



MANAGEMENT PRACTICES SELF - ASSESSMENT



Measurement Instrument

The MPSA was created for Michigan 21st Century Community Learning Centers' Project Directors

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Grantee:

Project Director:

Date:

Student Selection. Each site has a student selection policy that (a) has been designed to address the needs of the community; (b) is understood by all staff; (c) is made available to families, schools, and partners; (d) includes referral by school staff; and (e) is updated each year.

Are the practices in this item currently being implemented with high fidelity ?	Is there a written policy aligned with the practices outlined in this indicator?	Do you have the internal capacity to implement the practices in this item?	Do you require technical assistance to implement the practices in this item?
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What are the written policies (and the source documents), and where are they saved/located?

Skill (Needs) Assessment. Site Coordinators are supplied with some type of baseline information, for each student at the site, about academic and socio-emotional learning (SEL) skills (e.g., teacher or parent verbal or written comments, SEL skills pre-test, prior year's grades and achievement data).

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Special Needs. Each site is prepared and has staff who are adequately trained to serve special populations (including but not limited to students who are English language learners, have special needs, are migrants, or are homeless).

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Encourage Attendance. Each site has an attendance policy that encourages regular participation during each semester and includes follow-up with families and enrolled students who do not attend consistently.

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Family Communication. Each site has a set of communication strategies for engaging with families, including family members with limited English proficiency, and all staff understand the strategies.

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Advisory Committee. The Grantee Advisory Committee has diverse membership and strives to represent all stakeholders (e.g., parents, community members, school leadership/teachers, volunteers, and social services agencies/organizations), including at least one family member of student from each site who participates in at least one biannual meeting regarding program planning, implementation, and evaluation.

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Philosophy. All Site Coordinators understand the Michigan 21st CCLC’s developmentally-focused approach to afterschool curricula (i.e., SEL, enrichment, academics), are familiar with the goals proposed in their grant, understand the daily goals of their programming, can explain how those goals relate to students’ SEL and academic skill growth during the program, and can explain how those skills transfer to the school day.

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Curriculum. The curriculum is developmentally appropriate; offers SEL, enrichment, and academic content aligned to school-day objectives; and directly relates to the performance goals at each site.

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Responsiveness. The Project Director is actively involved at the site, and both site staff and youth are comfortable and familiar with the Project Director. There are, at all times, enough properly trained staff to meet the targeted student-staff ratio, and the staff feel they are able to provide responsive practices (i.e., scaffolding, coaching, facilitating, and modeling). The curriculum is flexible enough to meet the daily needs of the students.

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School Advocacy. The Project Director regularly checks in and supports the Site Coordinator's efforts to connect with the school about students and connect afterschool families to school-day staff and opportunities.

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School Communication. The Project Director assures communication each day between school-day staff and Site Coordinators so that afterschool staff can support the students (e.g., if someone had a particularly hard day at school, if they are sick, or if there is something going on at home).

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School Recognition. The Project Director creates opportunities for the Site Coordinator to build relationships with school leaders to ensure that school leaders understand the value of 21st CCLC programs and that they work as a team to meet the needs of young people. Each site has an approach to daily routines and expectations that reinforces and honors school-day routines and expectations.

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Pipelines. The Project Director has talking points for professional advancement and career benefits that follow from employment in the Federal 21st CCLC program and works with local school districts, colleges/universities, and youth organizations to build staffing pipelines and recruit new staff.

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Hiring. Job descriptions and hiring protocols are written and reviewed each year, and youth voice is represented in the hiring process.

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Onboarding. Each site has an onboarding training for all staff and vendors. All Site Coordinators and staff have appropriate credentials and have been properly trained to successfully address the needs of the students.

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Mentor-Coaching. The Project Director provides support and training to create a culture where staff are comfortable in their role and confident in their ability to provide high-quality services to children and families. The Project Director uses a mentor/coach approach with new Site Coordinators.

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Training. The Project Director understands program staff's skills and career aspirations from observations and staff feedback; provides relevant training and learning opportunities; and encourages staff attendance at local, state, and national conferences.

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Recognition. The Project Director identifies Site Coordinators, and other staff who are expert practitioners, to receive professional recognition and lead internal trainings.

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Monitoring. The Project Director regularly checks in with Site Coordinators by visiting and observing sites. Each site has its own written policy and calendar for monitoring that Site Coordinators use during routine observations and check-ins with staff, volunteers, and vendors.

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Calendar and protocols. The Project Director assures that Site Coordinators have a calendar and protocols for all federal, state, and local data collection requirements.

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Local Evaluation and Improvement. The Project Director helps site staff understand and use program data, including locally-generated feedback from students and families. The Project Director supports and guides sites in their goal-setting and improvement process. Youth, volunteers, parents, and community partners are invited to participate in the evaluation and improvement process.

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Expend Funds. The Project Director has a clear understanding of how to appropriately expend funds, assuring that the use of funds “supplements rather than supplants” other funding sources.

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Documentation. The Project Director assures that the policy for documentation of program spending and program contributions is understood by each Site Coordinator.

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Sustainability. The Project Director cultivates sustainable funding sources and partnerships.

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