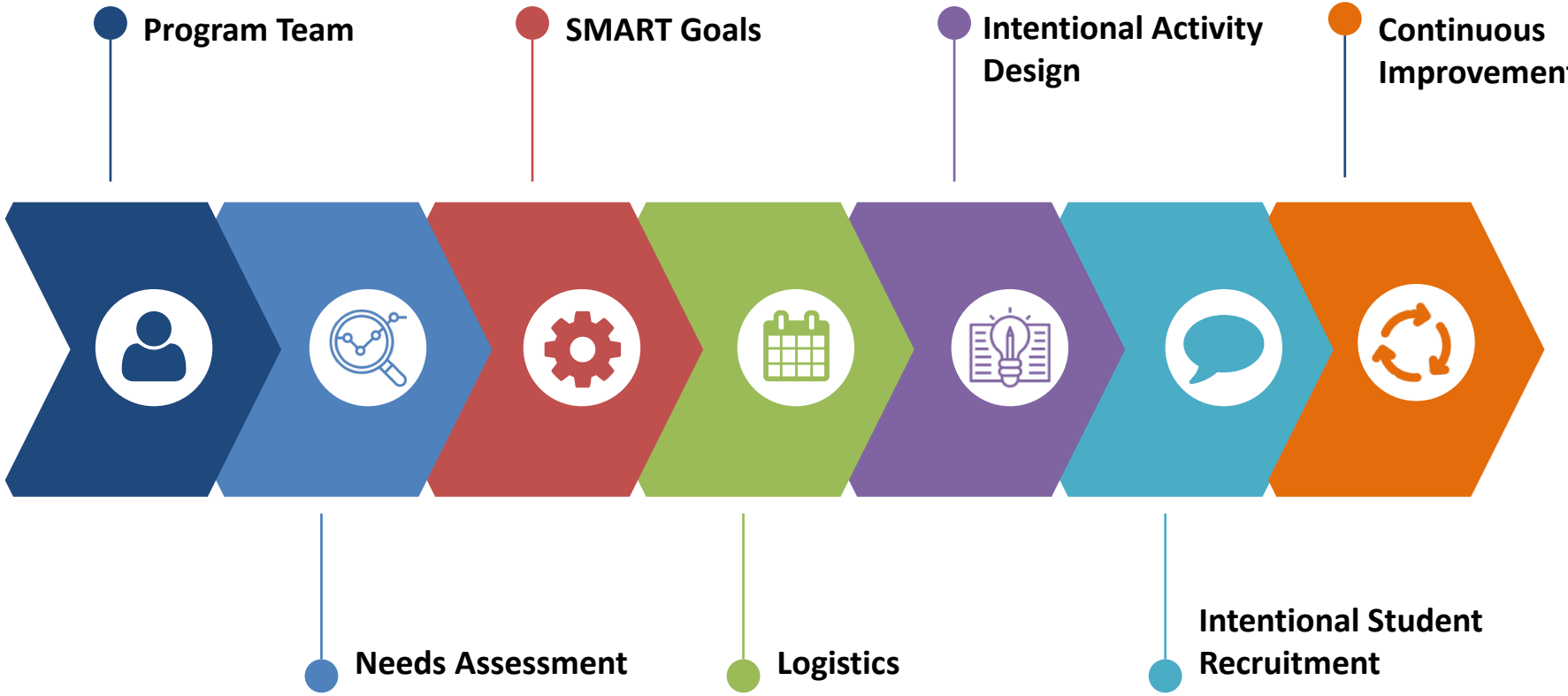
Always Improving!

Friday
August 14

Objectives

- Identify the steps of the continuous program improvement process.
- Gain tools and resources to develop your own continuous improvement process.

Program Planning and Design



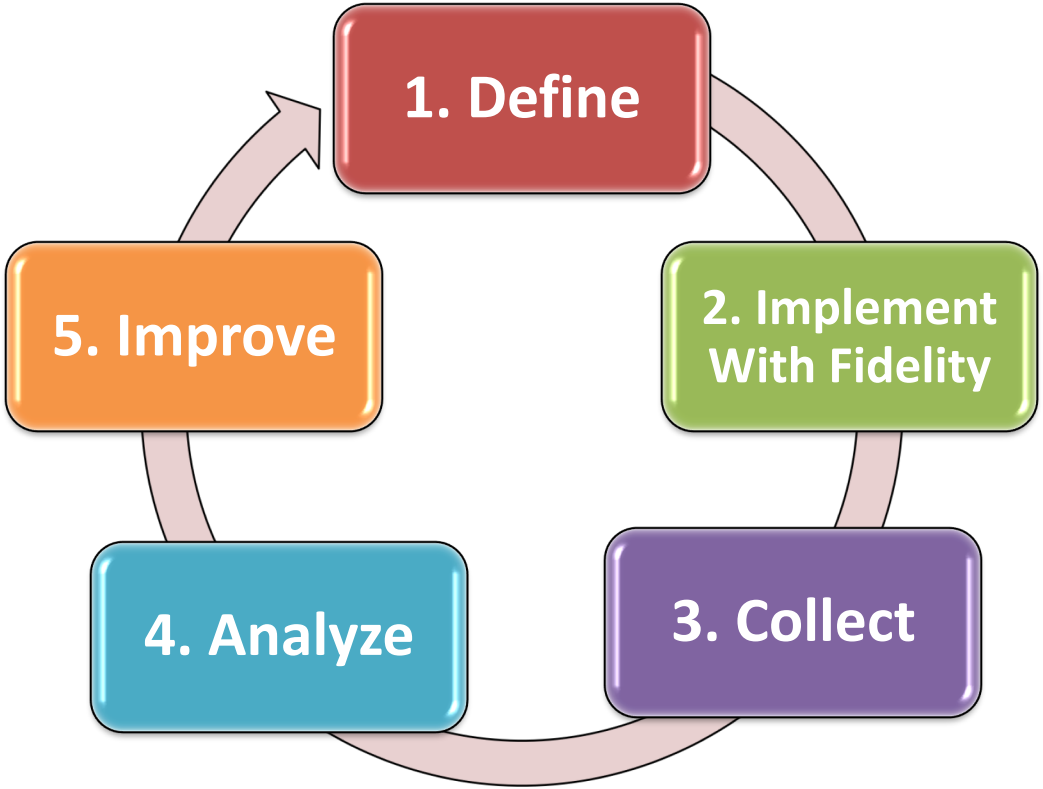
What is Continuous Improvement?

An ongoing effort to improve the quality of services in your summer learning program

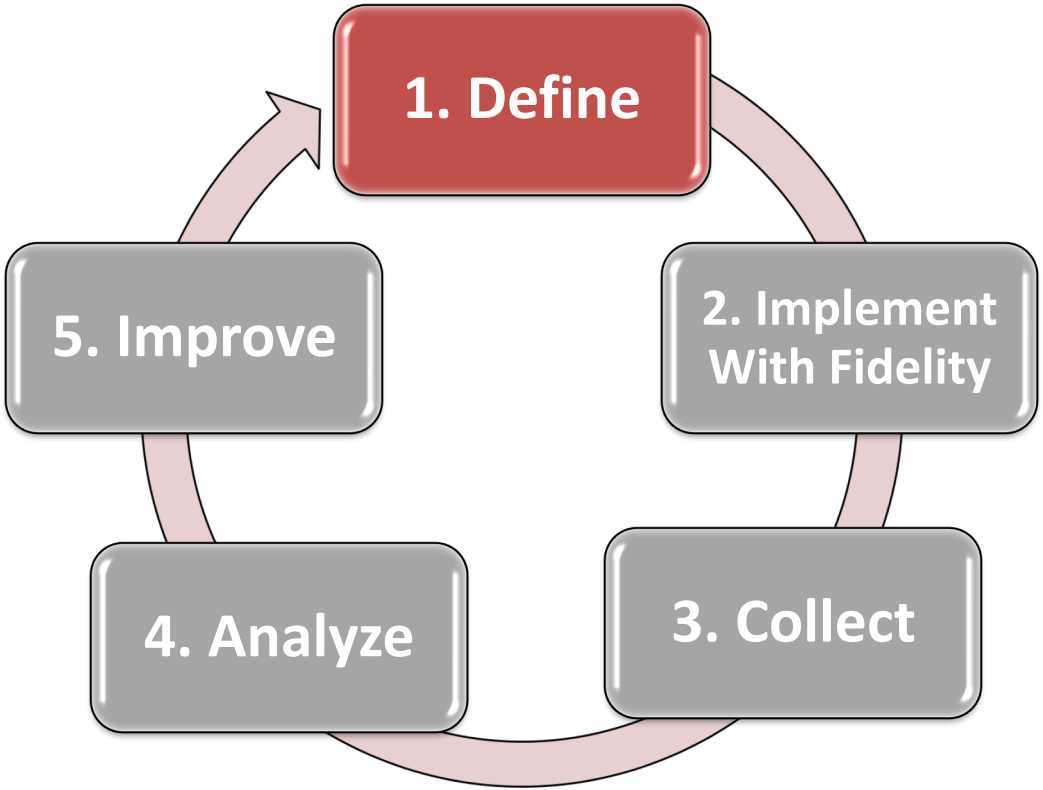
Purpose:
to improve
all the time

Putting a plan in place to ***continually monitor*** your work to help assess implementation and outcomes

Continuous Improvement Process

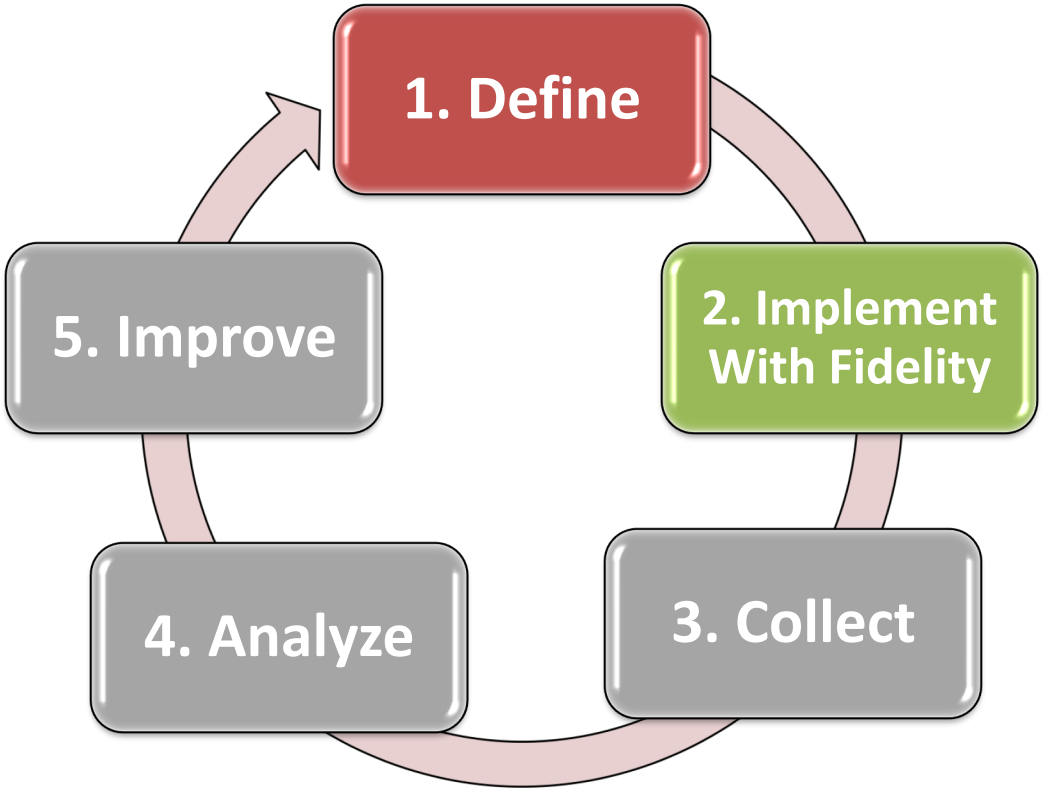


1. Define

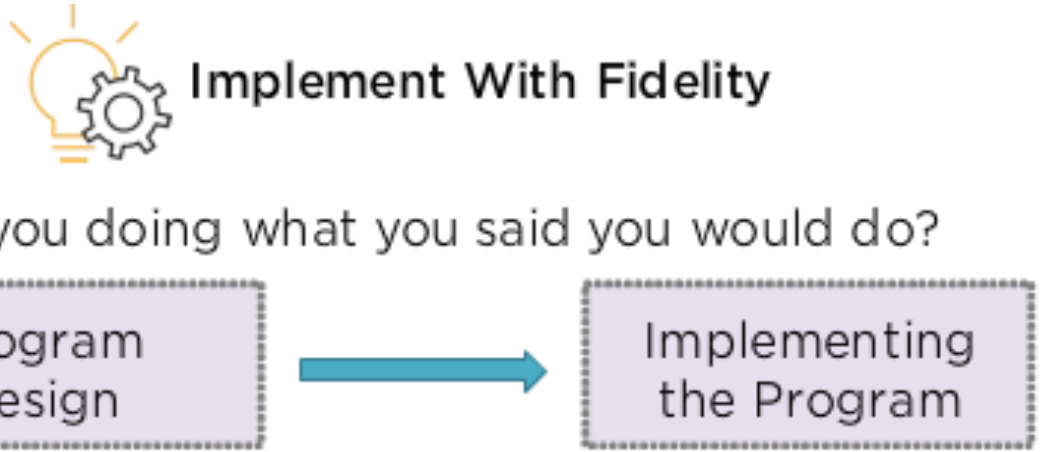

1. Define
2. Implement With Fidelity
3. Collect
4. Analyze
5. Improve

Define – SMART Goals

2. Implement with Fidelity



Implement with Fidelity



- Implement the program as intended
- Consistently conduct observations, data reviews and analyses, and staff meetings
- Ask questions
- Gather data
- Support program adjustments to enhance program quality
- Think ahead and plan for potential road blocks

Observations

- Tools should target all responsibilities.
  - Transition times
  - Staff interactions with students and parents
  - Learning environment
- Feedback should be immediate and provide quick and easy take-aways.
- Provide improvement plans.
- Engage staff in the process.

Observation and Supervision

Staff Observation Review Checklist

Instructions: Share this checklist with staff members before the project begins to set and measure overall expectations for responsibilities and behaviors. Score on scale of 1 to 3, with 1 being the highest performing and 3 being the lowest performing. Guide observers to provide evidence notes if they give a 1 or a 3 score. Keep notes on individual staff performance related to the items on the checklist during the project. After the project ends, set a time to meet briefly with each staff member to review their performance. For any items marked 3, be sure to identify specific steps for improvement.

Staff Member: _____

Score	Staff member creates an engaging learning environment.	Evidence
	Motivates youth from outset	
	Presents opportunity in engaging way	
	Explains and creates opportunities for youth leadership and independent work	
	Respects youth voice	
	Facilitates youth expression and creativity	
	Ensures inclusion	
	Engages youth in establishing procedures and norms	
	Staff member facilitates active learning.	
	Supports group work	
	Supports development of ideas into viable projects	
	Circulates and checks in appropriately with youth	
	Models or demonstrates techniques; provides information or guidance when appropriate	
	Refers youth to resources	
	Facilitates use of outside resources	
	Ensures youth understand goals and objectives	
	Checks for comprehension	
	Creates groups, buddy systems, or other supports for English learners or youth with special needs	
	Asks open-ended questions	
	Supports self-assessment and peer reflection	
	Staff member engages other adults.	
	Works respectfully and effectively with volunteers	
	Works respectfully and effectively with partners	
	Works respectfully and effectively with student families	
	Staff member builds own skills.	
	Attends trainings	
	Participates actively in trainings	
	Leads segments of trainings	
	Suggests topics for trainings	
	Contributes to locating resources	
	Participates openly in reviews	
	Seeks feedback and revises work	
	Provides peer support for others	

Activity Observation Checklists

Leaders and activity developers should work together to determine the indicators that demonstrate high quality in activities and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a ratio of 1:10 because research indicates that it is at that ratio where most positive outcomes can be expected. Another activity may not require that low of a ratio. There are two samples of Checklists below which you can customize for your own activities. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

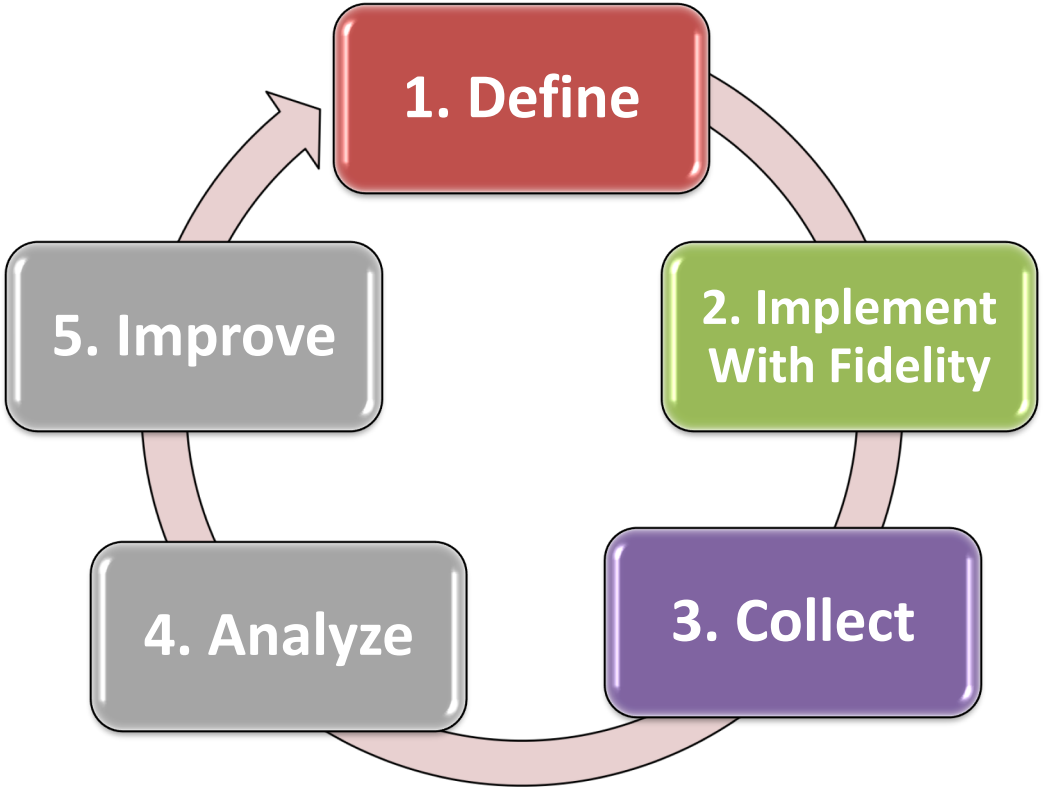
Site/Center: _____ Date: _____ Observer: _____

Activity: Math Room: _____

Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Adherence to and **Quality** of the Activity as designed– Program components are implemented as prescribed.	
	Activity focus is on targeted skills: • ***Skill set #1:*** *Numbers, Operations, and Quantitative Reasoning* • ***Skill set #2:*** *Patterns, Relationships and Algebraic Reasoning*	
	Every student is participating in one of 3 stations:	
	• *Students engaged in small group CGI intervention with teacher*	
	• *Students participating in computer program intervention*	
	• *Students participating in an interactive learning activity*	
	Required materials/resources available:	
	Laptops 1 for every student	
	SMART Boards	
	Math software programs	
	Instructional resources (will include one of following): • *Base Ten Blocks* • *Manipulatives* • *Math Games*	

3. Collect


1. Define
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5. Improve

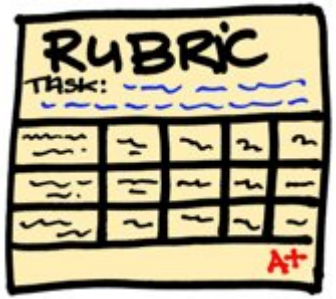
Collect the Evidence

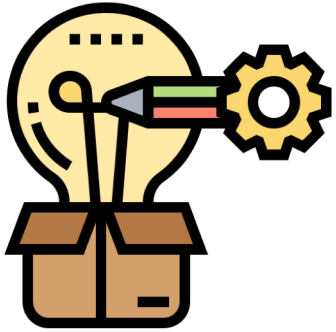
By the end of the semester, 80% of learners who regularly attend Tiny Architecture will increase their accuracy in solving multistep fraction word problems, as measured by the completion of the scale courtyard remodel plan and the project rubric.

- How will we know if we have been successful in reaching our goals?

- What is our evidence?

Data Sources

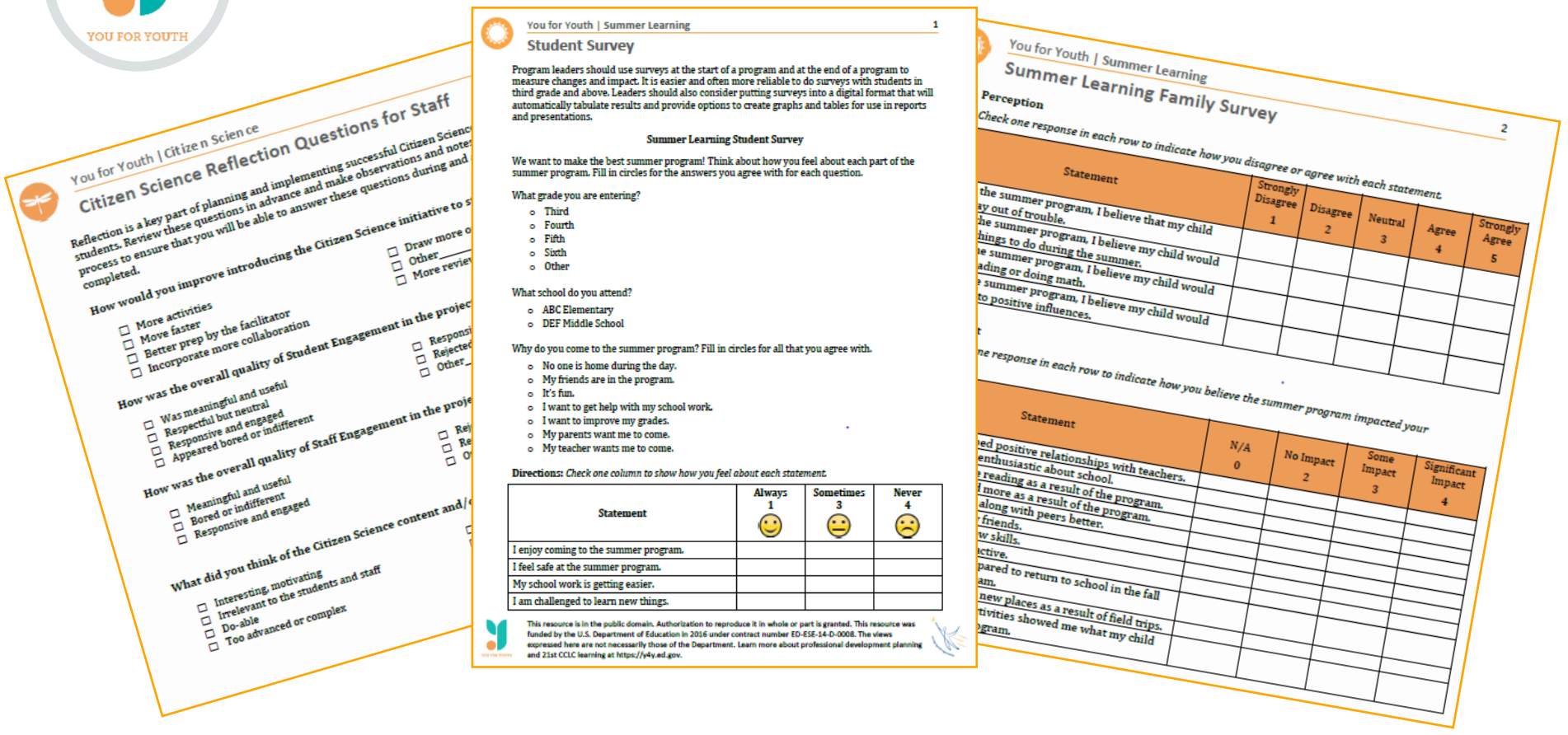




Continuous Improvement Planner

Performance Measures	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcomes
Enter program SMART goals or indicators of success	*What will be used to measure effectiveness?*	*Who is responsible for collecting or tracking data? (include name or title)*	*Who is being assessed? (enter the name or group)*	*When will measurement be taken?*	*What did the data tell you? Restate your SMART goal using actual measurements.*
By the end of the summer, 85% of regularly attending students will demonstrate an increase in their ability to write a research question as measured by a pre- and postprogram assessment.	Teacher designed pre- and postprogram writing assessment	Giorgio Brown	All regularly attending program students	Assessment created by 5/30, pre-assessment during first week of program, post-assessment during last week of program	

Surveys



You for Youth | Citizen Science

Citizen Science Reflection Questions for Staff

Reflection is a key part of planning and implementing successful Citizen Science students. Review these questions in advance and make observations and notes process to ensure that you will be able to answer these questions during and completed.

How would you improve introducing the Citizen Science initiative to s

- ☐ More activities
- ☐ Move faster
- ☐ Better prep by the facilitator
- ☐ Incorporate more collaboration
- ☐ Draw more o
- ☐ Other
- ☐ More revie

How was the overall quality of Student Engagement in the projec

- ☐ Was meaningful and useful
- ☐ Respectful but neutral
- ☐ Responsive and engaged
- ☐ Appeared bored or indifferent
- ☐ Respons
- ☐ Rejecte
- ☐ Other

How was the overall quality of Staff Engagement in the proje

- ☐ Meaningful and useful
- ☐ Bored or indifferent
- ☐ Responsive and engaged
- ☐ Rej
- ☐ Re
- ☐ O

What did you think of the Citizen Science content and/

- ☐ Interesting, motivating
- ☐ Irrelevant to the students and staff
- ☐ Do-able
- ☐ Too advanced or complex

You for Youth | Summer Learning 1

Student Survey

Program leaders should use surveys at the start of a program and at the end of a program to measure changes and impact. It is easier and often more reliable to do surveys with students in third grade and above. Leaders should also consider putting surveys into a digital format that will automatically tabulate results and provide options to create graphs and tables for use in reports and presentations.

Summer Learning Student Survey

We want to make the best summer program! Think about how you feel about each part of the summer program. Fill in circles for the answers you agree with for each question.

What grade you are entering?

- ○ Third
- ○ Fourth
- ○ Fifth
- ○ Sixth
- ○ Other

What school do you attend?

- ○ ABC Elementary
- ○ DEF Middle School

Why do you come to the summer program? Fill in circles for all that you agree with.

- ○ No one is home during the day.
- ○ My friends are in the program.
- ○ It's fun.
- ○ I want to get help with my school work.
- ○ I want to improve my grades.
- ○ My parents want me to come.
- ○ My teacher wants me to come.

Directions: *Check one column to show how you feel about each statement.*

Statement	Always 1	Sometimes 3	Never 4
I enjoy coming to the summer program.			
I feel safe at the summer program.			
My school work is getting easier.			
I am challenged to learn new things.			

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You for Youth | Summer Learning

Summer Learning Family Survey 2

Perception

Check one response in each row to indicate how you disagree or agree with each statement.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
the summer program, I believe that my child ay out of trouble.					
he summer program, I believe my child would hings to do during the summer.					
e summer program, I believe my child would ading or doing math.					
summer program, I believe my child would to positive influences.					

ne response in each row to indicate how you believe the summer program impacted your

Statement	N/A 0	No Impact 2	Some Impact 3	Significant Impact 4
ed positive relationships with teachers.				
enthusiastic about school.				
reading as a result of the program.				
more as a result of the program.				
along with peers better.				
friends.				
w skills.				
ctive.				
pared to return to school in the fall				
am.				
new places as a result of field trips.				
tivities showed me what my child				
gram.				

Rubrics

Massachusetts 21st Century Community Learning Centers Program—New Bedford: Project Rubric

PROJECT RUBRIC

Project title		Project dates
Staff	School	Age/grade lev

Category	Criteria[1]	Levels of attainment		
		No = 1	Partially = 2	
Project organization	*Did the project have beginning, middle, and concluding phases that built upon each other?*[2]	The project did not have beginning, middle, and concluding phases that built upon each other.	Although the project had beginning, middle, and concluding phases, they did not build upon each other.	The pr and co upon e
Project depth	*Did the project provide sufficient new challenges and require sustained effort over time?*[3]	The project did not provide sufficient new challenges or require sustained effort over time.	While project success required sustained effort over time, the project did not provide new challenges.	The pr and re time.
Interest level/ Student engagement	*During time allocated to project tasks, did most children's conversations stay focused on the project?*	Without persistent staff intervention, most children's conversations quickly strayed to topics other than the project task.	Children's talk was mainly about the project, though side conversations sometimes diverted attention away from the project.	Childre stayed childre related
Level of child-initiated learning	*Were children actively engaged in developing the project, its component tasks, and problem-solving strategies?*	Children were not involved in developing the project or its component tasks and did little of their own problem solving; project activity and content did not go beyond staff ideas and suggestions.	Although children helped to develop some project tasks and did some of their own problem solving, project activity and content did not go much beyond staff ideas and suggestions.	Childre develo nent ta strateg activity staff id
Practice and integration of research skills	*Did children use a variety of sources, including primary and secondary sources, to learn about the topic?*	The project did not call for children's research to learn about the topic; staff furnished most or all project-related information.	Children used secondary sources (e.g., books, internet, video) to learn about the topic.	Childre (e.g., fi second topic.
Inclusion/ Collaboration	*Did all children who were involved in the project take part in all of its aspects?*	The project was dominated by a few children and showed little or no teamwork.	A majority of the children involved with the project took part in most of its aspects.	All of th project
Alignment with school/district/ state academic skill development goals	*Did the project support children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them?*[4]	Project tasks did not support children's learning to read, write, calculate, and solve problems or their use of these skills in ways that were meaningful to them.	The project included some tasks that supported children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them.	Many p childre calcula their us were m
Evidence of learning outcomes	*In the concluding phase of the project, did the children's culminating work show what they learned and the ways they went about learning?*	The project did not have a concluding phase in which the children shared in culminating work what they learned or how they learned.	The children's culminating work from the project represented some of what they learned, but not the ways in which they went about learning.	The ch the pro ways w proces learnin
				Tot

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

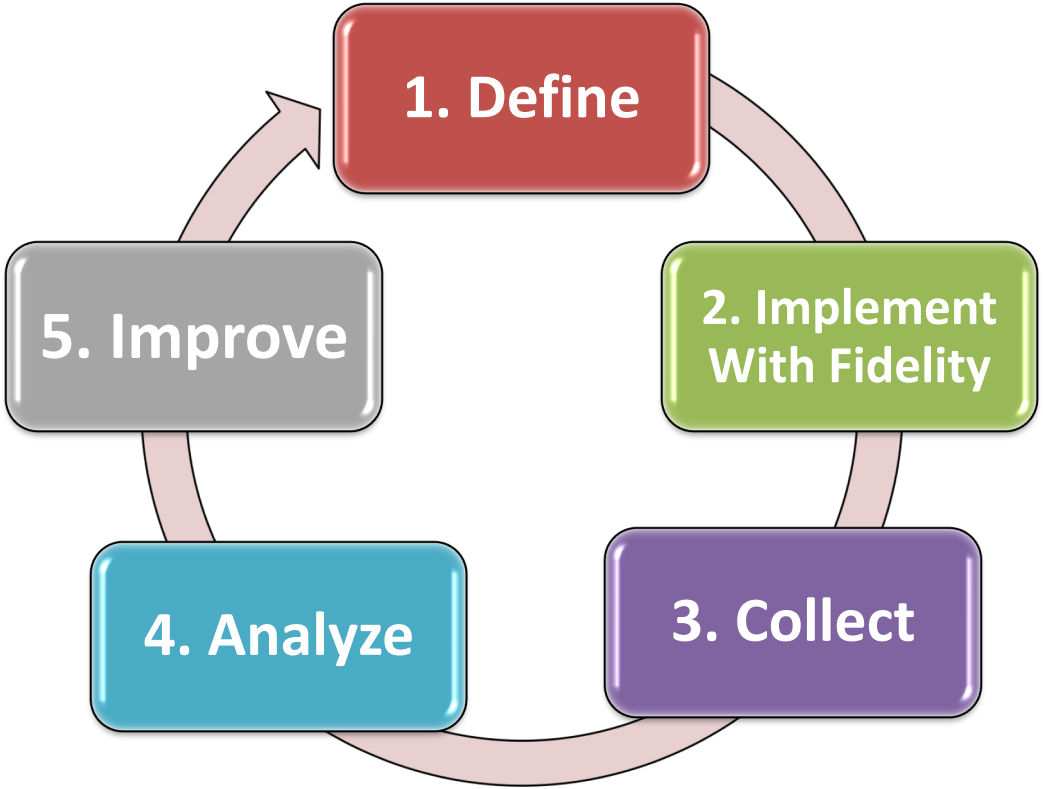
Positive Youth Development Rubric

Directions: Use this tool to determine whether activities have helped a student to more fully develop these traits. Observe a student or analyze their work during or at the end of an activity. Determine whether the student performed at a novice, apprentice or expert level for each category based on the descriptors. Assign points and calculate a total.

Student Name: _____ Date: _____

	Level of Performance			Points
	Novice (1)	**Apprentice (2)**	**Expert (3)**	
Competence	●Demonstrates basic understanding of skills assessed. ●Sometimes achieves goals at school, work and home. ●Interacts poorly with peers and staff.	●Demonstrates good understanding of skills assessed. ●Sometimes achieves goals at school, work and home. ●Sometimes makes positive decisions in interactions with peers and staff.	●Demonstrates great mastery of skills assessed. ●Sets and consistently achieves goals, and demonstrates effort to improve at school, work and home. ●Effectively makes positive decisions in interactions with peers and staff.	
Confidence	●Demonstrates a low sense of self-worth. ●Rarely shows belief in own capacity to succeed.	●Demonstrates some uneasiness in own self-worth. ●Sometimes believes in own capacity to succeed.	●Demonstrates a great sense of self-worth. ●Completely believes in own capacity to succeed.	
Connection	●Lacks basic sense of belonging to school, organization and community. ●Rarely builds and nurtures positive bonds with people and the organization.	●Demonstrates basic sense of belonging to school, organization and community. ●Sometimes builds and nurtures positive bonds	●Demonstrates a great sense of belonging to school, organization and community. ●Consistently builds and nurtures positive bonds	

4. Analyze


1. Define
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Analyze the Data

- Dig into the data
- Time frame will vary based on program goals
- Reflect and ask questions:
  - What went well?
  - What didn't go so well?
  - What do we need to do differently?
- Engage your program evaluator

SMART Goal Outcomes

SMART Goal: By the end of the semester, 80% of learners who regularly attend Tiny Architecture will increase their accuracy in solving multistep fraction word problems, as measured by the completion of the scale courtyard remodel plan and the project rubric.

Outcome: 85% of students demonstrated an increase in their accuracy in solving multistep fraction word problems, as measured by the completion of the scale courtyard remodel plan and the project rubric.

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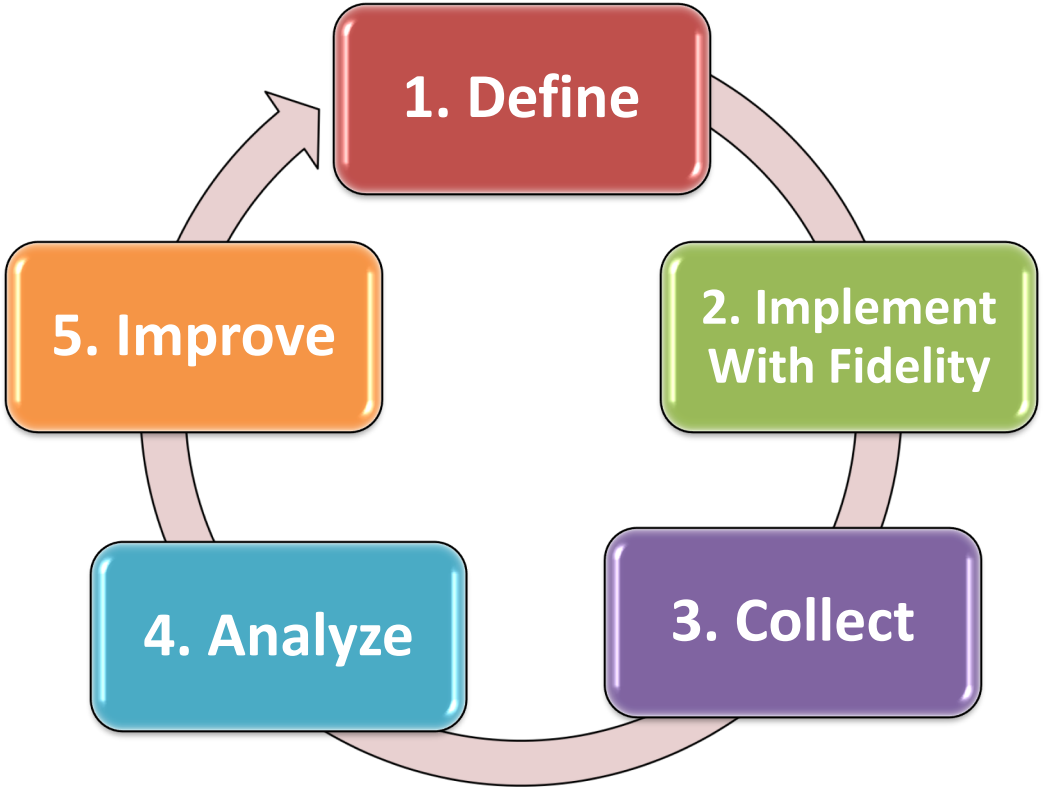
By the end of the summer, 85% of regularly attending students will demonstrate an increase in their ability to write a research question as measured by a pre- and postprogram assessment.	Teacher designed pre- and postprogram writing assessment	Giorgio Brown	All regularly attending program students	Assessment created by 5/30, pre-assessment during first week of program, post-assessment during last week of program	87% of students demonstrated an increase in their ability to write a research question as measured by a pre- and postprogram assessment.

5. Improve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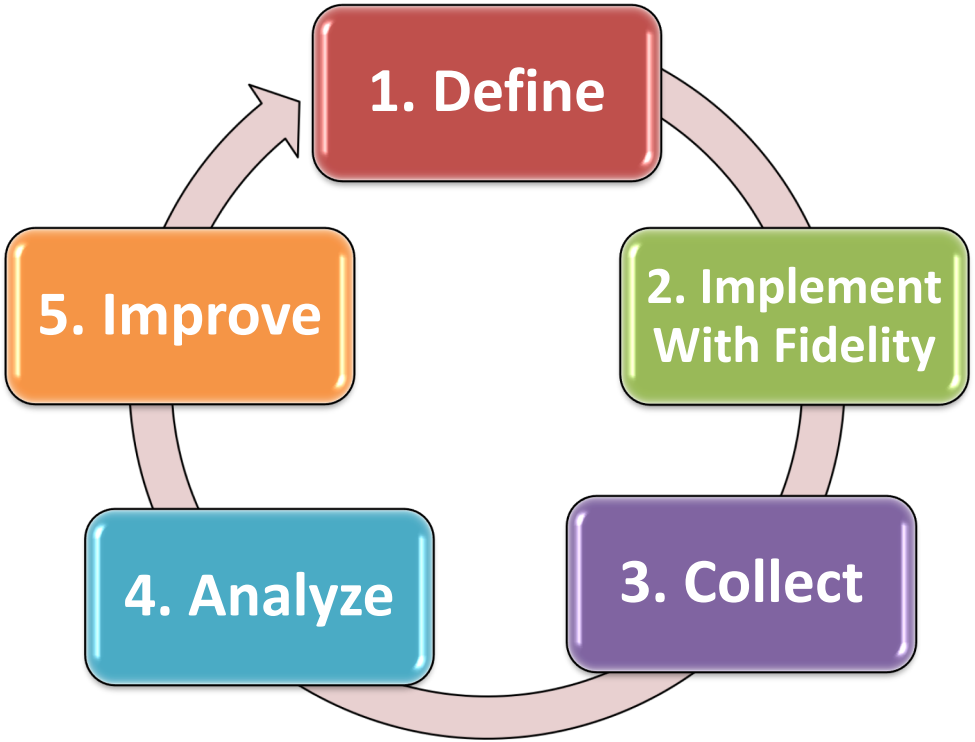
Put It Into Action!

- Share and discuss data with stakeholders
- Act on the data—don't wait until the end of the program!
- Use data to start new program cycle planning
- Re-enter the continuous improvement cycle
- Ask reflection questions:
  - *Did we reach our overall goal?*
  - *Which goals did we not reach?*
  - *What kept us from reaching those goals?*
  - *What can we do better, or what did we do that was great that we can use to improve future programs?*

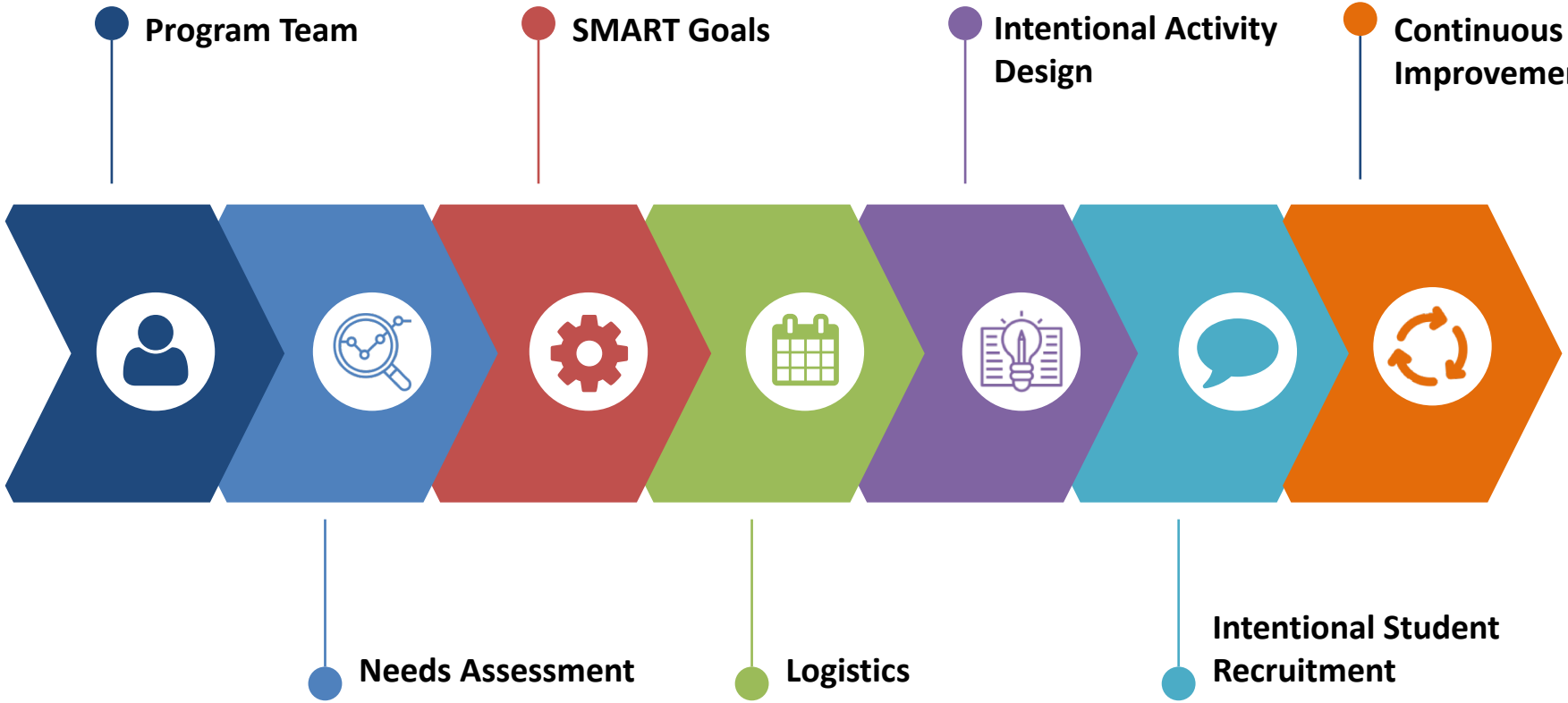
Next Steps

- Hold celebrations and culminating events.
- Start next season planning.
- Convene program team and stakeholders.
- Share all the data, the good and not so good.

Continuous Improvement Process



Program Planning and Design



How Y4Y Can Help and Support

- Live virtual learning events
- Comprehensive online courses
- Quick click and go trainings
- Wealth of tools and resources
- Discussion boards
- Community of support

15 Content Areas


Social and Emotional Learning


Positive Learning Environment


Financial Literacy


Strategic Partnerships


Human Resources


Family Engagement


Managing Your 21st CCLC Program


Introduction to 21st CCLC


Project-Based Learning


Continuous Education


Summer Learning


Citizen Science


STEM


College and Career Readiness


Literacy

https:// y4y.ed.gov/forums/

HOME GET STARTED LEARN TECHNICAL ASSISTANCE RESOURCES STEM INITIATIVES

Search SIGN IN

Contact Us | Join

You for Youth

Online Professional Learning and
Technical Assistance for
21st Century Community Learning Centers

Next Time!

After Today:

Keep interacting with everyone on the discussion boards!

Next Steps:

21st CCLC Programs in a Virtual World

August 25 and 27
1:00-3:00 pm ET

Contact Us

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