

Part 3: Implementing Your Program with Fidelity

Virtual Institute
October 2017



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YOUR FACILITATORS



Monique McDowell-Russell
Lead Education Specialist
mmcdowell@foundationsinc.org



Scott Sheldon
Education Specialist
ssheldon@foundationsinc.org

HOUSEKEEPING



YOU FOR YOUTH



- Tell us if you are sharing a computer
- Your questions
- Chat box
- Web recording



AGENDA: WHAT TO EXPECT

- Four live webinars
- Interactive sessions
 - Discussion Board: Office hours from 2 PM-3 PM Eastern
- Links to Y4Y resources
- Peer networking
- Certificate of Completion
 - Participate in at least 3 of the 4 webinars



POLLS



Please respond to each of the following:

Have you signed-up or logged into Y4Y?

Yes No

Have you used any of the tools or resources from Y4Y to intentionally plan activities?

Yes No

Have you downloaded resources, watched videos, or connected to external resources on Y4Y this week?

Yes No

Have you interacted on the discussion board?

Yes No

SESSION OBJECTIVES

- Review Webinar 2 outcomes
- Explain the steps of the continuous improvement process
- Develop a plan with a variety of methods to collect data and measure outcomes
- Reflect on key questions to analyze the data to improve the program



WEBINAR 2 REVIEW



YOU FOR YOUTH



- Explain the intentional activity design process
- Identify effective youth development strategies and skills to enhance learning
- Design activities that align to student needs
- Opportunities to look at and interact with Y4Y resources
- Network and communicate on the discussion board



INTENTIONAL ACTIVITY DESIGN

Needs Assessment Data Sources	Components of Out-of-School Time Programs	Alignment Strategies for Program Design
<ul style="list-style-type: none">• School level data• Student level data• Student voice	<ul style="list-style-type: none">• Connects with the school day• Engages students• Employs positive youth development strategies• Prepares student for the 21st Century	<ul style="list-style-type: none">• Connect student need to student voice• Five C's of positive youth development• Four C's of 21st Century skills• Learning strategy choices



THE 5 C'S OF POSITIVE YOUTH DEVELOPMENT

"C"	Definition
Competence	Positive view of one's actions in social, academic, cognitive, health, & vocational areas
Confidence	Internal sense of overall positive self-worth & self-efficacy
Connection	Positive bonds/relationships reflected in exchanges between individual & other parties
Character	Respect, standards for correct behaviors, sense of right/wrong, integrity
Caring/Compassion	Sense of sympathy & empathy for others

THE 4 C'S OF 21ST CENTURY SKILLS



"C"	Definition
Communication	Sharing thoughts, questions, ideas, & solutions
Collaboration	Working together to reach a goal
Critical Thinking	Looking at problems in a new way; linking learning across subjects
Creativity	Trying new approaches to get things done=innovation & invention

NASA STEM CHALLENGES



NASA STEM CHALLENGES AND INVESTIGATIONS

EDCs

- 1 Parachuting onto Mars
- 2 Why Pressure Suits?
- 3 Packing up for the Moon
- 4 Design a Crew Exploration Vehicle

GLOBE

- 1 Atmospheric Science Investigation

Overview

The National Aeronautics and Space Administration (NASA), in collaboration with the U.S. Department of Education, has developed four unique science, technology, engineering and mathematics (STEM) Challenges and one Global Observations to Benefit the Society (GLOBE) Science Investigation. Each STEM challenge is based upon real mission data and experiences that occur during human and robotic exploration of the solar system and the GLOBE investigation focuses on science protocols.

These content opportunities are designed for grades 5-8, and connect students in 21st Century Community Learning Centers (21st CCLCs) with NASA scientists and engineers to discuss proposed challenge solutions and science protocols in real time. Each content opportunity comes with an educator guide, introductory videos, and resources to help educators conduct the opportunity and engage students.

TRAIN YOUR STAFF



HOME GET STARTED+ LEARN+ TECHNICAL ASSISTANCE RESOURCES+ STEM INT

You for Youth

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

Y4Y > Train Your Staff > College and Career Readiness [Contact Us](#) | [Join](#) [Sign In](#)

College and Career Readiness

Trainings To Go →

 Trainings to Go are hour-long training plans that include a PowerPoint, handouts, and training guides. Click the trainings to get tips on how to customize professional development plans to fit different staff needs, training time frames, and training goals.

Training Starters →

 Training Starters help you plan trainings on key topics related to the subject matter. Click the different training starters for tips on creating trainings that address your program needs and next steps.

Tools →

 Find ready-to-use and customizable tools that can assist you in planning, implementing, and assessing your projects.

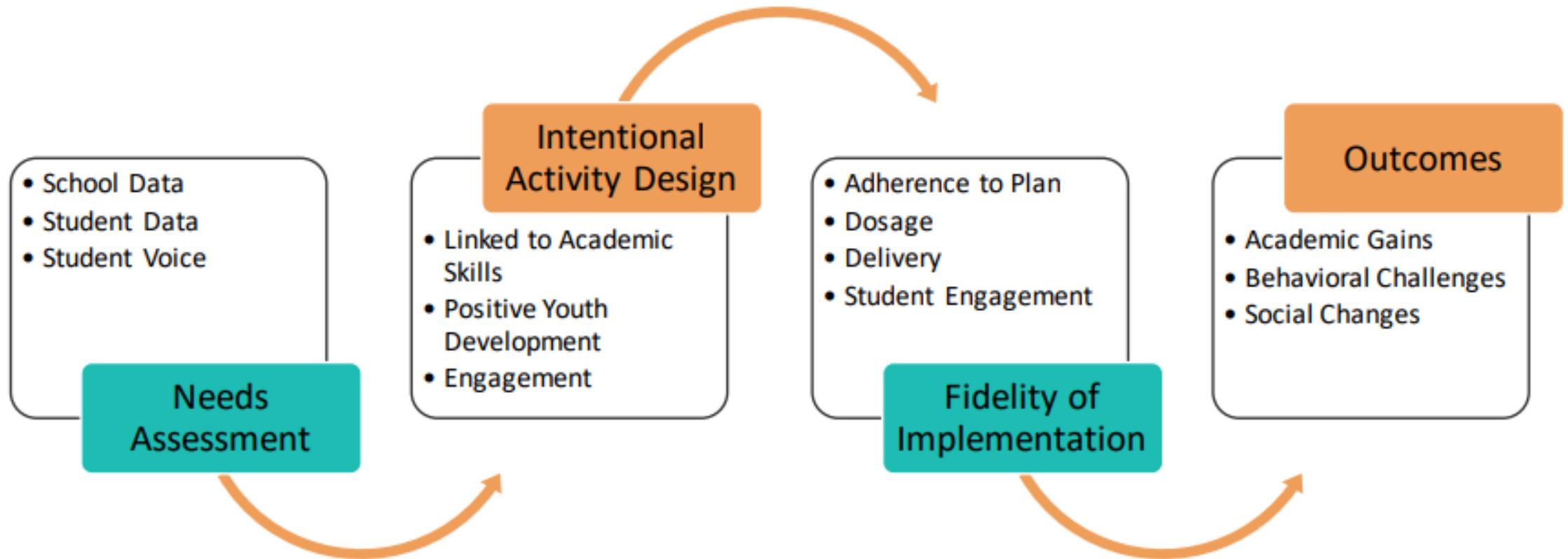
My Notebook

COLLEGE AND CAREER READINESS

The Notebook is a useful way to jot down notes as you go through the various topics available on the **You For Youth** website. If you'd like to use the notebook, please [sign in](#) if you already have an account or [register now](#) to join the Y4Y community!



INTENTIONAL PROGRAM DESIGN



Y4Y CLICK & GO



- **Click & Go 1**
Aim for Success – Developing a Needs Assessment
- **Click & Go 2**
Align for Success – Creating an Intentionally Designed Program
- **Click & Go 3**
Administer for Success – Implementing Your Program With Fidelity

<https://y4y.ed.gov/y4yclickandgo>



BENEFITS OF ASSESSMENT



- Helps to determine if instruction worked
- Provides clear goals for students
- Informs continuous improvement



CONTINUOUS IMPROVEMENT PROCESS

5 Improve

How can you use your data make a difference?
After analyzing and reflecting on the data you collected during implementation, act on the results of the data analysis by making changes that are expected to increase program quality.

4 Analyze

What story do the data tell?
Once you collect data, take time to reflect, interpret and understand the results. For example, you might create charts and graphs to understand student progress.

1 Define

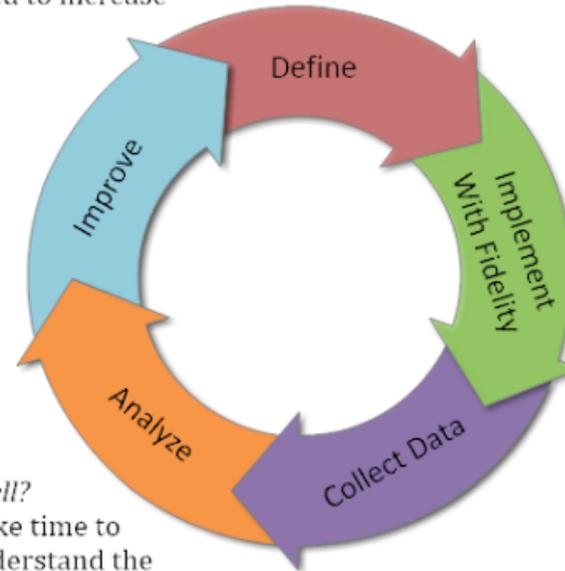
Which process and tools will you use to find out whether you have achieved the outcomes and goals you set for students?
In this step, you will determine your program purpose, your program goals and your plan for implementation. Stating the reason(s) for monitoring your program will help to determine the scope of the process. Having an overall plan helps to create a road map you can follow while monitoring.

2 Implement With Fidelity

How will you ensure that your program has the intended results?
Once you define the program purpose and goals and set up your plan for implementation, it is time to implement with fidelity! During this step, be sure to continually check in and adjust program delivery to ensure adherence to program design.

3 Collect Data

How will you go about gathering the information you need?
This stage of the process usually involves collecting information using a variety of methods, from surveys and focus groups to hard data from tests and other sources.



1. DEFINE





CLICK & GO 1: MINI-LESSON



Mini Lesson: Developing a Needs Assessment

TYPES OF DATA



- School Level Data: State Assessment, Report Cards
- Student Level Data: Teacher Reported, Specific skills needing mastery
- Student Voice





CLICK AND GO 3: SMART GOAL PODCASTS

PODCASTS

Creating and Using Smart Goals

During this 10 minute Podcast, you will discover how to write SMART goals for your program and activities. Goals that are Specific, Measureable, Achievable, Relevant and Timebound will help you intentionally implement your program with fidelity. [[Download Transcript](#) and [PowerPoint](#)]



Recording Program Outcomes

This 10 minute podcast reviews the main objectives for 21st CCLC program evaluations, presents tips about working with your program's evaluation team, and gives recommendations for making the most of program evaluation data to inform planning. By using a few of the recommended data collection points shared in this podcast, you will be better able to reflect on your program, document the effectiveness of programming and measure the outcomes you intend. [[Download Transcript](#)]





SMART GOALS

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

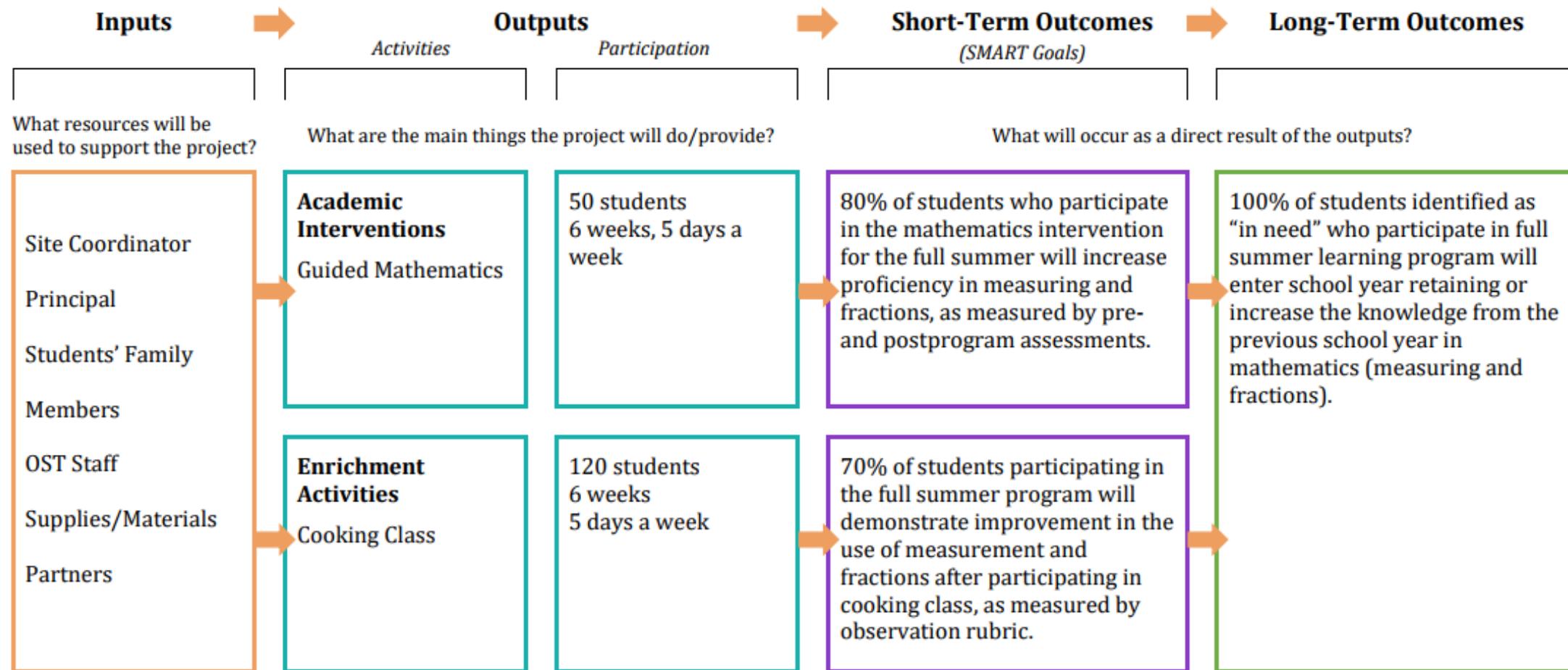
Example: 90% of regularly attending 6th grade students will improve their sequencing skills by 80% by participating in gardening activities as measured by a pre and post assessment.





YOU FOR YOUTH

LOGIC MODEL





CONTINUOUS IMPROVEMENT PROCESS PLANNER

Performance Goals	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcome
Program Goal 1: 85% of third-grade students who attend the full summer learning program will demonstrate increased proficiency in the use of fractions and measurement as measured by pre- and post-program assessment.	Pre- and post-benchmark assessments	Ms. Jones	Students	First and last week of program	Program Goal #1 Outcome: 80% of third-grade students who attended the full summer learning program demonstrated increased proficiency in the use of fractions and measurement as measured by pre- and post-assessment.
Activity 1, Goal 1: 80% of third-grade students who participate in the math intervention activity for the entire summer will be able to solve fraction and measurement problems.	Teacher-reviewed math journal where students will show their work and thought processes.	Mr. Gonzalez	Students	Ongoing	75% of students who participated in the math intervention activity for the entire summer demonstrated that they could solve fraction and measurement problems as measured by the math journal work.



2. IMPLEMENT AND COLLECT DATA





CLICK & GO 2: MINI-LESSON



Mini-Lesson: Creating an Intentionally Designed Program



MAPPING NEEDS TO ACTIVITIES

Looking at these needs, how can we embed skills?

School-Level Needs

- **Example:** Only 70 percent of third-grade students met standards on the state math assessment.

Student-Level Needs

- **Example:** These students failed to meet standards because they did not master the use of fractions and measurement.

Student Voice

- **Examples:**
 - Gardening
 - Guitar

- For an academic activity
- For a gardening activity
- For a guitar activity



EMBEDDING SKILLS

School-Level Needs

- **Example:** Only 70 percent of third-grade students met standards on the state math assessment.



Student-Level Needs

- **Example:** These students failed to meet standards because they did not master the use of fractions and measurement.



Student Voice

- **Examples:**
 - Gardening
 - Guitar



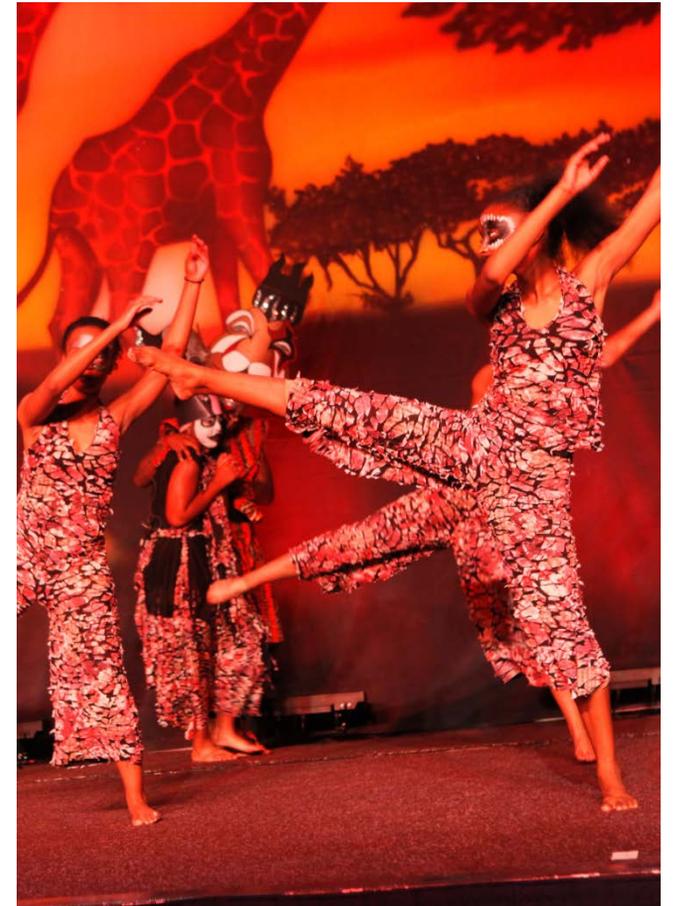
Embedding Skills

- **Examples:**
 - Use a blended learning intervention focused on teaching fractions and measurement.
 - Gardening: Help students practice fractions and measuring by plotting garden space and by tracking and charting plant growth.
 - Guitar: Help students correlate musical notes to fractions and write their own musical compositions.



DEMONSTRATE LEARNING: CULMINATING PRODUCT OR EVENT

- Project culminates in a final event or product
- Celebrate learning, achievement
- Public demonstration
 - Inventors' fair
 - Community meeting and presentation
 - Play with original script



VIDEO



Culminating Event Examples



Watch this video. You'll see two very different projects, two very different culminating events and two very successful project-based learning experiences.



QUESTIONS TO CONSIDER



- How have you assessed student performance in the past?
- What information did it provide you?
- How did you use the assessment information?

STUDENT ASSESSMENT



Formal

- Pretests and posttests
- Quizzes
- Term papers or reports

Informal

- Rubrics
- Checklists
- Notebook/Log/Journal





STUDENT RUBRICS

Category	Criteria ¹	Levels of attainment			Score
		No = 1	Partially = 2	Yes = 3	
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 project had beginning, middle, and concluding phases that built upon each other.	

You for Youth | Citizen Science 1

Citizen Science Skills Rubric

In the educational setting, observation rubrics define skills that you expect students to demonstrate, and assign indicators that show those skills at different levels of achievement. This tool provides a ready-to-use and a customizable rubric.

Ready-to-Use Citizen Science Skills Rubric

Skill/Knowledge	Value			Points
	Novice (1 point)	Apprentice (2 Points)	Expert (3 points)	
Making observations and asking questions	<ul style="list-style-type: none"> Required consistent prompting to identify visual/sensory observations Described observations incompletely Made very basic predictions 	<ul style="list-style-type: none"> Required some prompting to identify observations Identified some things of interest and opportunities for investigation Made some predictions 	<ul style="list-style-type: none"> Made observations without prompting Described observations in writing Identified things of interest or ideas for future investigation Made predictions based on observational evidence 	
Planning and executing investigations	<ul style="list-style-type: none"> Required step-by-step assistance and guidance to complete tasks Project was incomplete or late 	<ul style="list-style-type: none"> Required some assistance to approach and complete tasks Completed project with some distraction 	<ul style="list-style-type: none"> Used a sophisticated strategy to approach and complete the tasks Completed project on time and with minimal distraction 	
Collecting and analyzing data	<ul style="list-style-type: none"> Collected some initial data with assistance Data are incomplete, disorganized or have not been analyzed 	<ul style="list-style-type: none"> Imprecise data have been collected or some errors are present in collection or calculation 	<ul style="list-style-type: none"> Data are complete and precise All relevant details have been recorded Demonstrated understanding of how to use data collection tools Analysis has been performed 	

Massachusetts 21st Century Community Learning Centers Program—New Bedford: Project Rubric Page 1 of 2

PROJECT RUBRIC

Project title _____	Project dates _____ to _____
Staff _____	Age/grade level of children _____

Category	Criteria ¹	Levels of attainment			Score
		No = 1	Partially = 2	Yes = 3	
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 project had beginning, middle, and concluding phases that built upon each other.	
Project depth	Did the project provide sufficient new challenges and require sustained effort over time? ²	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 project provided new challenges and required sustained effort over 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.	Children's conversations generally stayed focused on the project; all children regularly took part in project-related discussions.	
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.	Children played a major role in developing the project, its component tasks, and problem-solving strategies; much of the project activity and content went beyond staff ideas and suggestions.	
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.	Children used a variety of primary (e.g., field trips, interviews) and secondary sources to learn about the 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 the children involved with the project took part in all of its aspects.	
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 project tasks supported children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them.	
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 children's culminating work from the project represented in a variety of ways what they learned and the processes of how they went about learning.	
Total score (range = 8-24)					



STUDENT CHECKLISTS



Citizen Science STEM Process Skills Checklist

In citizen science, STEM process skills are an integral part of helping your students develop and complete their citizen science projects and demonstrate learning. These higher level thinking skills are also critical for students to be successful in pursuing the college and career paths of their choice, especially in STEM fields in the 21st Century. The following list is based upon research on scientific process skills in inquiry based informal learning environments.

Directions: Review the list and check which ones would be a high priority for your students in completing their citizen science project. You can also use this list to fill out Citizen Science Skills Checklists for Assessment.

- Observations
- Data Collecting
- Asking Questions
- Developing/Using Scientific Models
- Planning/Executing Investigations
- Analyzing Data
- Engaging in Argument from Evidence
- Constructing Explanations
- Sharing Findings
- Using the Engineering Design Process
- Solving Problems
- Comparing Approaches



Comprehension Checklists

Comprehension questions can help you identify students who read the words well, but have difficulty creating meaning from the text. These questions should range from literal, knowledge-based questions to higher-order questions that require the student to make inferences, synthesize information, analyze and evaluate and make judgments. Pay attention to the question level at which the student seems to break down. Also pay attention to whether the student can answer the questions without referring back to the text, whether they periodically look back to the text or whether they have to reread the text to answer any question.

Utilize the following checklist to ask different levels of comprehension questions and to ensure students understand and analyze the text during the reading process.

QUESTIONS TO ASK:	
LITERAL:	
Who _____?	
What _____?	
Where _____?	
When _____?	
How _____?	
What does _____ mean?	
INFERENCE and SYNTHESIS:	
Why _____?	
What caused _____?	
How are _____ and _____ alike? Different?	
Tell me in your own words _____.	
What happened first, second, third _____?	
What is the character _____ like?	
How do you think _____ was feeling?	
What is the main message or idea of this text?	
ANALYSIS, EVALUATION and JUDGMENT:	
What do you think will happen next _____? Why do you think so?	
What would happen if _____?	
Do you think _____ was good/bad; right/wrong; justified/unjustified...?	
Do you agree with the actions/decisions/choices of _____?	
If this was being told from _____'s point of view, how would it change?	



TAPPING INTO PROGRAM DATA

- Pre and Post Tests
- Observations
- Rubrics
- Surveys
- Required Data and Monitoring



OBSERVATIONS



Assess College and Career Readiness in Your Program

Use the checklist to assess program components in college and career readiness that are strong, OK or need work. Involve staff and stakeholders in this process, and ask what they see as goals and challenges. Once you have finished, select the top three in the “needs work” category to focus on, identify action steps and set a timeline for improvement.

Program components	Strong	OK	Needs work
Vision, goals and objectives for college and career readiness are clearly stated.			
Goals and objectives reflect alignment of all stakeholders' expectations.			
Stakeholders' support of the development and implementation of goals and objectives.			
Program culture promotes and emphasizes that <i>all</i> students can succeed.			
Program includes engaging, grade-level-appropriate activities, as follows: <ul style="list-style-type: none"> Awareness (K-12; hallmark of elementary) Exploration (K-12; hallmark of middle school) 			
Preparation (6-12; hallmark of high school)			
Academic enrichment activities align with college and career readiness standards.			
21st century and employability skills are incorporated (e.g., creativity, critical thinking, self-direction, leadership, productivity, accountability, communication, collaboration).			
Real-life learning experiences are offered.			
Program partners with families in their children's education, with opportunities to build their college and career readiness knowledge.			
Partnerships with community-based organizations, businesses and government provide internships, work-based learning experiences, and other needed supports.			
Partnerships with schools, nearby colleges, universities and technical schools encourage postsecondary preparation, investigation, visitation and entry.			
Program regularly assesses student and family needs around college and career readiness.			
Program has established method for obtaining feedback from students, families and partners.			
Program conducts systematic evaluation of all components, including college and-career readiness activities.			
Staff training supports innovative instructional approaches that combine academic and technical learning.			



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.	
	<i>Activity focus is on targeted skills:</i> <ul style="list-style-type: none"> Skill set #1: <i>Numbers, Operations, and Quantitative Reasoning</i> Skill set #2: <i>Patterns, Relationships and Algebraic Reasoning</i> 	
	<i>Every student is participating in one of 3 stations:</i> <ul style="list-style-type: none"> <i>Students engaged in small group CGI intervention with teacher</i> <i>Students participating in computer program intervention</i> <i>Students participating in an interactive learning activity</i> 	
	<i>Required materials/resources available:</i>	
	<i>Laptops 1 for every student</i>	
	<i>SMART Boards</i>	
	<i>Math software programs</i>	
	<i>Instructional resources (will include one of following):</i> <ul style="list-style-type: none"> <i>Base Ten Blocks</i> <i>Manipulatives</i> <i>Math Games</i> 	





RUBRICS

Prism Partnership Rubric

Indicators	Beginning	Emerging	Developing	Accomplished
Vision and Goals	Partners are together due to the nature of their work, but do not share a common vision and are concerned only with their own individual goals.	A shared vision emerges as partners work together, but the focus is still on individual goals.	Partners recognize the “value added” of a shared vision and collaborate on some common goals.	Partners hold a shared vision and collaboratively develop and implement common goals.
Communication	The purpose of communication is to share individual needs.	Most communication focuses on sharing individual needs; however, some discussion takes place related to a shared vision and common goals.	Communication promotes progress toward achieving a shared vision and common goals.	Communication is both consistent and deliberate, and is seen as an important component of the success of the partnership.
Decision-Making	Most partners are represented by those with no authority to make changes; therefore, decisions are made apart from common goals.	Some partners are represented by those with limited authority to make small decisions that may contribute to common goals.	Most partners are represented by those with limited authority to make decisions that promote individual or organizational goals, but are less committed to making decisions toward common goals.	Partners with authority represent their organization to make collaborative decisions that meet common goals.
Responsibility and Accountability	Partners are responsible and accountable for their own goals. One partner is in charge, and therefore, is accountable.	Some partners accept new roles of limited responsibility. Collaborative accountability is avoided, but an understanding of its importance is emerging. By common consent, one partner leads, and, therefore, is accountable.	Partners commit to new roles of shared responsibility as a result of a commitment to the common goals; but through an unspoken understanding or lack of communication, one partner emerges as accountable.	Partners hold themselves responsible and accountable for contributing to the common goals, as appropriate for the strengths of each partner (e.g., the level of commitment and specific contributions made by each organization).
Change and Sustainability	Partners recognize or even recommend that change is needed, but efforts are individual rather than collective and are not able to support change that is more than short-term.	Partners learn that all can contribute. They work together to identify necessary changes that meet individual and common goals.	Partners work to effect change that contributes to progress toward common goals. Some isolated changes remain in place for a certain amount of time; however, many are not yet sustainable.	Partners collaborate on common goals resulting in systemic change that is sustained beyond the grant.

SURVEYS: STAFF



YOU FOR YOUTH



You for Youth | Citizen Science

1

Citizen Science Reflection Questions for Staff

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

How would you improve introducing the Citizen Science initiative to students?

- More activities
- Move faster
- Better prep by the facilitator
- Incorporate more collaboration
- Draw more on student experience
- Other_____
- More review, move slower

How was the overall quality of Student Engagement in the project?

- Was meaningful and useful
- Respectful but neutral
- Responsive and engaged
- Appeared bored or indifferent
- Responsive and engaged
- Rejected or resisted ideas
- Other_____

How was the overall quality of Staff Engagement in the project?

- Meaningful and useful
- Bored or indifferent
- Responsive and engaged
- Rejected or resisted ideas
- Respectful but neutral
- Other_____

What did you think of the Citizen Science content and/or materials used in the project?

- Interesting, motivating
- Irrelevant to the students and staff
- Do-able
- Too advanced or complex
- Understandable
- Too much for the time available
- Right amount, appropriate level
- Other_____



SURVEYS: FAMILIES/COMMUNITY



You for Youth | Summer Learning

2

Summer Learning Family Survey

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
Without the summer program, I believe that my child would stay out of trouble.					
Without the summer program, I believe my child would have fun things to do during the summer.					
Without the summer program, I believe my child would practice reading or doing math.					
Without the summer program, I believe my child would be exposed to positive influences.					

Impact

Check one response in each row to indicate how you believe the summer program impacted your child.

Statement	N/A 0	No Impact 2	Some Impact 3	Significant Impact 4
My child developed positive relationships with teachers.				
My child is more enthusiastic about school.				
My child did more reading as a result of the program.				
My child exercised more as a result of the program.				
My child is getting along with peers better.				
My child made new friends.				
My child learned new skills.				
My child was more active.				
My child is more prepared to return to school in the fall because of this program.				
My child experienced new places as a result of field trips.				
The at-home family activities showed me what my child was learning in the program.				



SURVEYS: STUDENTS



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.

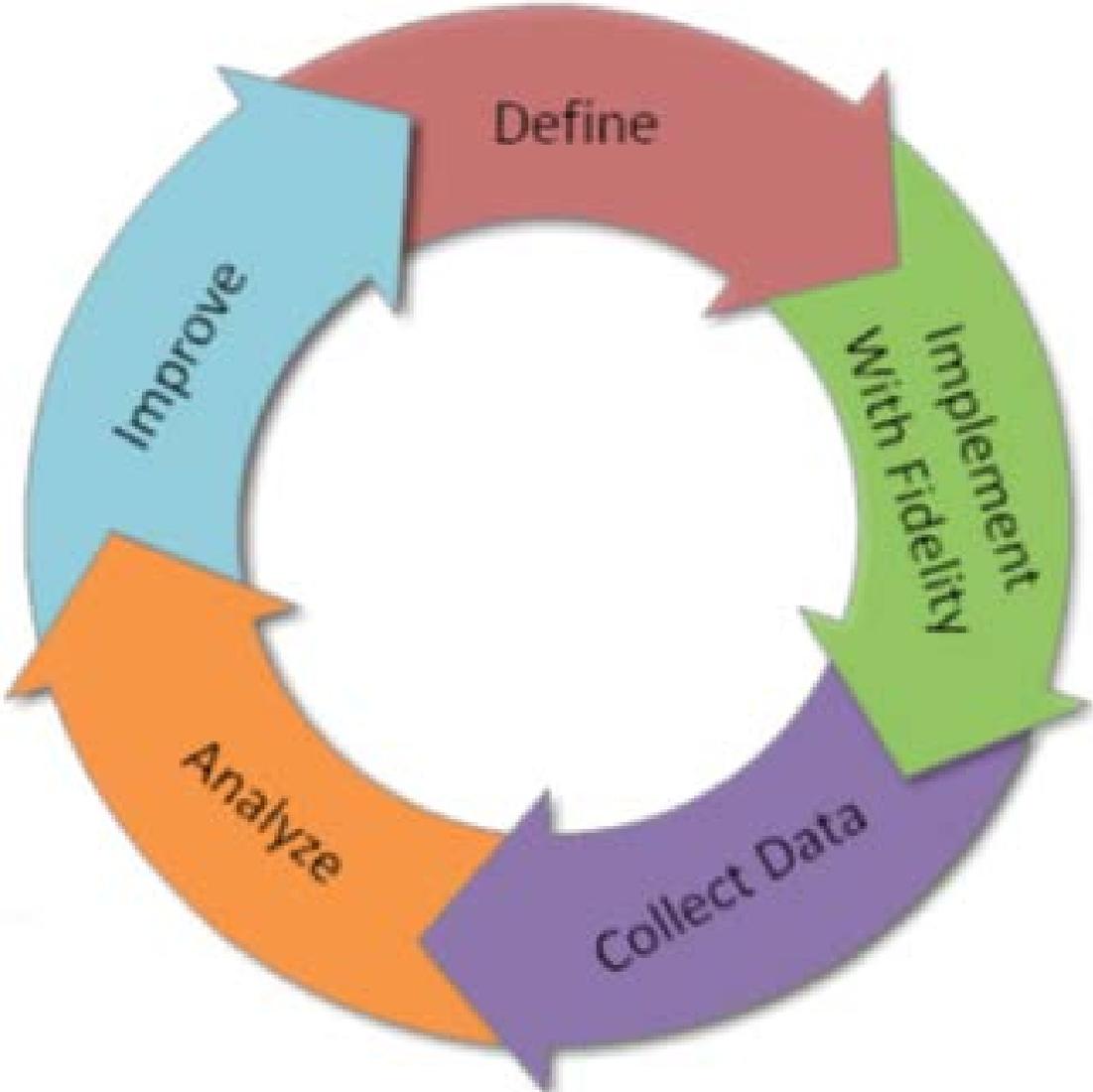
Directions: Check one column to show how you feel about each statement.

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.			



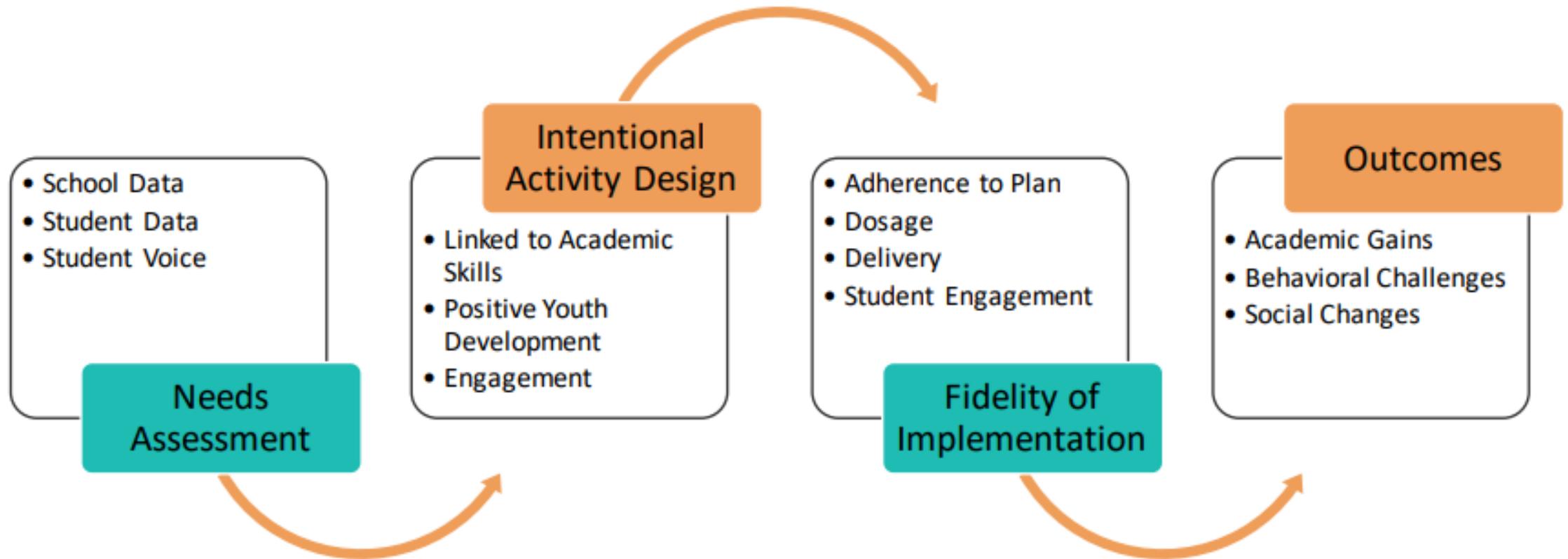


3. ANALYZE AND IMPROVE





INTENTIONAL PROGRAM DESIGN





CLICK & GO 3: MINI-LESSON

ADMINISTER FOR SUCCESS: INTENTIONAL PROGRAM IMPLEMENTATION

Mini Lesson: Administer For Success



ANALYZE: TOOLS AND RESOURCES

Program Evaluation Support with Y4Y
July 15, 2014
1:00 p.m. EDT



Assess Needs

Training Starter Template

Objectives: All participants in the training will be able to:

- Identify what is working in the program and what needs improvement
- Gather feedback on the program from stakeholders (stakeholder (parents, teachers, community members, etc.)
- Ask for and collect youth ideas on program needs and potential improvements

Total amount of time: _____ Number of participants: _____

Preparation: _____ Materials: _____

Training Opening

- Engage Participants _____ minutes
(Ice breaker/warm up activity related to the topic)

- Introduce the Topic _____ minutes
(Motivate participants, show them why the topic is important, and share objectives and agenda)

Training Middle _____ minutes

(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic)

- Explain that partners can help fill in gaps or address needs in current programming, but to create a plan for what they will fill in, you first need to understand where there's room for improvement.
- In small groups, have participants discuss and write down what they believe are the areas of the programming that need the most improvement (if anonymity is a concern, find ways to





IMPROVE: STAFF DEVELOPMENT

HOME GET STARTED LEARN TECHNICAL ASSISTANCE RESOURCES STEM INITIATIVES

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

Y4Y > Train Your Staff > Aligning With the School Day [Contact Us](#) | [Sign Out](#) AllysonZ

Aligning With the School Day

Trainings To Go →

 Trainings to Go are hour-long training plans that include a PowerPoint, handouts, and training guides. Click the trainings to get tips on how to customize professional development plans to fit different staff needs, training time frames, and training goals.

Training Starters →

 Training Starters help you plan trainings on key topics related to the subject matter. Click the different training starters for tips on creating trainings that address your program needs and next steps.

Tools →

 Find ready-to-use and customizable tools that can assist you in planning, implementing, and assessing your projects.

My Notebook

ALIGNING WITH THE SCHOOL DAY

What is the best way to align with the school day?

Save Notes

[View my notes from other topics](#)

Glossary

ALIGNING WITH THE SCHOOL DAY

REFLECT



- Reflect individually and as a group throughout the process.
- Share feelings and experiences.
- Discuss what worked well.
- Discuss possible improvements.
- Share ideas that will lead to new inquiries and new projects.
- Document the learning.



OVERVIEW OF CLICK & GO

Y4Y HOME HOME CLICK & GO TOOLS

You for Youth

Y4Y CLICK & GO

21ST CENTURY COMMUNITY LEARNING CENTERS
TECHNICAL ASSISTANCE
WHERE AND WHEN YOU NEED IT

OUR GOAL

To equip 21st CCLC leaders with the knowledge, skills and tools necessary to intentionally design and implement programs that positively impact student academic performance.

- Mini-Lesson
- Podcast
- Tools
- External Resources
- FAQs

LEARN MORE LIBRARY



External Videos ↓

Publications ↓

Web-Based Resources ↓

Lesson Plans and Activities ↓

CHECK FOR UNDERSTANDING



YOU FOR YOUTH



Name the five steps of the continuous improvement process.



UNTIL NEXT TIME...

Go to the [Virtual Series Page on Y4Y](https://y4y.ed.gov/y4y-virtual-institute-for-new-grantees), **BE SURE TO LOG IN**

<https://y4y.ed.gov/y4y-virtual-institute-for-new-grantees>

- Courses
- Links to Y4Y Resources
- Discussion Board

Office Hours Today: 2:00-3:00 PM Eastern

NEXT TIME...

- Review of what you shared during the week
- Topic: 4: Engaging Partners for Sustainability

Tuesday, October 10th: 1:00-2:00 PM Eastern



Monique McDowell-Russell

mmcdowell@foundationsinc.org

Scott Sheldon

ssheldon@foundationsinc.org

Visit: www.Y4Y.ed.gov

