Core Competencies for CA Before & After School Professionals

Presented by:
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Presentation Objectives

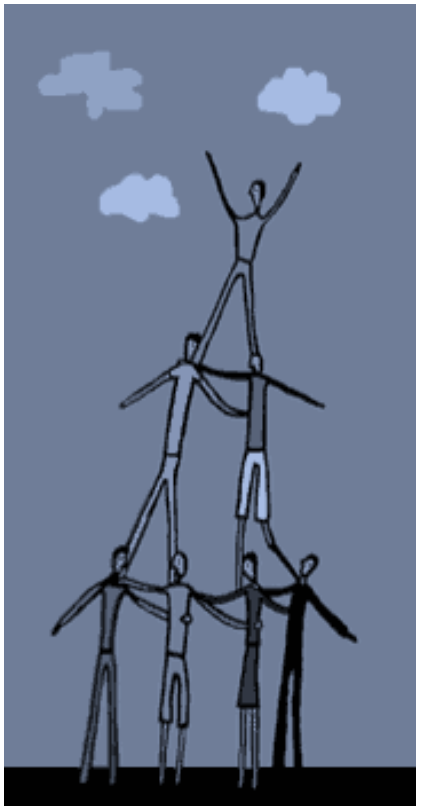
- Become familiar with CA Core Competencies for Before & After School Professionals

- Become more effective after school professionals and be able to provide more relevant and targeted professional development for staff.

Presentation Objectives

- Identify gaps in staff skill and knowledge levels and align staff development to address the gaps.
- Review training and other technical assistance strategies for alignment to the core competencies.

Icebreaker



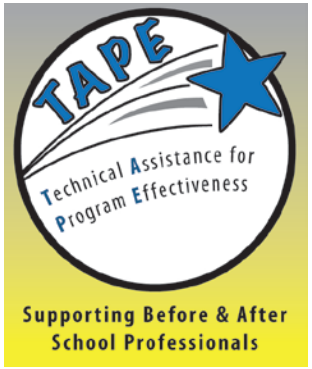
- How many of you have heard of the California Core Competencies for Before & After School Professionals? (Rate 1 to 5 for no to lots of knowledge).
- How many of you are technical assistance (TA) providers? Program staff? Others?

Core Competencies Matrix Game

Matrix Game Objective:

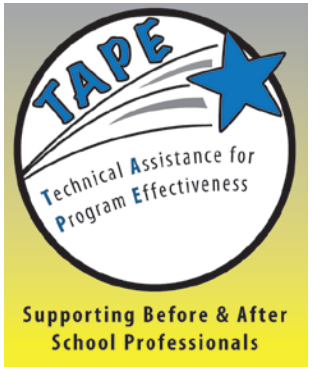
An opportunity to delve into the Core Competencies and organize them into skill areas.

Core Competencies Background



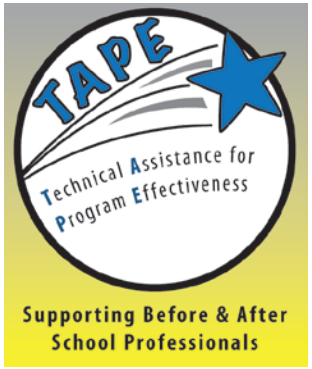
- Created Through the CA Technical Assistance for Program Effectiveness Project (TAPE).
- Collaboration of Regional Leads (RLs) from Regions 3, 5, 10, and 11.

Core Competencies Purpose



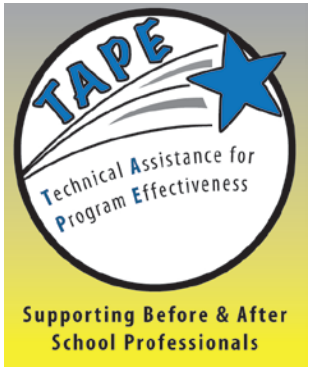
- List of recommended knowledge and skills for ASES, 21st CCLC, and ASSETs before and after school program staff.
- Designed to serve a variety of uses, including designing and evaluating technical assistance.

Core Competencies Uses and Interpretations



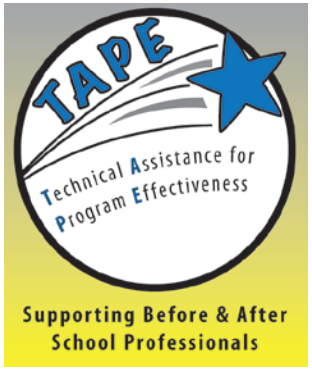
- For each competency and stakeholder position, X indicates skill level desired.

Core Competencies Organization



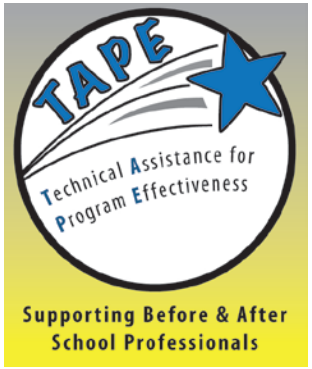
- Skill Areas: Child and Youth Development; Families and Communities; Curriculum and Learning Environment; Healthy and Safe Environment; Professionalism; Program Management
- Competency Indicators
- Observable Behaviors

Core Competencies Stakeholder Definitions



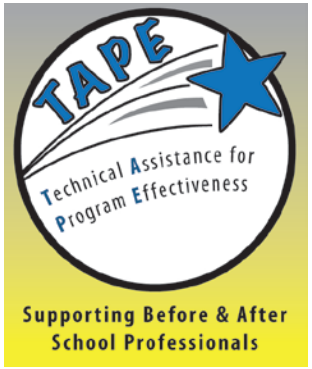
- Grant Manager
- Program Director
- Site Coordinator
- Frontline Staff

Core Competencies Skill Levels



- Mastery (How do I teach others?)
- Application (How do I do it?)
- Awareness (What is it?)
- Not Applicable

Core Competencies References



- Mott Foundation Core Competencies for Afterschool Educators
- Vermont Northern Lights Core Competencies for Afterschool Professionals and Program Directors
- After-School Program Quality Self-Assessment Tool (QSAT)

Core Competencies Sample Page

TAPE Project: California Core Competencies for Before and/or After School Professionals

Program Management (PM)

Competency Indicators	Levels															
	Grant Manager				Program Director				Site Coordinator				Frontline Staff			
Note: Refer to cover for descriptions of skill levels (i.e., N/A, Awareness, Application, Mastery). These are skill levels required to carry out the job.	N/A	Awareness	Application	Mastery	N/A	Awareness	Application	Mastery	N/A	Awareness	Application	Mastery	N/A	Awareness	Application	Mastery
PM 3 Engages and supports staff in the implementation of program activities to achieve program goals.			X				X				X		X			
Examples of observable behaviors: a. Provides staff with needed materials, supplies and preparation time. b. Communicates high expectations for staff and students. c. Leads effective meetings and trainings on select content that models the approach and specific activities and practices staff are expected to use with students.																
PM 4 Gathers, reviews, and uses program data for timely program improvement.				X				X			X			X		
Examples of observable behaviors: a. Uses tools to assess the effectiveness of activities and program impact. b. Uses program data to guide staff and others in program improvement. c. Leads regular staff meetings to review program progress, needs and issues. d. Gathers data required for a variety of audits, evaluations, and assessments.																
PM 5 Understands and complies with the federal and state mandates for before and/or after school programs.				X				X			X			X		
Examples of observable behaviors: a. Knows where to access legislation, grant assurances, and answers to questions about mandated requirements. b. Complies with requirements and timelines for mandated reporting tools such as the audit reports, attendance reports, expenditure reports, performance reports, as well as those used for Categorical Program Monitoring. c. Establishes systems to ensure all staff understands their roles and responsibilities with respect to the federal and state grant mandates.																

13

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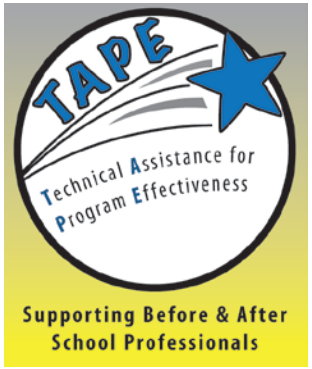
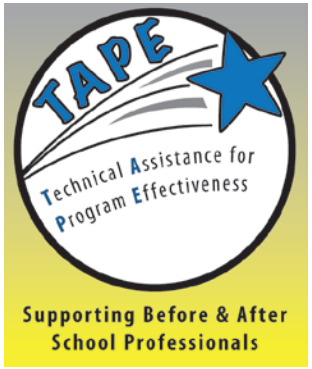
Development History Phase I (2009-10)



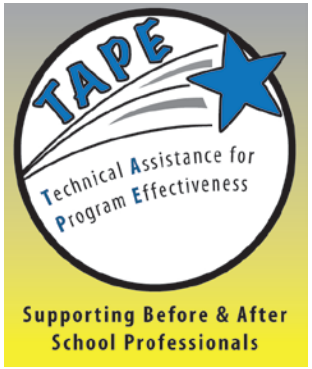
- Impetus to move from training evaluations based on topics to skills and knowledge and standardization of training.
- Grounded the evaluation in Mott and Vermont core competencies.
- Piloted with different stakeholders in all TAPE regions.
- Gathered input in levels, wording of competencies and behaviors, applications, and relevance to work of professionals.

Development History Phase II (2010-11)



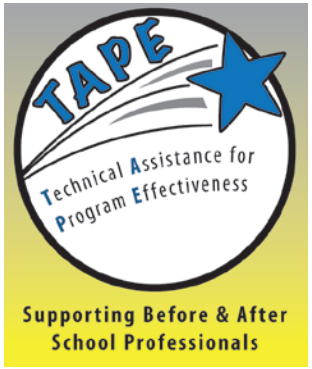
- System still a work in progress.
- Continue to make refinements to wording of competency indicators, observable behaviors, and target skill levels.

Table Discussion I



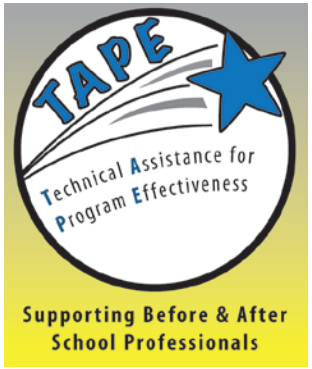
- Review the Program Management Section.
- What questions do you have about the Indicators or Observable Behaviors?
- Record and report out.

Self-Assessment Surveys



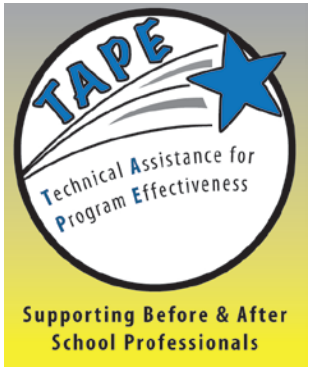
- Competency ➔ Survey Statement
- Added demographic questions
- Piloted paper and online versions
- Fall 2010 – Launched online versions (baseline and pre)
- Spring 2011 – Administer online versions (post)

Self-Assessment Surveys



- Identify staff development needs (baseline)
  - by Region
  - by Program
  - by Stakeholder
- Identify trends and improvements in Core Competencies (pre-post)
- Identify additional refinements to Core Competency target levels (all)

Reports of Results

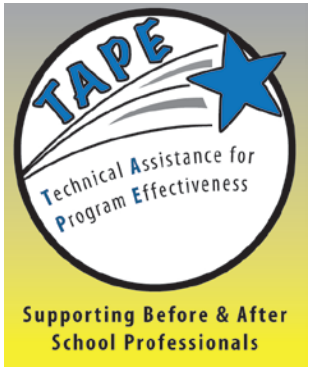


- Recoded Raw Results
  Not Applicable – 1
  Awareness – 2
  Application – 3
  Mastery – 4
- Target Level, Mode, and Differences highlighted in Reports of Results
- By stakeholder

Sample from Reports of Results

Program Management (PM)					
PM1	Manages program staff.	4	3	1	
PM2	Promotes the professional growth and development of staff.	3	3	0	
PM3	Engages and supports staff in the implementation of program activities to achieve program goals.	4	3	1	
PM4	Gathers, reviews, and uses program data for timely program improvement.	3	3	0	
PM5	Understands and complies with the federal and state mandates for before and/or after school programs.	3	3	0	
PM6	Uses a variety of tools and documents that impact before and/or after school program quality and compliance (e.g., California Quality Self-Assessment Tool (QSAT), Categorical Program Monitoring (CPM), grant assurances).	3	3	0	
PM7	Manages fiscal resources, financial and other program records at the program or site level.	1	3	-2	√√

Trainings



- Identified common trainings
- Aligned to Core Competencies
- Completed Overview Form
- Identified Objectives, Goals, Outcomes for trainings
- Developed ongoing evaluation tools (pre, post, 6-week)

Technical Assistance for Program Effectiveness (TAPE) Project

Regional Training Package Overview

Outline/Agenda	☒Included	☐Not included
Power Point	☒Included	☐Not included
Evaluation Form	☒Included	☐Not included

Optimum Group: ☐0-25 ☐26-50 ☐51-75 ☐76-100 ☐101+

Target Audience ☒ Grant Manager(GM) ☒ Program Director(PD) ☒ Site Coordinator(SC) ☐ Front Line Staff(FS)

Title: Program Plan

Handout #1 ASES Program Plan Guide

Handout #2 PPT: Basic Steps in Dev Prog Plan

Handout #3 Tips for Preparing Prog Plan

Handout #4 Sample Plan from Hemet

Handout #5 _____

Date this form completed 1/3/11

☒Monterey	☐San Bernardino
☐Sacramento	☒Los Angeles

Duration/hours: ☐One ☐Two ☐Three ☐Four ☐Five ☐Six

Duration/Days: ☐One ☐Two ☐Three ☐Four ☐Other _____

Supporting Before & After School Professionals

Competency Indicators **Skill Areas** 1 = Not Applicable 2 = Awareness 3 = Application 4 = Mastery

○ **Child and Youth Development**

	CYD 1		CYD 2		CYD 3		CYD 4		CYD 5		CYD 6		CYD 7		CYD 8		CYD 9	
GM	3	0	1	0	1	0	2	0	2	0	2	0	2	0	2	0	2	0
PD	4	0	3	0	2	0	4	0	4	0	4	0	4	0	4	0	4	0
SC	3	0	4	0	4	0	4	0	4	0	4	0	4	0	4	0	4	0
FS	2	0	2	0	4	0	4	0	4	0	4	0	4	0	3	0	4	0

○ **Families and Communities**

	FC 1		FC 2		FC 3	
GM	1	0	1	0	4	0
PD	3	0	4	0	4	0
SC	4	0	3	0	3	0
FS	3	0	2	0	2	0

○ **Curriculum and Learning Environment**

	CLE 1		CLE 2		CLE 3		CLE 4		CLE 5		CLE 6		CLE 7		CLE 8		CLE 9	
GM	4	0	4	0	2	0	3	0	1	0	1	0	1	0	1	0	1	0
PD	4	0	4	0	4	0	4	0	3	0	2	0	4	0	3	0	3	0
SC	3	0	3	0	4	0	3	0	4	0	4	0	4	0	4	0	4	0
FS	3	0	2	0	3	0	2	0	2	0	4	0	2	0	3	0	3	0

○ **Healthy and Safe Environment**

	HSE 1		HSE 2		HSE 3		HSE 4	
GM	3	0	3	0	4	0	3	0
PD	3	0	3	0	4	0	3	0
SC	4	0	4	0	3	0	3	0
FS	3	0	3	0	3	0	3	0

○ **Professionalism**

	P 1		P 2		P 3	
GM	3	0	3	0	3	0
PD	3	0	3	0	3	0
SC	3	0	3	0	3	0
FS	3	0	3	0	3	0

○ **Program Management**

	PM 1		PM 2		PM 3		PM 4		PM 5		PM 6		PM 7	
GM	3	0	3	0	3	0	4	3	4	3	4	3	4	3
PD	3	0	3	0	3	0	4	3	4	3	4	3	4	3
SC	3	0	3	0	3	0	3	3	3	3	3	3	3	3
FS	1	0	1	0	1	0	2	1	2	1	2	1	2	1

Trainings – Program Plan

- Goal: To ensure participants have the information to develop a quality ASES Program Plan.
- Objectives: Participants will state the rationale, requirements, and purposes of developing a quality ASES Program Plan that utilizes the guide provided by the CDE. **PM 5, PM 6**

Trainings – Program Plan (Pre)

1. I know the rationale, requirements, and purposes of developing a quality ASES Program Plan. PM 5, PM 6
   ○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree

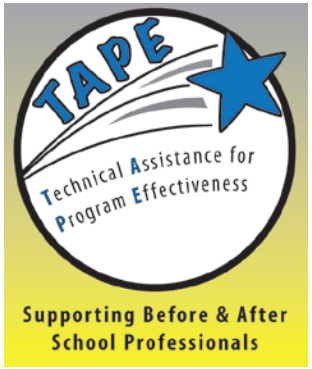
2. I know how a Grantee/Program Specific plan is different from a Site Specific plan. PM 6
   ○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree

3. I know the key components of a quality ASES Program Plan. PM 4
   ○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree

4. I can identify the steps and procedures for writing a quality ASES Program Plan. PM 4, PM 7
   ○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree

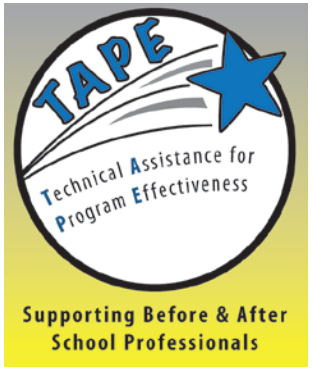
5. I understand that the review of the ASES Program Plan is used for continuous, sustainable, data-driven program review and improvement. PM 4, PM 5, PM 6, PM 7
   ○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree

Table Discussion II



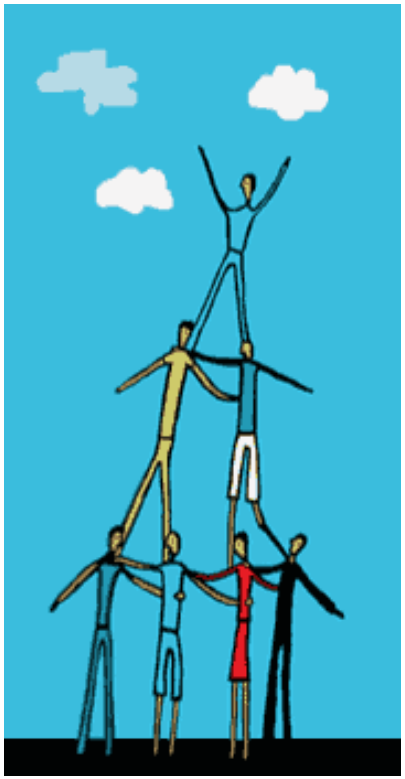
- Review and use the Program Management Section.
- How might you use the Core Competencies in your program?
- Record and report out.

Roll Out



- Presentation to Regional Leads planned for late May
- Review and refine Core Competencies in summer 2011
- Roll out anticipated for fall 2011

Credits



TAPE Regional Leads:

Sacramento County Office of Education
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San Bernardino County Office of Education
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