# Program Improvement Plan for Summer 2010 – EBAYC, Oakland



| **Desired Improvement**<br><br>**Quality Standard** | **Next Steps for Provider** | **Timeline/ Task** | **Technical Assistance Needed** | **Timeline/ TA** |
|---|---|---|---|---|
| Evaluation plan and measurement tools that will provide useful data for next summer's planning.<br><br>*Purpose* | Develop measurement tools based on goals and curriculum – consider rubrics, weekly surveys, final survey<br>Develop plan for implementation of measurement tools and analysis of data.<br>Use data to debrief summer experience and plan program for Summer 2011. | By 4/15<br><br>By 5/15<br><br>Fall/Spring | Review and provide suggestions for measurement tools | By 4/30 |
| Continued communication of learning goals to line staff.<br><br>*Purpose/Professional Development* | Use pre-program PD to help staff understand the overall learning goals of the summer program and understand how they connect, day to day.<br>Continue to list daily objectives.<br>Require daily debrief sessions. | | | |
| Integration of learning goals into activities and staff training.<br>.<br><br>*Professional Development* | Create a staff development plan that includes up-front and on-going training, and includes:<br>- Overall learning goals<br>- Taking advantage of teachable moments<br>- Learning how to close an activity to emphasize learning<br>- Classroom management<br>- Differentiated instruction – addressing ESL and learning disabilities<br>- Review other recommendations from last year | By 4/30 | Review and provide suggestions to staff development plan | By 5/15 |
| Use of journaling for staff and youth.<br>*Professional Development* | Offer journal facilitation ideas.<br>Model journaling with staff during PD. | By 3/31<br>June | Provide journal facilitation ideas | Done |
| Clear expectations and better alignment with partners.<br><br>*Partnerships* | Consider new partnerships.<br>Continue strengthening state parks connection, with staff training around camping trip | By 3/31 | Investigate other possible Bay Area partnerships.<br>Explore library options | By 3/31 |

# Program Improvement Plan for Summer 2009 – EBAYC, Oakland

| **Desired Improvement**<br><br>**Quality Standard** | **Next Steps for EBAYC** | **Timeline/ Task** | **Technical Assistance Needed/ TA Provider** | **Timeline/ TA** |
|---|---|---|---|---|
| Intentionally link needs, learning goals for participants and curriculum<br><br>Approach to Learning/Intentional | Continue discussion of learning goals for participants<br>Draft instructional frameworks and syllabi that link to needs and learning goals | April 17<br><br>April 24 | Review and provide input to learning goals, instructional frameworks and syllabi/NCSL and BAP | M ay 1 |
| Develop curriculum<br><br><br><br><br><br>Approach to Learning/Intentional, Integrated, Individualized | Put together Curriculum Team<br>Draft instructional frameworks and syllabi that link to needs and learning goals (same task as above)<br>Revise instructional framework/ syllabi using NCSL input<br>Draft lesson plans<br>Field test draft lesson plans<br>Finalize frameworks, syllabi and lesson plans | April 1<br>April 24<br><br><br>May 8<br><br>May 15<br>May 29<br>June 12 | Provide curriculum samples/NCSL<br>Provide information about other Oakland summer programs/BAP<br>Review and provide input to learning goals, instructional frameworks and syllabi/NCSL and BAP (same TA as above) | April 17<br>April 17<br><br>May 1 |
| Assess and evaluate programs<br><br><br><br><br><br><br><br>Purpose | Develop program quality standards, measures, data collection instruments and protocols, and reporting formats<br>Develop program effectiveness objectives, measures, data collection instruments and protocols and reporting formats | June 12<br><br><br><br>June 12 | Clarify assessment/evaluation purpose/content with EBAYC staff/NCSL<br>Review learning goals and curriculum plan/NCSL<br>Provide samples of quality and effectiveness measures and tools from other programs/ NCSL<br>Work with EBAYC to develop measures, data collection instruments and protocols and reporting formats for program quality and effectiveness /NCSL | April 17<br><br><br>May 1<br><br>May 15<br><br><br>June 12 |
| Plan for professional development<br><br>Professional Devt | Draft content and timeline for staff training<br>Finalize content and timeline for staff training | May 15<br>May 29 | Review PD Plan/NCSL | May 22 |

**EBAYC Summer Programs 2009**
**Mid-Program Assessment – June 29 and 30, 2009**

Thank you for hosting our site visits this week. We loved meeting your staff and youth, and seeing the programs in action.

The following comments and suggestions are based on our observations and interviews with staff. We hope you will use them to make improvements and experiment with different strategies over the next two weeks.

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**Strengths**

Overall the program is strong. The environment is positive - youth are engaged and excited and staff are enthusiastic. Many aspects – staff continuity, program design, coordination of activities and schedules – demonstrate your extensive experience as an organization and a staff. Among the many highlights, that we noted are:

- Staff commitment to the program and the goals – Many staff that we talked to have been at EBAYC for multiple years and clearly feel strong ownership of the program. They are aware of the goals and have them posted in every room. In many cases, they have known specific youth in the program through the after school program and are aware of their skills and interests.

- Staff teaching skills
  - We saw several skilled teachers translate complicated material (ie: molecule lesson) to the level of understanding of 3rd, 4th and 5th graders. In at least 3 cases, the teachers had brought their knowledge from college courses into the classroom.
  - Some teachers had adjusted lesson plans for their classes and their own levels of understanding.
  - Objectives for the day were posted in every classroom we visited.
  - Staff did a great job reviewing with kids what was learned that day and the previous week.
  - In some classrooms, we saw positive reinforcement of good behavior and modeling of appropriate behavior.
  - In most classrooms, we saw evidence of structures and daily rituals – ie: journal writing with questions on the board – that reinforced expectations for youth behavior and participation.
  - In many classrooms, teachers gave youth the opportunity to share their work – displaying or presenting the molecules they had built; reading entries from their journals.

- Small group ratio of 1:10 – The class size was manageable and allowed for individual interaction between staff and youth.

- High level of organization
  - The daily schedule was posted in every room and staff were clearly following the schedule and rotating among activities.
  - Each staff was working from a lesson plan, with activities connected to the weekly theme.
  - The field trips have been planned out and youth are excited about them.

- Daily staff check-ins
  - Site Coordinators are checking in with their line staff daily. In one case, the Site Coordinator had staff review the strengths and challenges of the lessons-to-date and brainstorm solutions for the challenges. Staff were able to share their strategies with each other, make revisions, and think ahead for the week's lessons.
  - Site Coordinators are checking in with each other informally every day at the EBAYC office.

**Opportunities for immediate improvement**

The following are suggestions that we hope the EBAYC team will consider implementing for the remaining weeks of the program. This is an opportunity to continue experimenting with different approaches and strategies, not only to improve this year's program, but also to lay the foundation for next year.

Some of these suggestions will look familiar and may be strategies or approaches that you've already tried to implement or that may be in place at some sites. They are on this list because we did not see or hear them consistently in the program during our visit.

- Consistency in staff teaching strategies appears to be a challenge. As detailed above, there were many good things happening in many places. There were also some troubling behaviors. At one site, we watched a Site Coordinator berate a student in front of his peers in a loud and angry voice. We also saw staff sitting to the side or chatting with peers while youth participated half-heartedly in activities. We saw staff being unprepared for lessons (ie: no newspaper for painting) and then getting angry with youth for making a mess.

  Teaching skills should be reinforced by:

  - Reinforcing an expectation that Site Coordinators are observing classes for consistency of instruction and content delivery, and then discussing with staff or modeling positive teaching strategies.

  - More visits by the Program Director to the sites to assess the quality of the program and any additional staff support or training needed.

  - Visits by more experienced Site Coordinators to other sites to provide feedback and coaching to their peers and the line staff.

  - Specific training or refreshers about:
    - using positive reinforcement of good behavior to encourage students. One quick example is making sure class rules are always posted as what youth SHOULD do, instead of what they shouldn't.
    - modeling behavior for students (ie: writing while youth write or participating in classes provided by contractors);
    - sharing and valuing youth work (ie: displaying work, rather than piling it up in a jumble on the counter); and
    - classroom management strategies

    These trainings could be led by line staff and Site Coordinators because there were so many strong practices among some staff.

- Some lesson plans are better than others. We heard consistently that the nutrition week lessons were very good. We saw and heard that the physical health lessons were not as good in 2 ways. First, some lessons were too complex for youth to understand and for some staff to teach. Second, the lesson plan we witnessed (molecules) had only a tenuous connection to physical health … or we didn't hear that connection made. For example, we heard one staff explaining how an atom is made of molecules. In other cases, the line staff gave little or no explanation for the link between the foam balls and molecules, not to mention the link to the human body and physical health.

    - Someone needs to review the upcoming lesson plans to make sure they are age-appropriate and relevant to the weekly theme.

    - Each site should review lesson plans with line staff at the end or start of each week to flesh out any questions or concerns that staff may have about their ability to teach the lessons. This would require setting aside at least an hour/week for a longer meeting.

- Ensure that daily debriefs are happening at all sites and are dealing with teaching strategies and lesson content, not just the next day's logistics. Some Site Coordinators may need training or a refresher in running an effective debrief. You have some very skilled Site Coordinators who could provide this training.

Given the limited planning time and the brand new curriculum, it is not at all surprising that adjustments are needed mid-stream. Next year, you will be able to build on the lessons you've created and therefore have more time to reinforce staff teaching and classroom management strategies during the training. The program has a very strong foundation, and will only continue to get stronger.

This report is designed to provide the East Bay Asian Youth Center with feedback about the summer of 2009 and recommendations for improvements for the summer of 2010. To begin, we would like to commend you on putting together a well-organized, enriching and fun summer program for hundreds of young people in Oakland. We also appreciate your willingness to hear feedback and your demonstrated commitment to making improvements, even mid-program after the June site visit.

This report includes input from the National Summer Learning Association (NSLA, formerly the National Center for Summer Learning) and the Bay Area Partnership for Children and Youth (BAP). The feedback is based on our experience with your program, the Oakland team's core improvement goals identified in spring 2009, knowledge of summer programs in California and across the country, and the NSLA's Program Improvement system and summer learning standards (denoted in bold). The report includes:

- A summary of key recommendations
- Detailed feedback based on the Core Improvement Goals and NSLA quality standards
- A summary of work towards the Core Improvement Goals/Technical Assistance Plan developed jointly by EBAYC, BAP and NSLA in the spring of 2009.

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## Summary of Key Recommendations for Next Summer

1. Integrate your assessments into training for program directors and line staff
2. Design lesson plans with options for differentiation, and pay peer educators for planning time before and during the summer session to review and adapt lesson plans to suit their strengths and the needs of youth
3. Begin planning in January 2010 for next summer
4. Consider running a longer summer program in 2010
5. Increase staff training time
6. Expand the content of staff training to include lesson plan design and implementation, classroom management and positive behavior reinforcement strategies
7. Structure in time for the Deputy Executive Director to visit all sites and observe activities regularly
8. Further empower peer educators and improve the quality of instruction by giving them more input into the curriculum during the planning process
9. Hire a certified teacher as a consultant during the curriculum development phase next year
10. Create physical and social environments that feel different from school

## Detailed Feedback

### EBAYC Core Improvement Goal

### PURPOSE

- **Program has clear, focused goals that are widely communicated among year-round and seasonal staff and key stakeholders. Goals are tied to time definite indicators, and data is tracked in a systematic manner to monitor performance. Program goals align with the specific needs of the youth served.**

EBAYC's clear, consistent communication of program goals and daily learning objectives in all sites was a great success. Weekly themes, lessons and field trips had a clear connection to program goals and created opportunities for learning to be reinforced by staff throughout each day and week. We encourage you to build on the success of your goals this summer while zeroing in on some targeted areas for improvement to improve learning outcomes for youth.

One recommended improvement for summer 2010 is to ***integrate your assessments into training for program directors and line staff (Recommendation #1).*** This year, EBAYC developed and implemented assessment tools tailored to program goals, however, line staff were consistently unaware of the purpose of the surveys and assessments used and did not implement them uniformly across sites. One of the most important reasons for using assessments is to inform instruction; program directors and peer educators should analyze results of the pre-survey right away to adjust lesson plans to meet the needs of youth in the program. Moreover, assessments measure proficiency on specific concepts and competencies. In order to show meaningful change over the course of the program, staff need to tailor their instruction and reinforcement strategies to mirror those specific concepts. Next summer, provide time during staff training for all staff to become familiar with the content of the assessments, and set clear guidelines for when they should be administered and how staff can incorporate results into the program.

### PLANNING

- **There is a process in place and time dedicated, prior to the session, for all staff to collaboratively plan programming, outreach and partnerships with the organizational leadership. All staff share ownership of the program vision and design with leadership.**

Overall, the structure and process for planning the summer program was strong. By giving program directors control over schedules, curriculum, field trips and outside vendors, EBAYC empowered them to manage their sites very effectively. Here are several keys to success we observed and would recommend for future summers:

- Daily schedules and field trips were in place before program started
- Line staff had experience modeling the activities
- Vendor programming clearly aligned with program goals, and vendor staff and program staff worked together on content and instruction

We also recommend some strategies to strengthen your planning and implementation next summer. We heard from most of the peer educators we interviewed that they would appreciate a more hands-on role in the lesson planning process. Peer educators seemed to prefer curriculum that would be easier for them to adapt for different age groups and skills levels. In order to make this happen, program directors should ***design lesson plans with options for differentiation, and peer educators should be paid for planning time before and during the summer session to review and adapt lesson plans to suit their strengths and the needs of their youth (Recommendation #2).***

Program directors reported that they started planning about two months prior to the summer program this year and that the timeline was very tight. We understand that this tight timeline was due to the timing of the summer funding award. Next summer, we would recommend that program directors ***begin planning in January 2010 for next summer (Recommendation #3)***, especially in light of the additional staff training we'd like to see EBAYC conduct in 2010. (See Professional Development).

Additionally, we would recommend that you ***consider running a longer summer program in 2010*** (***Recommendation #4)***. Research shows that more than 120 hours of intervention is necessary over the summer to have a positive impact on reading achievement and that 240 hours can lead to sustained, multi-year positive effects for youth. For 2010, consider extending the day or adding an additional week or two to the program.

## PEOPLE

- **Program staff is empowered to manage the program and have a voice in organizational decisions.**

EBAYC has a lot of confidence in its program directors, and rightfully so. They are clearly dedicated and capable leaders. For next summer, we would encourage you to continue building the capacity of your peer educators to be confident leaders and play a more significant role in decisions made at the organizational and site levels.

## EBAYC Core Improvement Goal
## PROFESSIONAL DEVELOPMENT

- **Program leadership assesses staff abilities, sets development objectives and plans appropriate training. Numerous training opportunities are incorporated into the schedule prior to the start of, during and following the session and are centered on topics immediately relevant to program implementation and the needs of staff.**

One of your core improvement goals for this summer was to improve staff training. From interviews and observations, we gleaned that most of the focus on staff training was for peer educators to model lesson plans in the curriculum. This is a very important method of training, especially for staff who are inexperienced in instruction. Knowing they had this training, we were surprised to see the same lessons implemented very differently from site to site and even classroom to classroom. We recommend that expectations about what young people need to learn in each lesson are clearly communicated to staff and that staff have more opportunities to practice and plan for implementing these lessons. While flexibility and adaptability are key components of a good lesson plan, the quality of instruction should be the same no matter who is leading the

activity. It's possible that the time EBAYC allotted for training was simply not enough to allow for meaningful practice of lesson plans or that the way they were modeled did not take into consideration the time it takes to distribute materials, answer questions, provide individual help and clean up. We recommend that you ***increase your staff training time (Recommendation #5).*** High quality programs generally provide at least 30 hours of staff training.

In addition to allotting more time for staff training, we recommend that you ***expand the content of staff training to include lesson plan design and implementation, classroom management and positive behavior reinforcement strategies (Recommendation #6).*** As mentioned previously, both program directors and peer educators need to be equipped with information on the reading and math skill levels of the youth they work with, as well as strategies for adapting curriculum to suit their needs. All staff would also benefit from training on the overall structure and basic flow of a lesson plan- including setting objectives, giving clear expectations and instructions, modeling the activity and checking for understanding.

Across sites, we saw some peer educators with tremendous classroom management and instructional skills and some who clearly had very little training or experience. Create an atmosphere, and dedicate the time, for your more experienced peer educators to train your less experienced peer educators on best practices and useful strategies. This could be done at the site level, but may be more effective if done program-wide.

- **Program director observes each activity at least twice (beginning and end) during summer session in a formal capacity and once per week in an informal capacity and provides thorough feedback for staff improvement and development.**

We recommend that the organization leaders ***structure in time for the Deputy Executive Director to visit all sites and observe activities regularly (Recommendation #7)***. Consistent observation by EBAYC management will allow for best practices to be shared among sites and for weaknesses to be identified and improved upon continually. Your organization has a demonstrated commitment to continuous professional development and learning. These visits will promote that aim and reinforce that staff feel valued by your attention to their work.

## PARTNERSHIPS

- **Program builds and maintains strong linkages with partners, including community organizations and the public school system, that are supportive of its mission and have a vested interest in the program's success.**

It's clear that EBAYC has strong ties to the community and a great reputation as a partner. The partnership with the East Bay Regional Parks Service was clearly a great fit and resource for the middle school program and is a perfect example of the type of integration of staff and resources we hope to see from partnerships. Overall, EBAYC was very intentional about its use of vendors and partners, with each partner or vendor truly fulfilling the mission and goals of the summer program. Vendors should always add expertise to what the program is already doing, without detracting from the goals or the interaction between program staff and youth. You did a great job of this with your vendors this summer.

With your strong programming and existing relationships with schools and principals, we see an opportunity for more formal partnership with OUSD during the summer. We would encourage you to explore further integration between the EBAYC summer program and the OUSD summer school in order to create more complementary and higher quality programming for all the students involved. We are hopeful for an opportunity to work with you further on this goal.

## EBAYC Core Improvement Goal (curriculum)

## APPROACH TO LEARNING

- **All staff members have input into selection and development of the curriculum through clearly designated opportunities.**

The curriculum developed by program directors for the elementary sites this summer was a great accomplishment. It can be quite difficult for youth work professionals without a background in curriculum to develop cohesive lessons on their own, but they were able to accomplish it by using the program goals and objectives as a clear guide for all activities, field trips and vendors. A challenge for summer 2010 will be to adapt and expand on the existing curriculum to serve new as well as repeat program attendees.

As mentioned above, we recommend that you ***further empower peer educators and improve the quality of instruction by giving them more input into the curriculum during the planning process*** (***Recommendation #8)***. Peer educators bring unique experience and expertise, and it would be a great benefit to build on their individual strengths in designing the type and content of lessons in the curriculum for next summer.

- **Activities are intentionally linked to age-appropriate academic and developmental skills and works to build subject matter expertise and skill mastery.**

Another key area of focus for your 2010 curriculum should be to make it appropriate for all age levels you serve. We recommend that you ***hire a certified teacher as a consultant during the curriculum development phase next year (Recommendation #9)*** to advise you on your curriculum and help staff with revisions***.*** You have a great opportunity as a summer learning program to move kids forward and develop confidence in youth who may not always excel academically during the school year. It is so important, therefore, to give them activities that are challenging yet achievable. A certified teacher would be able to consult and provide feedback on this key area for success. Resources from OUSD or CDE should also be able to inform things like vocabulary, reading level, math skills and other competencies for each grade level you serve.

A certified teacher could also help you look at the length and timing of activities within the curriculum. While EBAYC staff members have the creativity and knowledge to develop themes and ideas for activities, a teacher will be able to structure a lesson plan with clear objectives, a realistic timeframe and cues for instruction that will enable all peer educators to be successful in the classroom.

We also suggest trying out a curriculum that goes deeper on fewer topics next summer. On one hand, we know it's appealing to expose kids to as many new things as possible in one summer. However, it's also really important that they retain what they learn in the summer and walk away with a new skill or talent they can carry into the school year and beyond. EBAYC program directors clearly understand how to develop a thematic unit, so we encourage you to challenge them to devote more than a week to a particular subject or theme to develop true expertise among participants.

- **Program creates a "summer culture" that is different from the school year and promotes a sense of community.**

We saw some great examples of summer culture in EBAYC's programs: the tradition of morning circles at Manzanita, a fantastic relay race at Bella Vista. Moving forward, build on these elements by trying other strategies to ***create physical and social environments that feel different from school (Recommendation #10).*** Arrange classrooms to be interactive and comfortable- desks aren't in rows, decorations are all student generated, alternative seating options are available. We saw a lot of staff placing heavy emphasis on youth sitting in chairs at desks to work; try to accommodate diverse learning styles by allowing kids to work standing up, sitting on a rug, or any other way that feels comfortable and sparks their creativity.

## Core Improvement Goals/Technical Assistance Plan

| Desired Improvement Quality Standard | Next Steps for EBAYC | Timeline / Task | Technical Assistance Needed/ TA Provider | Timeline /TA | Progress (to 7/31/09) |
|---|---|---|---|---|---|
| Intentionally link needs, learning goals for participants and curriculum<br><br>Approach to Learning/Intentional | Continue discussion of learning goals for participants<br>Draft instructional frameworks and syllabi that link to needs and learning goals | April 17<br><br>April 24 | Review and provide input to learning goals, instructional frameworks and syllabi/NSLA and BAP | M ay 1 | EBAYC established learning goals that were used in staff training, curriculum development and posted in each room. |
| Develop curriculum<br><br>Approach to Learning/Intentional, Integrated, Individualized | Put together Curriculum Team<br>Draft instructional frameworks and syllabi that link to needs and learning goals (same task as above)<br>Revise instructional framework/ syllabi using NSLA input<br>Draft lesson plans<br>Field test draft lesson plans<br>Finalize frameworks, syllabi and lesson plans | April 1<br>April 24<br><br>May 8<br><br>May 15<br>May 29<br>June 12 | Provide curriculum samples/NSLA<br>Provide information about other Oakland summer programs/BAP<br>Review and provide input to learning goals, instructional frameworks and syllabi/NSLA and BAP (same TA as above) | April 17<br><br>April 17<br><br>May 1 | EBAYC had an extensive curriculum and daily lesson plans developed by Program Directors.<br>The curriculum/lesson plans were just being finalized when we had our goals/measurement tools call on 6/4.<br>BAP/NSLA weren't able to review the curriculum extensively.<br>There was no field testing of lesson plans. |

| Desired Improvement Quality Standard | Next Steps for EBAYC | Timeline/ Task | Technical Assistance Needed/ TA Provider | Timeline/ TA | Progress (to 7/31/09) |
|---|---|---|---|---|---|
| Assess and evaluate programs<br><br>Purpose | Develop program quality standards, measures, data collection instruments and protocols, and reporting formats<br>Develop program effectiveness objectives, measures, data collection instruments and protocols and reporting formats | June 12<br><br>June 12 | Clarify assessment/evaluation purpose/content with EBAYC staff/NSLA<br>Review learning goals and curriculum plan/NSLA<br>Provide samples of quality and effectiveness measures and tools from other programs/ NSLA<br>Work with EBAYC to develop measures, data collection instruments and protocols and reporting formats for program quality and effectiveness /NSLA | April 17<br><br>May 1<br><br>May 15<br><br>June 12 | NSLA provided lists of sample tools.<br>BAP provided a sample tool from another summer community.<br>There was not extensive work with EBAYC on developing the measures, protocols, etc. |
| Plan for professional development<br><br>Professional Devt | Draft content and timeline for staff training<br>Finalize content and timeline for staff training | May 15<br><br>May 29 | Review PD Plan/NSLA | May 22 | Minimal discussion was had with BAP/NSLA about the staff training. |

## Facilitated Self-Assessment for Summer Program Staff

A facilitated self-assessment is a powerful way to begin a program improvement process; it combines the in-depth program knowledge of staff with the objective expertise of an experienced facilitator. Facilitated self-assessment builds buy-in from program staff by asking them to drive the process and make key decisions. The facilitator is the navigator- ensuring the conversations stay on course and reflect what is known in the broader field. The Self-Assessment tool included in this manual is aligned with the background content and tools for technical assistance in the manual and is an important first step to diagnosing program quality and prioritizing improvements. The Self-Assessment is designed to initiate conversation among program staff and between program staff and the TA Provider about the program's quality and to match detail about the program's perceived strengths and weaknesses with the quality rubric within the tool. At the end of the facilitated self- assessment process, programs will have agreed on scores of 1-4 for each indicator and will have an aligned program improvement plan that reflects the program's priorities for organizational improvement *this* year. The improvement plan reflects progress toward this indicator:

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| Organizational Improvement Goals | Program has no goals or goals so vague as to not be useful in evaluation. | Program has very broad goals that are not specific, measurable, realistic or time limited. Goals reflect general organizational efficiency, but are not clearly linked to the strategic plan. | Program has goals for organizational improvement, but some of them may be difficult to measure and/or unrealistic. Organizational improvement goals align with the strategic plan. | Program sets at least two specific, measurable, realistic, time-limited goals for organizational improvement each year that align with the strategic plan. |

The indicators in this self assessment are drawn from the Comprehensive Assessment of Summer Programs, a research-based quality construct that has been part of a multi-year pilot project in California. Based on experience, the selected indicators have been identified as essential to summer program quality and therefore, priority areas for technical assistance. When conducting a full external assessment with the CASP (including staff interview and observation), technical assistance providers or assessors will provide feedback on a broader set of indicators than is reflected in the self assessment. This broader feedback, and any additional quality assessment data that is available, should also be factored into the program improvement planning process when possible.

In general, the indicators are intended to reflect a hierarchy of program quality - with the indicators in Phases One and Two seen as most foundational to program quality and those in Phases Three and Four being appropriate for programs that have already achieved high quality in Phases One and Two. The rubric is designed to help programs make honest, objective ratings. Here is a simple way to communicate the rubric levels to program staff:

1- "We haven't started to work on this yet."
2- "We could use some improvement in this area."
3- "We have a good foundation in this area, but could use some additional focus to take it to the next level of quality."
4- "We are exemplary in this area and are a model for other summer programs."

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Ways to use the self assessment:

- Individual Survey to Discussion: Complete survey independently, tally results and discuss as a group.
- Small Group Survey to Discussion: Complete the survey in small groups and have each group report or record their scores to be tallied. Discuss as a group to come to consensus.
- Consensus Based Survey: Walk through each indicator as a group and come to real-time consensus on the scores.

Start the Self Assessment process by completing the Phase One and Phase Two portions of the survey with a program. With any method you use to conduct the survey, be sure to document evidence from staff to back up their scores. Use the Notes field, chart paper or Post-It notes to gather evidence. This will be important to the consensus-making process in the event staff disagree on an indicator score.

Once program staff has agreed upon scores for each indicator, assess the scores to determine the sections they seem to need the most improvement in. If they score high in both Phase One and Two and provide adequate evidence to back up their scores, then proceed to Phase Three on the survey. Once you have reached a section where a program agrees they need technical assistance, guide them through a process to prioritize improvements for *this* year. It is not necessary for all improvements to come from the same Phase of the survey. Our guidance is that you should focus on the earliest phases first without skipping indicators because they are foundational, although you should be sure that all indicators in the same domain in previous phases are scored at least with a "3" before proceeding to the next phase. Use your judgment based on the scope of each desired improvement to limit or extend the number of improvements they decide to take on in one year. Typically, a program should take on between 2-5 improvements in one year. In some cases, multiple indicators can be grouped together into one improvement goal or area.

Having identified the indicators in which they'd like to make improvements, program staff will need to brainstorm and decide on specific strategies and steps for improvement. For example, if the program is consistently assessed as a 1 in the indicator "Staff Collaborative Planning," program staff will identify an organizational improvement goal of "Engaging site coordinators and line staff in planning." They will then discuss and agree on the steps for bringing staff into the planning process, and identify the technical assistance needed to move those steps forward. These decisions are documented in the Program Improvement Plan which serves as the workplan for implementing improvements.

Use your judgment based on the scope of each desired improvement to limit or extend the number of improvements they decide to take on in one year. Typically, a program should take on between 2-5 improvements in one year. In some cases, multiple indicators can be grouped together into one improvement goal or area. In our experience, trying to implement too many improvements at once becomes overwhelming and often results in no improvements being made.

## Program Improvement Plan

| **Organizational Improvement Goal**<br><br>*Quality Indicator* | **Next Step for Provider** | **Timeline/Task** | **Technical Assistance Needed** | **Timeline/TA** |
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## Self Assessment: Phase One

### Purpose

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Grounded Mission and Vision | Program does not have a mission or vision statement. | Program has a mission and/or vision statement, but cannot connect it to a specific need of the community served. | Program has developed mission and vision statements that reflect the apparent needs of the community, without direct feedback from members of the community served. | Program has used a variety of information sources, including direct feedback from community members, to conduct a community needs assessment. Program has mission and vision statements that are connected to the needs of the community served. | |
| Youth Outcome Goals | Program has no goals or goals so vague as to not be useful in evaluation. | Program has very broad goals that are not specific, measurable, realistic or time limited. Goals reflect general education or developmental progress, but are not clearly linked to the specific needs of the youth served. | Program has goals for each summer session, but some of them may be difficult to measure and/or unrealistic. Program goals align with the mission and the needs of youth served. | Program sets at least two specific, measurable, realistic, time-limited goals for youth outcomes each summer session that align with the mission and the needs of youth served. | |
| Goal Measurement | Program has no goals or goals so vague as to not be useful in evaluation. | No goals are tied to indicators or data collection methods. | Some youth outcome and organizational goals are tied to indicators and data collection methods. | All youth outcome and organizational goals are tied to indicators and data collection methods. | |

### Planning

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Staff Collaborative Planning | No staff members have input into selection and development of the curriculum and activities for the summer. Program Director develops a schedule for the summer with no staff input. | Site coordinators have input into selection and development of the curriculum and activities for the summer less than three months prior to the start of the session, and line staff have no input. | Site coordinators and line staff have input into selection and development of the curriculum and activities for the summer through collaborative planning sessions less than a month prior to the start of the session. **OR** Only site coordinators have input into the selection and development of the curriculum and activities for the summer at least three months prior to the start of the session. | Site coordinators and line staff have input into selection and development of the curriculum and activities for the summer through collaborative planning sessions at least three months prior to the start of the session. | |

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| | | | | | |
|---|---|---|---|---|---|
| Backward Planning | Program staff and partners plan activities with no connection to youth outcome goals. | Program staff and partners plan activities that may be connected to broad goals but not to measurable youth outcomes. | Program staff and partners begin planning by selecting activities in areas generally related to program goals. Some programming is adapted to connect directly to youth outcome goals. | Program staff and partners use youth outcome goals as the foundation for activity planning and curriculum development and/or selection. All programming is directly connected to youth outcome goals. Program uses a logic model to show the relationship between program inputs, activities and goals. | |
| Lesson Plan Framework | Program does not use formal lesson plans for activities. | Program provides a form for site coordinators and line staff to submit lesson plans. It is not connected to education standards, program goals or unit planning. No examples of successful activities or units are used. | Program provides site coordinators and line staff a format for submitting lesson plans that may be connected to state education standards, but does not help to plan an overall unit with benchmarks for learning or development. Examples of successful activities or units may or may not be used. | Program provides site coordinators and line staff a framework for unit and lesson planning that is connected to program goals and includes learning objectives and instructional strategies. Examples of successful activities or units are used as tools to guide activity design. Staff consistently uses framework to plan units and lessons. | |

**Staff**

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Alignment of Staff Needs and Training | Program does not assess staff abilities upon hire and does not offer any pre-service staff training. | Program does not assess staff abilities upon hire against any articulated competencies, but does offer staff training connected to curricula or procedures. | Program informally assesses staff abilities upon hire against a set of competencies for each position, and training objectives align with some of the competencies. | Program formally assesses staff abilities upon hire against a set of articulated competencies for each position and sets training objectives based on identified needs in those competencies. | |
| Staff Training Timeline | Program only requires training necessary for the safety of staff and participants prior to the start of the session. There is no paid planning time prior to the start of the session. | Program requires summer program-specific staff training at least a week before the program starts, but does not include additional paid time for individual or group preparation. | Program requires summer program-specific staff training at least a week before the program starts and includes additional paid time for individual or group preparation. | Program requires summer program-specific staff training, connected to identified staff needs, at least two weeks before the program starts and includes additional paid time for individual or group preparation. | |

**Partnerships**

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Partner Communication Structure | Partners do not have a clear means for exchanging information and sharing resources. There is no formal MOU to outline roles and responsibilities or distribution of resources. | Partners have a signed contract outlining financial obligations, but do not have a document articulating the roles and responsibilities of each partner. | Partners have a clear means for exchanging information and sharing resources. Memoranda of Understanding are in place and clearly articulate the roles and responsibilities of each partner. | Partners have a clear means for exchanging information and sharing resources. Memoranda of Understanding are in place and clearly articulate the roles and responsibilities of each partner as well as the distribution of resources. | |

**Unique Program Culture**

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Program Spirit | Program makes little or no effort to create a unique culture for youth. There are no program traditions and little incentive for good behavior or attendance. | Program attempts to create a spirit of ownership and pride among young people, but their use of themes and traditions are inconsistent and there appears to be little youth buy-in. | Program creates a spirit of ownership and pride among most young people through: daily shared traditions, cheers, competitions, team designations and awards for positive actions or attitudes. | Program creates a spirit of community and pride among all young people through: daily shared traditions, cheers, competitions, team designations and awards for positive actions or attitudes. | |

## Phase Two

**Purpose**

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Average Daily Attendance | Average daily attendance rate is below 50% of registrants. | Average daily attendance rate is between 50% and 70% of registrants. | Average daily attendance rate is between 70% and 85% of registrants. | Average daily attendance rate is more than 85% of registrants. | |

| | | | | | |
|---|---|---|---|---|---|
| Collection and Analysis of Data by Staff | Staff is not involved in the collection or analysis of data. | Some year-round or seasonal staff is involved in informal data collection, but no formal analysis occurs. | Either year-round or seasonal staff is involved in the collection and analysis of data related to program goals and stakeholder perspectives. . | Year-round and seasonal staff is involved in both the collection and analysis of data related to program goals and stakeholder perspectives. | |
| Staff Application of Data | Staff cannot provide examples of how programming aligns with the data collected and program goals. Staff cannot articulate their role in achieving youth goals. | Some staff can articulate their role in achieving youth goals, but cannot connect it to data collected. | Some staff can provide examples of how programming aligns with the data collected and program goals. Some staff can articulate their role in achieving youth goals. | All staff can provide examples of how programming aligns with the data collected and program goals. All staff can articulate their role in achieving youth goals. | |

## Staff

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Staff Observation and Feedback | Site coordinator does not observe staff during the summer session. | Site coordinator of program observes most staff at least once during the summer session. There is no feedback to staff. | Site coordinator observes each staff member multiple times during the summer session. Feedback is provided to staff based on observations but may not be directly connected to staff competencies or at planned intervals. | Site coordinator observes each staff member multiple times during the summer session and provides feedback connected to identified staff competencies at planned intervals. | |
| Partner Staff Collaboration | Partner staff and program staff have little to no interaction and do not work to align program activities or coordinate services for youth. | Partner staff works with program staff to coordinate scheduling and logistics, but true alignment of program activities and services is not achieved. | Partner staff works with program staff to align program activities and coordinate services for youth. Strategies such as team-teaching, co-facilitation, shadowing and mentoring are discussed, but rarely implemented. | Partner staff works with program staff to align program activities and coordinate services for youth. Strategies such as joint training team-teaching, co-facilitation, shadowing, and mentoring are discussed and implemented. | |

## Planning

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Total Hours of Programming | Program offers less than 80 hours of programming to each youth. | Program offers a minimum of 80 hours of programming to each youth. | Program offers a minimum of 120 hours of programming to each youth. | Program offers a minimum of 150 hours of programming to each youth. | |
| Youth Input | Program does not engage any youth to provide input on program content. | Program engages a few youth informally for their opinions on program content. | Program solicits input from some youth to inform program design and planning each year. | Program solicits input from most youth to inform program design and planning each year. | |
| Use of Certified Teacher | There are no certified teachers on staff or consulting with the program. | There is a certified teacher on staff, but he/she is not engaged in activity planning or curriculum development program wide. | There is a certified teacher on staff or available for consultation on curriculum or activity planning, but he/she is not actively engaged with all staff throughout the planning process. | There is a certified teacher on staff or available for consultation from the beginning and throughout the duration of the curriculum development and activity planning process to assist staff. | |

## Intentional and Integrated

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Skill Building | Activities are not age-appropriate. | Most activities are not age-appropriate and do not work to build subject matter expertise or skill mastery. | Activities are intentionally linked to age-appropriate skills but enough time isn't devoted to any particular subject to achieve subject matter expertise or skill mastery. | Activities are intentionally linked to age-appropriate academic and developmental skills and work to build subject matter expertise and skill mastery through deep analysis of a subject or idea. | |
| Integration of Academic and Developmental Focus | Program schedule and activities show a focus on strategies to promote either academic growth or social or emotional growth, but not both. | Program schedule and activities show a focus on both academic growth and social or emotional growth, but the schedule is divided into two distinct parts and program staff leads either academic or social/emotional activities, but not both. | Program schedule and activities show some integration of strategies to promote academic growth and strategies to promote social or emotional growth. Some staff leads integrated activities, but not all. | Program schedule and activities show a full integration of strategies to promote academic growth and strategies to promote social or emotional growth. All staff leads integrated activities throughout the day. | |

| | | | | | |
|---|---|---|---|---|---|
| Inquiry-based learning | No activities involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences. | Some activities involve a hands-on, kinesthetic or project-based component but may not be age-appropriate or focused enough for youth to draw meaning and understanding from those experiences. | Some activities involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences. | Most activities involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences. | |

**Partnerships**

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Shared Mission | Partners are superficially aware of one another, but have little information about the mission, values, and goals of each organization. Partners may occupy the same space, but have differing instructional philosophies. Partners are not aware enough to know if the relationship is working well. | Partners are aware of one another and understand the mission and some of the goals of each organization. Partners cannot articulate a broader set of goals, or how each organization works to support those goals. Partners can articulate whether or not the partnership is working and suggest ways to improve the relationship. | Partners have a clear understanding of one another's mission and why the partnership is beneficial. Partners share a commitment to a broader set of values and goals and discuss ways to create a shared vision for instructional delivery. Partners are willing to alter activities to enhance youth outcomes and experiences. | Partners have a clear understanding of one another's mission and why the partnership is beneficial. Partners share a commitment to a broader set of values and goals and complementary vision of instructional delivery for the summer program. Partners are willing to alter activities to enhance youth outcomes and experiences. | |
| Family Involvement | Program makes little effort to reach out to families. | Families are considered to be important to the program, but there are no opportunities for families to visit the program except for daily drop-off and pick up and one special event. | Families are considered primary stakeholders in the program and there are some opportunities for families to volunteer in and visit the program. | Families are considered primary stakeholders in the program and there are both required and voluntary opportunities for families to participate in the program. | |

## Phase Three

### Purpose

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Stakeholder Perspectives Data | Program does not collect any data on youth satisfaction. | Program collects data on perspectives from at least one stakeholder group (staff, youth, families and partners). | Program collects data on perspectives from at least two stakeholder groups (staff, youth, families and partners). | Program collects data on stakeholder perspectives from at least three groups (ex. staff, youth, families and partners). | |

### Finance and Sustainability

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Fundraising Plan | Program has no fundraising plan. Fund development is not achieved close to target levels and includes only one funding source. | Program Director has developed a fundraising plan, but it is either not formally written or not shared with other fiscal managers. Fund development includes two or more funding sources. | Program Director and fiscal managers have developed a fundraising plan, but it is not clearly linked to the strategic plan. Program has successfully acquired funding from several diverse funding sources. | Program Director and fiscal managers have developed and implemented a written fundraising plan based on the strategic plan. Program has successfully acquired funding from several diverse funding sources. | |
| Stakeholder Communication | Annual publications or materials are not prepared or disseminated to communicate program outcomes or organizational successes. | Annual publication or materials are prepared and disseminated to one stakeholder group, such as families or board members, on organizational successes. | Annual publications or materials are prepared and disseminated to at least two external stakeholder groups on program outcomes and organizational successes. | Annual publications or materials are prepared and disseminated to several external stakeholder groups (families, board members, community leaders, funders) on program outcomes and organizational successes. | |

| | | | | | |
|---|---|---|---|---|---|
| Advocacy | There is no evidence that the director communicates or educates others about summer learning loss or the need for the program. | There is evidence that the director has engaged others informally about summer learning loss and the need for the program. Director does not engage youth, families or staff in advocacy efforts. | There is evidence that the director has presented information formally and informally to the media, community stakeholders or funders educating them about summer learning loss and the program. Director has asked a program participant or family member to advocate for the program, but it is not a consistent practice. | There is evidence that the director has presented information formally and informally to the media, community stakeholders, funders and policymakers educating them about summer learning loss and the program. Director consistently empowers other stakeholders, including youth, families and staff, to publicly advocate for the summer program. | |

**Staff**

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Staff Recruitment Timeline | Staff recruitment begins less than two months before the start of the program and may be ongoing during the session. | Staff recruitment begins two to three months before the start of the session. Staff is hired at least one month prior to the start of the session. | Staff recruitment begins four to six months before the start of the session. Staff is hired at least two months prior to the start of the session. | Seasonal staff recruitment begins at least six months prior to the start of the session. Staff is hired at least three months prior to the start of the session. | |

**Partnerships**

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Relationship-building with Families | Staff does not proactively engage with parents to build relationships or share positive information or constructive feedback. | Staff acknowledges parents at arrival and departure but does not make an effort to learn the names of all parents and caregivers or greet them personally. Staff rarely shares positive information and constructive feedback with parents and caregivers about their child. | Staff makes an effort to learn the names of all parents and caregivers and greet them personally. Staff primarily shares positive information and constructive feedback with parents and caregivers about their child through informal, unscheduled conversation. | All staff makes an effort to learn the names of all parents and caregivers and greet them personally. All staff makes a regular effort to share positive information and constructive feedback with parents and caregivers about their child through both written updates and conversations. | |

**Individualized and Integrated**

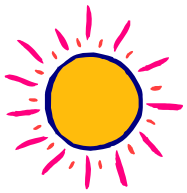
| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Individualized, Tailored Instruction | Program does not plan activities based on youths' skill levels or individual needs. | Observation may lead staff to group some youth differently, but there is no uniform process for differentiation. | The content of the assessment is aligned with the planned content for the summer, and some results are incorporated into planning for the summer. | The results of the pre-program assessment(s) inform lesson planning and instruction, and activities show differentiation for youth of different abilities or attitudes. | |
| Youth Voice | Youth voice is not incorporated into the program's schedule or daily activities. | Youth have the opportunity to make very basic day-to-day choices in the program regarding materials or groups. | Youth have the opportunity to make day-to-day choices regarding materials, groups or subject matter, but do not use their voice to set a direction for their overall experience in the summer program. | Over the course of the program, all youth have the opportunity to make major decisions, based on their interests, which impact what and how they learn in the program. | |

## Phase Four

**Finance and Sustainability**

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 | Score and Notes |
|---|---|---|---|---|---|
| Comprehensive Strategic Plan | Program does not have a comprehensive planning document that is regularly updated. Program may have a written document outlining one of the following: programming, budgeting, governance or administration. | Program has a written document that serves as the strategic plan. Planning document sets program priorities for two of the following: programming, budgeting, governance and administration. | Program has a current three-to-five year strategic plan. Strategic plan sets program priorities for three of the following: programming, budgeting governance and administration. | Program has a current three-to-five year strategic plan connected to the mission and the vision. Strategic plan sets priorities for programming, budgeting, governance and administration. | |

| | | | | | |
|---|---|---|---|---|---|
| Strategic Plan Updating | Program does not dedicate any time to assessing or updating the strategic plan. | Program dedicates planning time less than once per year to assess and update the strategic plan. | Program dedicates collaborative planning time for most staff once per year to assess and update the strategic plan. | Program dedicates collaborative planning time for all staff at least twice per year to assess and update the strategic plan. | |



# Summer Learning Initiative

The Summer Learning Initiative is working to provide quality summer learning opportunities for low-income children across California. This work is based on a new vision for summer learning that inspires young people's learning through fun, experiential and relevant activities. The Summer Learning Initiative builds on California's statewide system of more than 4,000 publicly-funded after school programs. It also mobilizes the array of public and independent technical assistance providers who can help after school programs adapt to the challenges and opportunities of expanding their programs into summer.

With support from the David and Lucile Packard Foundation, the Summer Learning Initiative started in 2009 as a small group of after school and summer intermediaries interested in expanding and improving summer programming across the state of California. Over the past three years, the Summer Learning Initiative and its partners have engaged in the following activities:

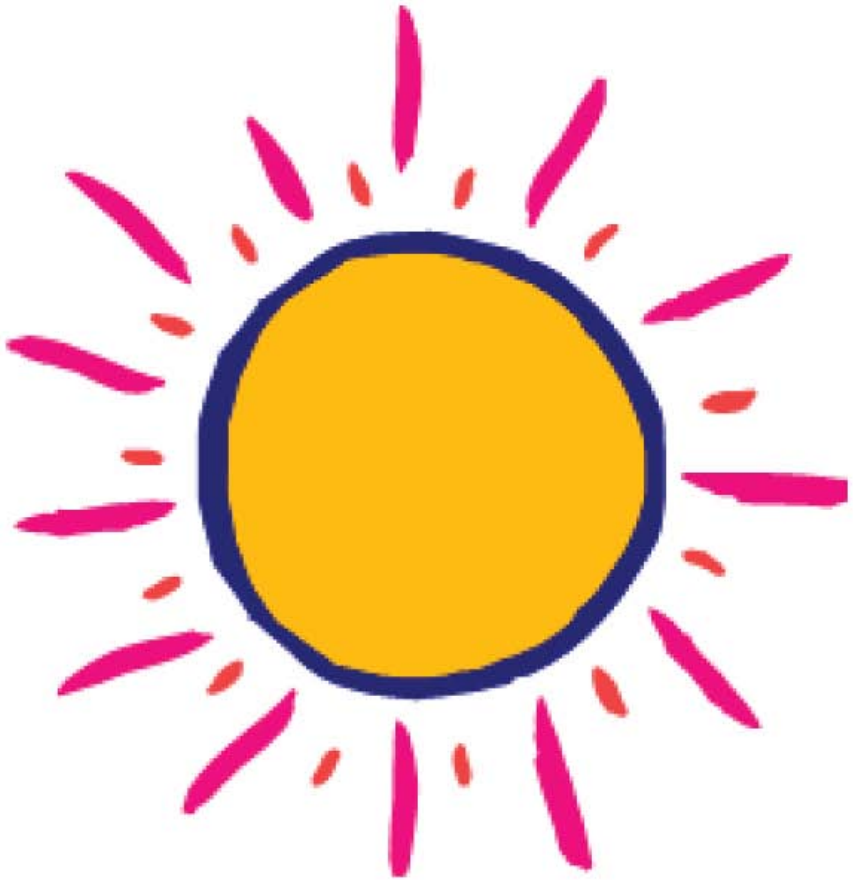
- Staffing and informing the **Legislative Task Force on Summer and Intersession Enrichment** – Sponsored by State Senator Mark DeSaulnier, the Task Force explored research on summer learning loss, including a research report documenting the gap in summer programming in five California cities, and made recommendations for actions the Governor, the Legislature and the California Department of Education can take to increase access to quality summer learning programs.

- Developing **legislation** to increase public funding for summer programming – Senate Bill 798, signed by the Governor in the fall of 2010, allocated a portion of any increase in federal 21st Century Community Learning Center funds to summer programming. Senate Bill 429, currently being considered, would provide more flexibility in the use of 21st CCLC and After School Education Safety Program funding for summer programming, including the option to provide more hours of programming per day.

- **Piloting summer programming** and technical assistance in eight communities – A growing number of communities have received Packard Foundation grants to improve the quality of their summer programs, and provide real world context for the development of a summer technical assistance model focused on continuous assessment and improvement.

- Developing a **communications** strategy to raise awareness and support for summer programming – The partners are working with a communications firm to increase understanding about the importance of summer learning among key decision-makers, stakeholders in the pilot communities and the general public.

For more information about the Initiative, please visit the Partnership for Children and Youth website at www.partnerforchildren.org. For more information on summer learning programs across the country, visit the National Summer Learning Association website at www.summerlearning.org. Information on effective practices in technical assistance for summer programs can be found at www.afterschoolconnect.org.



# Summer Matters

## BOOST Conference 2011

# Understanding Quality

*What we know,*

*and how you can use it!*

Sarah Pitcock, NSLA

NATIONAL SUMMER LEARNING ASSOCIATION

# National Summer Learning Association
# Vision & Mission

Our vision is to ensure that every child is safe, healthy and engaged in learning during the summer months.

Our mission is to connect and equip schools and community organizations to deliver quality summer learning programs to our nation's youth to help close the achievement gap.

NATIONAL SUMMER LEARNING ASSOCIATION

# Comprehensive Assessment of Summer Programs

*Set of quality indicators that forms the foundation for the content of quality assessment, program improvement and technical assistance*

NATIONAL SUMMER LEARNING ASSOCIATION

# Comprehensive Assessment of Summer Programs

- Indicators are based in research and practice and grouped into nine domains of quality
- Designed as an external assessment, evolving into aligned self-assessment tools
- Rating scale provides objectivity and clear pathway for improvement
- Focused on quality, not compliance to a particular funding source

NATIONAL SUMMER LEARNING ASSOCIATION

# Assessments

Trained Assessors rate programs through:

- Document Review
- Interviews: *Program Director, Staff (site coordinator and line staff)*
- Activity Observation

Programs rate themselves through:

- CASP Self Assessment Survey
- Activity Observation

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# Comprehensive Assessment of Summer Programs

Program Infrastructure

PURPOSE

PLANNING

STAFF

PARTNERSHIPS

Point-of-Service

INDIVIDUALIZED

**OBSERVATION** ELF ASSESSMENT

CULTURE

NATIONAL SUMMER LEARNING ASSOCIATION

## CASP PURPOSE Domain:

| INDICATOR | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| Grounded Mission and Vision | Program does not have a mission or vision statement. | Program has a mission and/or vision statement, but cannot connect it to a specific need of the community served. | Program has developed mission and vision statements that reflect the apparent needs of the community, without direct feedback from members of the community served. | Program has used a variety of information sources, including direct feedback from community members, to conduct a community needs assessment. Program has mission and vision statements that are connected to the needs of the community served. |

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# Scoring

Scoring Scale

- 4- Excellent
- 3- Good
- 2- Fair
- 1- Weak

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# PHASES OF QUALITY INDICATORS

- Technical Assistance and Self Assessment are structured into progressive phases of quality improvement
- Phases One and Two are most foundational and should be solid (mostly level 3) before moving on to Phases Three and Four

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# Phase One

Purpose

- Grounded Mission and Vision
- Youth Outcome Goals
- Evaluation Plan

Planning

- Backward Planning (lesson plan framework)

Staff

- Staff Training Needs Assessment
- Staff Training Plan

Partnerships

- Partner Roles and Responsibilities

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# Phase Two

Purpose
- Average Daily Attendance
- Collection, Analysis and Application of Data by Staff

Planning
- Youth Input

Intentional and Integrated
- 21st Century Skill-Building

Staff
- Staff Development During Session
- Staff Observation and Feedback
- Partner/Staff Collaboration (planning, joint training)

Partnerships
- Family Involvement

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# Phase Three

Purpose

- Stakeholder Feedback

Financial Sustainability and Advocacy

- Planning for Diverse Funding
- Stakeholder Communications
- Advocacy

Individualized and Integrated

- Individualized Programming
- Youth Choice

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# PURPOSE

- Mission and Goals
- Evaluation and Evidence

- *Why are you running a summer program?*
- *What needs of youth will you meet?*
- *How will you know if you were successful?*

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# Finance and Sustainability

- **Strategic Plan-** 3-5 years, administration, governance, programming and budget

- **Fundraising Plan-** includes infrastructure and processes to track success

- **Strategic Advocacy and Communications**

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# PLANNING

- Hours: **At least 150**
- Meals: **All of them**
- Physical Activity: **30 minutes per 3 hours**
- Continuum: **Multiple years**
- Attendance: **85% ADA rate**
- Staff to Youth Ratio: **1:8**

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# PLANNING

- Start with Outcome Goals
- Proactive, inclusive planning process
  - Advance, collaborative paid planning
  - Include key stakeholders

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# STAFF

- Know who you're hiring and why
  - Define the skills and competencies that will be necessary for your staff to achieve program goals
  - Targeted recruitment
  - Clear job descriptions and expectations

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# STAFF

Keys to Success

- Assess the strengths and weaknesses of your staff relative to program goals, before the program starts
- Empower your staff to manage the program
  - Site-based management of materials, budget, vendors, field trips
  - Frequent staff meetings and structured feedback loop

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# PARTNERSHIPS

- Plan together, in advance
- Use program goals as foundation for partnership, activity planning
- Become advocates for each other
- Conduct joint staff trainings, shadowing and team-teaching with program staff and partner staff

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# PARTNERSHIPS

Family Engagement

- Required and voluntary opportunities for participation
- Invitation to culminating event/performance
- Surveys on youth outcomes
- Surveys on satisfaction, program feedback

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# INDIVIDUALIZED

- Know where youth stand relative to program goals and general development.
  - Reports from afterschool staff
  - Reports from parents
  - Group diagnostic
  - Individual diagnostic
- Multiple Grouping Strategies

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# INTENTIONAL

- Daily, age-appropriate learning objectives
- Continual checks for understanding and de-briefs about what youth have learned
- Clear recall and connections across activities, field trips and special events

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# INTEGRATED

- 21st Century Skill-Building
- Project-based, experiential learning
- Youth choice and voice
- Bond between youth and staff

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# UNIQUE PROGRAM CULTURE

- How do your participants know they go to your program and not just any program?
- How do you create a spirit of community and pride among youth and staff?
- What are your program values, and how do you make them part of the everyday life of your program?

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# Learn the Vocabulary

- Objective: Discuss and document best practices in key indicators from Site Observation tool.

# Learn the Vocabulary

- Small groups
- Each group gets 2 words on index cards
- **Do not flip them over! You should be looking only at your words, not what's on the back**
- Use chart paper to brainstorm your group's definition of each word, then flip over your card and post the CASP definition next to your word.

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# Learn the Vocabulary

- Then, select one of your words to act out in a short skit for the full group
- Other groups will use the list of indicators to guess the practice you're acting out.
- Finally, reveal your words!

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# Summer Program Improvement Process

## Plan

Tools: Self Assessment

Program Improvement Plan

## Implement

Tool: Program Improvement Plan

## Assess

Tool: quality assessment tool

Summer programs in action

# Possible Summer Assessment Tools

- CASP with an external assessor
- NSLA Phased Indicators to self-assess
- Summer element of the Quality Self Assessment tool
- Another observation tool that your staff are trained in

# Pair & Share

- What do you notice about the tool?  How is it similar to/different from other tools you've seen?
- What do you find interesting or challenging?
- How might you use this with your program?