

Welcome!

Come on in and relax...

Thursday, July 23, 2020

MANAGEMENT PRACTICES SELF- ASSESSMENT

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21st Century Learning Center Summer Symposium -
rescheduled

Developed in partnership with the Michigan Department of Education
21st Century Learning Centers and under a grant awarded by the
Michigan Department of Education.



Session Goals

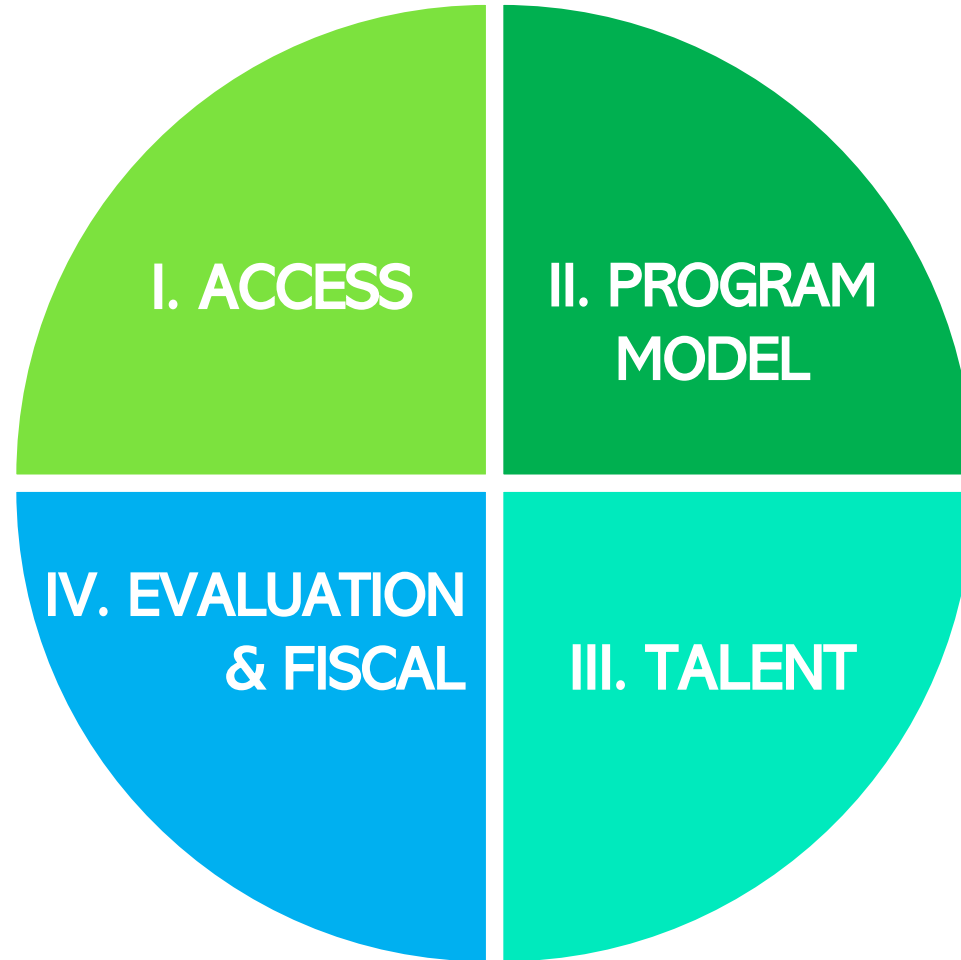
Project Directors will learn how the Management Practices Self-Assessment (MPSA) is used in an annual CQI cycle in the state of Michigan and be encouraged to think about how that example might be adapted to use in their own state and local 21st CCLC program.

Agenda:

1. Overview of MPSA
2. MDE CQI cycle
3. Item scoring and discussion
4. Introduce *Guidance*
5. Q & A

Michigan 21st Century CLC Implementation Fidelity

Defined in terms of *Management Practices* at the *Organization Level*



Management Practices

4 Domains, 8 Standards, 24 Indicators, 25 Items

ACCESS

Targeting Services

- Student Selection
- Skill (Needs) Assessment
- Special Needs

Fam/Com Engagement

- Encourage Attendance
- **Family Communication**
- Advisory Committee

PROGRAM MODEL

Model for Skill Build/Transfer

- Philosophy
- **Curriculum**
- **Responsiveness**

School Connection

- School Advocacy
- **School Communication**
- School Recognition

TALENT

Recruit, Hire, Onboard

- Pipelines
- Hiring
- Onboarding

Professional Learning

- Mentor-Coaching
- Training
- Recognition
- Monitoring

EVALUATION AND FISCAL

Evaluation

- Calendar and protocols
- Program Improvement

Fiscal

- Expend Funds
- Documentation
- Sustainability

MPSA Overview

1. Guidebook

Explanation of **PURPOSE**
PROTOCOL
INDICATOR TABLE
FAQ
Best practice **EXAMPLES**

2. MPSA Tool (Fillable PDF)



Purpose (Guidebook p. 2)

Provide Project Directors with opportunities to

- Engage staff, youth, families, communities
- Build an organizational culture of CQI
- Understand statewide requirements and guidance
- Inform strategic planning
- Produce valid data about organizational systems

Protocol *(Guidebook p 3-4)*

Preparation...

- ① Have access to manuals, handbooks, calendars, grant application, MOU, job descriptions, and other official documentation.
- ② Set aside 2.5 hours for the Project Director and their team.

Completing the tool...

- ③ Read item and identify each aspect of best practice described, and answer questions:
 - Do the practices at each site align with the item? Does best practice look the same at each site?
 - Are the practices documented accurately in the materials you have access to? Ask: Could someone new be successful based on what is written down?
 - If the practice and policy do **not** align, ask: Does the team have capacity to align policy and practice? Is technical assistance required?
 - Finally, describe where to find the written policies and procedures.

After completed...

- ④ Set goals for improvement.
 - Select items for focus and action to improve practice or update policy.
 - Set a time to revisit the MPSA to document improvement and track progress.
- ⑤ Submit completed MPSA to MDE.

For Example

TALENT

Recruit, Hire, Onboard

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.

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?
Yes, at all sites	Yes, at all sites	Yes	Yes
Yes, at some sites	Yes, at some sites	No	No
Not yet	Not yet		

What are the written policies (and the source documents), and where are they saved/located?

What about “fidelity” and compliance?

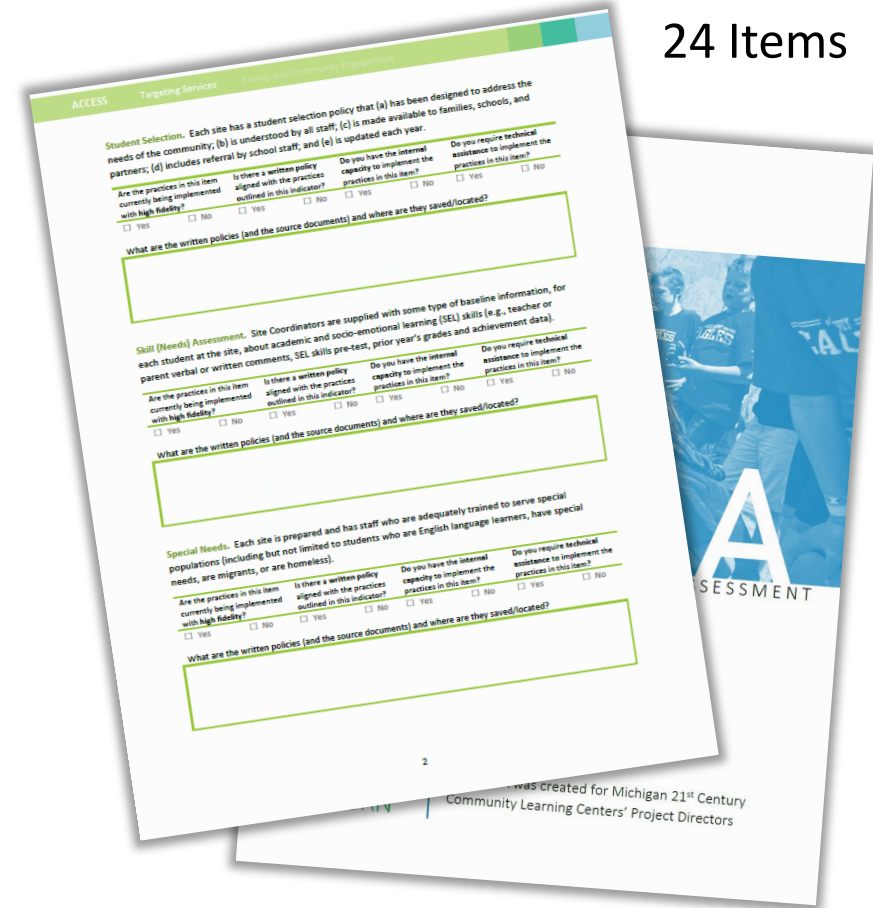
- Michigan 21st Century Community Learning Centers Onsite Monitoring Documentation. Michigan Department of Education. 2015.
- Michigan Out-of-School Time Standards of Quality. Michigan Department of Education. 2019.
- Michigan 21st Century Community Learning Centers - Project Director Resource Guide. Michigan Department of Education. 2019.
- 2019-2020 21st Century Community Learning Center Grants – Reviewer Scoring Information and Rubrics. Michigan Department of Education. 2019.
- The NAA Standards for Quality School-Age Care. National Afterschool Association.
- High/Scope Educational Research Foundation. Youth PQA - Form B. The Forum for Youth Investment. 2012.

Assessment Structure (p 5-7)

4 Domains

8 Scales

24 Items



ACCESS

- Targeting Services
 - Student Selection
 - Skill (Needs) Assessment
 - Special Needs
- Fam/Com Engagement
 - Encourage Attendance
 - Family Communication
 - Advisory Committee

PROGRAM MODEL

- Model for Skill Build/Transfer
 - Philosophy
 - Curriculum
 - Responsiveness
- School Connection
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TALENT

- Recruit, Hire, Onboard
 - Pipelines
 - Hiring
 - Onboarding
- Professional Learning
 - Mentor-Coaching
 - Training
 - Recognition
 - Monitoring

EVALUATION AND FISCAL

- Evaluation
 - Calendar and protocols
 - Local Evaluation and Improvement
- Fiscal
 - Expend Funds
 - Documentation
 - Sustainability

FAQ *(Guidebook p 8-9)*

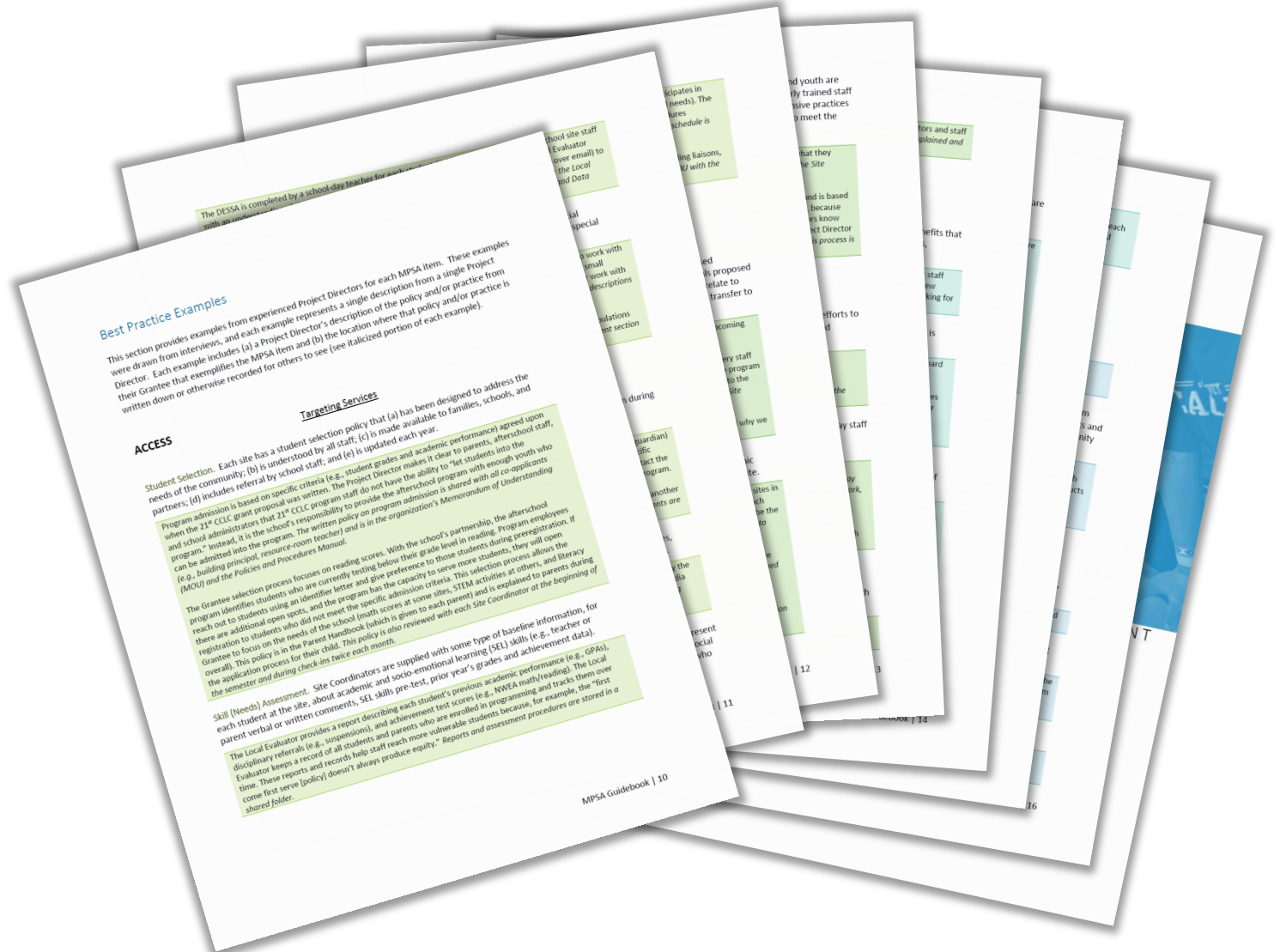
All (well, if not all – most!) of your questions will be answered here.

And if you have more you'd like to see answered here, let us know!



Promising Practices *(Guidebook p 11-18)*

This section provides examples (collected during the MPSA pilot) of how project directors enact and document the practices described by each item.



Best Practice Examples

This section provides examples from experienced Project Directors for each MPSA item. These examples were drawn from interviews, and each example represents a single description of the policy and/or practice from a Project Director. Each example includes (a) a Project Director's description of the policy and/or practice from their Grantee that exemplifies the MPSA item and (b) the location where that policy and/or practice is written down or otherwise recorded for others to see (see italicized portion of each example).

Targeting Services

ACCESS

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.

Program admission is based on specific criteria (e.g., student grades and academic performance) agreed upon when the 21st CCLC grant proposal was written. The Project Director makes it clear to parents, afterschool staff, and school administrators that 21st CCLC program staff do not have the ability to "let students into the program." Instead, it is the school's responsibility to provide the afterschool program with enough youth who can be admitted into the program. The written policy on program admission is shared with all co-applicants (e.g., building principal, resource-room teacher) and is in the organization's Memorandum of Understanding (MOU) and the Policies and Procedures Manual.

The Grantee selection process focuses on reading scores. With the school's partnership, the afterschool program identifies students who are currently testing below their grade level in reading. Program employees reach out to students using an identifier letter and give preference to those students during preregistration. If there are additional open spots, and the program has the capacity to serve more students, they will open registration to students who did not meet the specific admission criteria. This selection process allows the Grantee to focus on the needs of the school (math scores at some sites, STEM activities at others, and literacy overall). This policy is in the Parent Handbook (which is given to each parent) and is explained to parents during the application process for their child. This policy is also reviewed with each Site Coordinator at the beginning of the semester and during check-ins twice each month.

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). The Local Evaluator provides a report describing each student's previous academic performance (e.g., GPAs), disciplinary referrals (e.g., suspensions), and achievement test scores (e.g., IWEA math/reading). The Local Evaluator keeps a record of all students and parents who are enrolled in programming and tracks them over time. These reports and records help staff reach more vulnerable students because, for example, the "first come first serve [policy] doesn't always produce equity." Reports and assessment procedures are stored in a shared folder.

Discussion

Please take a minute to answer the questions on your screen.

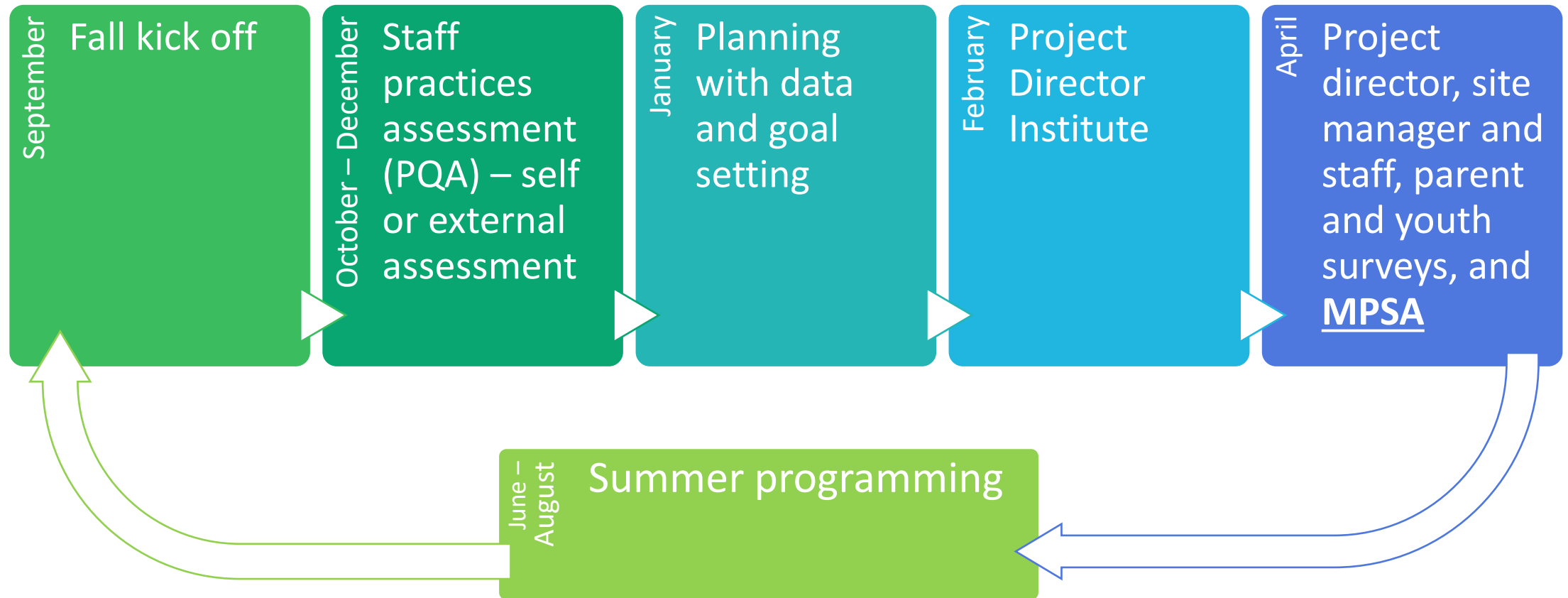
Share a thoughts, questions or reflections in the chat box at any time.



MDE Continuous Quality Improvement Cycle

How has MDE utilized the MPSA as a part of their CQI?

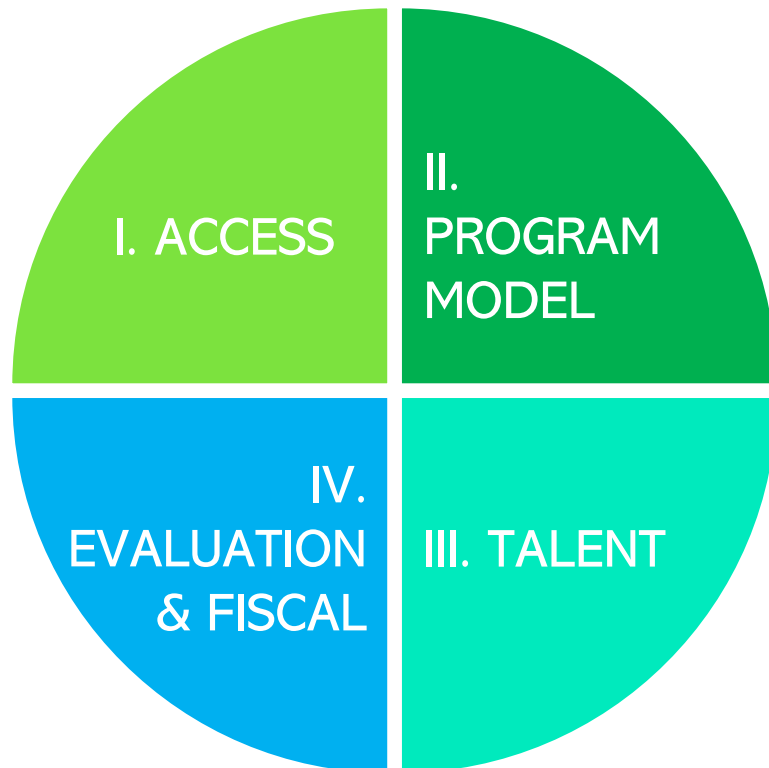
CQI Cycle



Standards for Both...

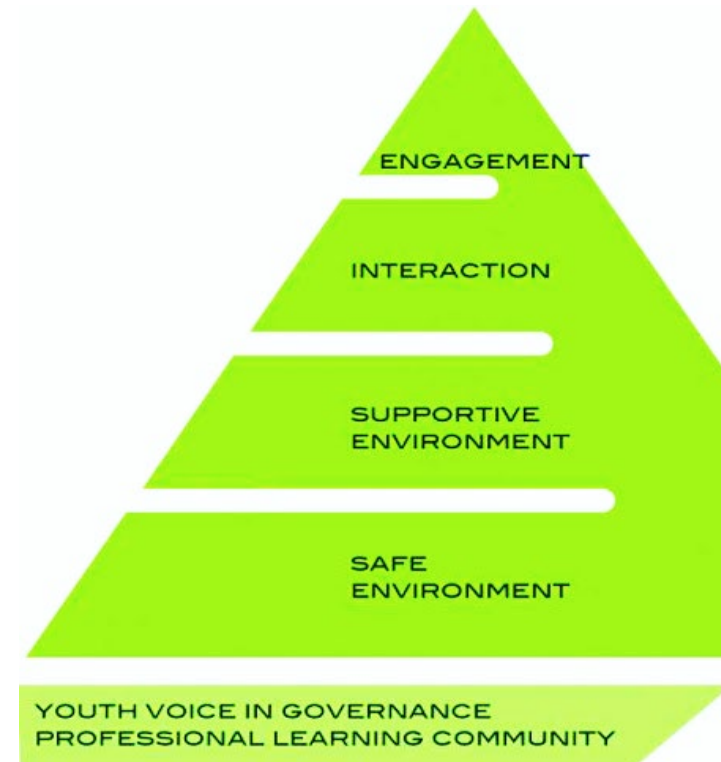
Implementation Fidelity

at the Organization Level



Program Quality

at the Point of Service Level



Activity

Practice scoring using the self-assessment rubric.

How to score the item

1. Read item and identify each aspect of practice described.
2. Think about the implementation of the practices described. Ask:
 - Do the practices at your site(s) align with the item?
3. Next, locate existing descriptions of the practice e.g., Policy Handbook, shared drive, shared calendar. Ask:
 - Are the practices documented accurately in one or multiple sources?
 - Would someone know how to implement at high fidelity from this documentation?
4. If implementing practice at high fidelity and documentation is available, skip to step 5. If not ask:
 - Do you have internal capacity to achieve high fidelity?
 - Is technical assistance required?
5. Finally, briefly explain where the associated written policies and procedures are located.

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?
Yes, at all sites	Yes, at all sites	Yes	Yes
Yes, at some sites	Yes, at some sites	No	No
Not yet	Not yet		

What are the written policies (and the source documents), and where are they saved/located?

Discussion

Please take a minute to answer the questions on your screen.

Share a thoughts, questions or reflections in the chat box at any time.



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.

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?
Yes, at all sites	Yes, at all sites	Yes	Yes
Yes, at some sites	Yes, at some sites	No	No
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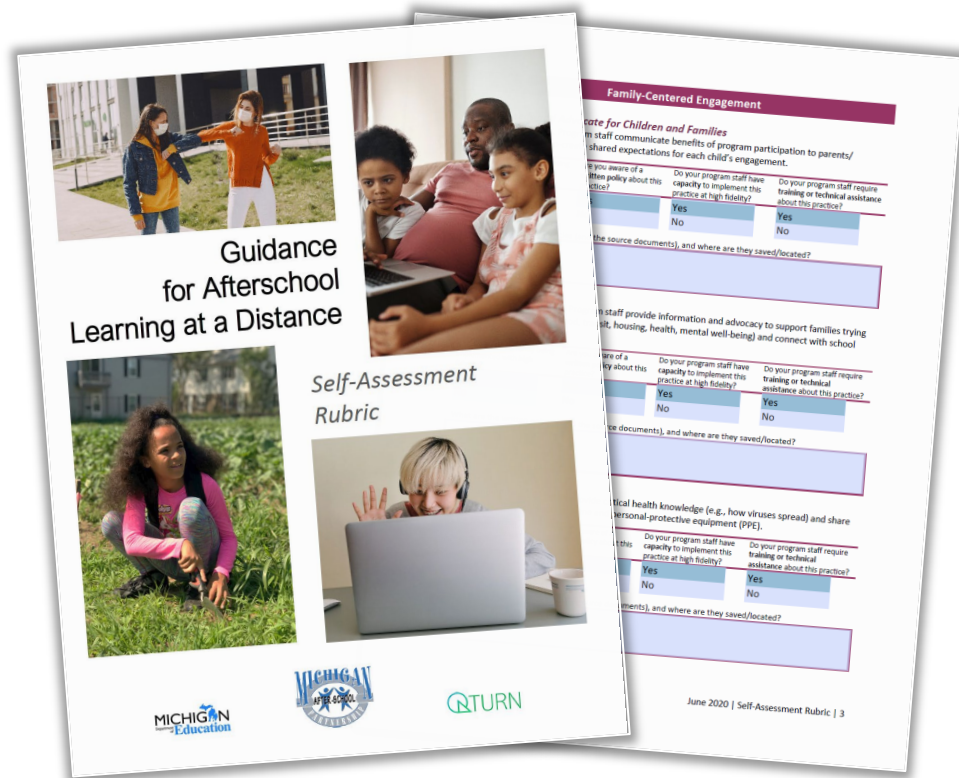
Curriculum. The curriculum is developmentally appropriate; offers SEL, enrichment, and academic content aligned to school-day objectives; and directly relates to the performance goals at each site.

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?
Yes, at all sites	Yes, at all sites	Yes	Yes
Yes, at some sites	Yes, at some sites	No	No
Not yet	Not yet		

What are the written policies (and the source documents), and where are they saved/located?

Guidance for Afterschool Learning at a Distance

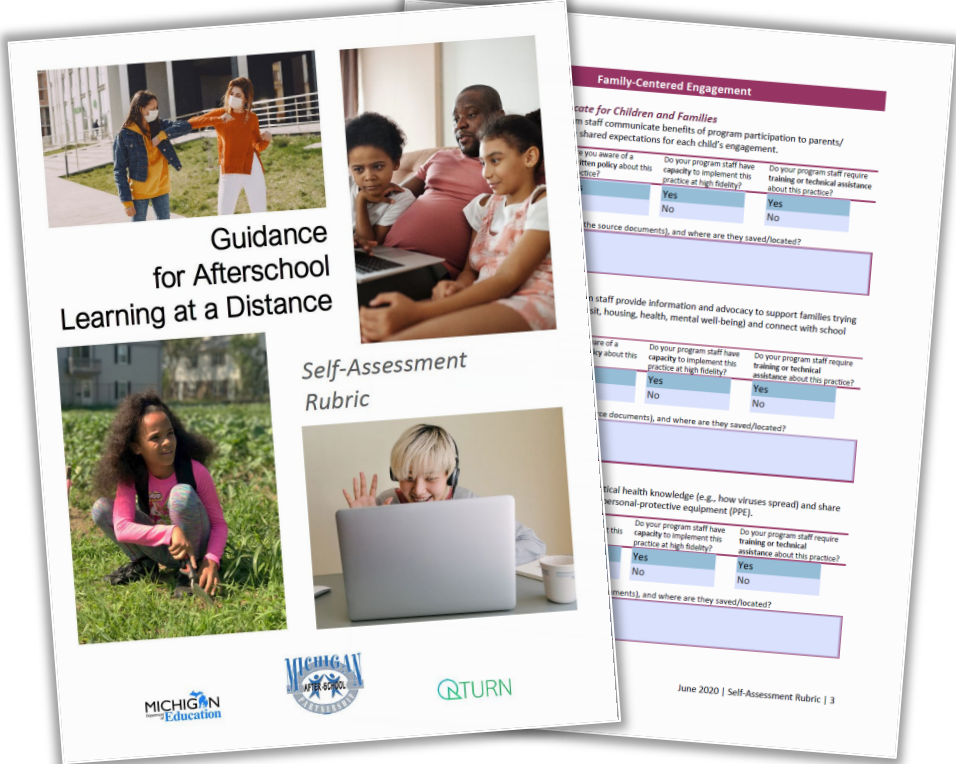
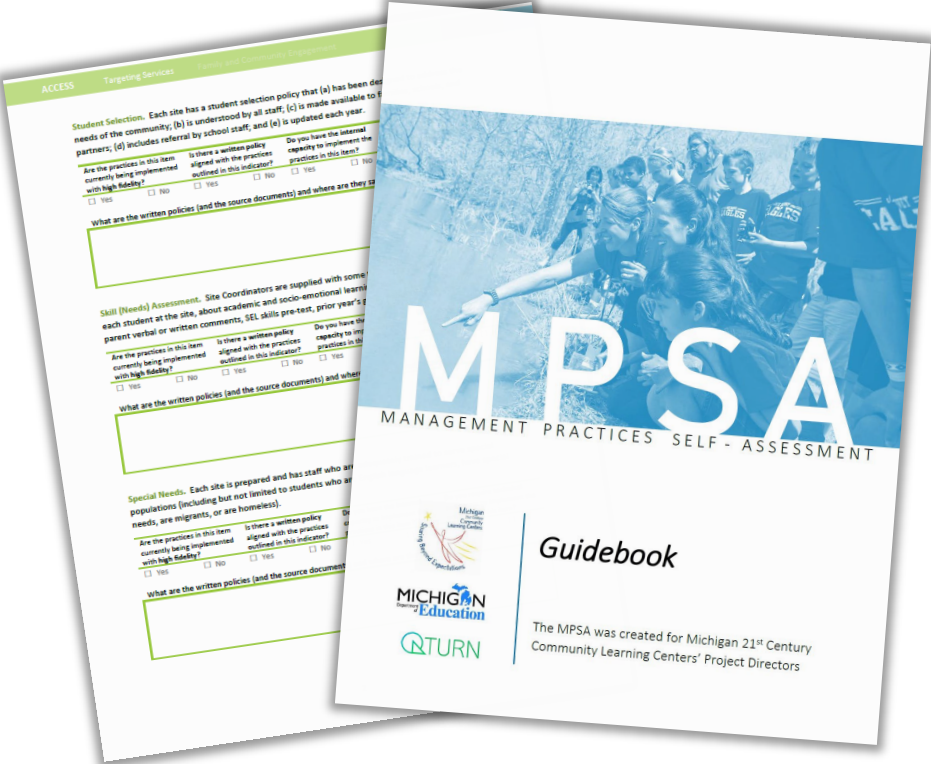
Guidance for Afterschool Learning at a Distance (Guidance) is a set of program standards and self-assessment questions for afterschool program managers and staff who are responsible for delivering OST services to young people in a household learning environment.



Objectives for the Guidance include:

- Help program managers and staff adjust their mental models for “point of service (POS) quality”;
- Disseminate promising practices for afterschool learning at a distance;
- Support afterschool leaders to assess program readiness;
- Guide funders and intermediaries toward identification of systems-level supports for achieving high POS quality.

Both self assessments and accompanying guidance documents are available at QTurnGroup.com



www.qturngroup.com/ourtools/MPSA/

www.qturngroup.com/ourtools/GuidanceALD/

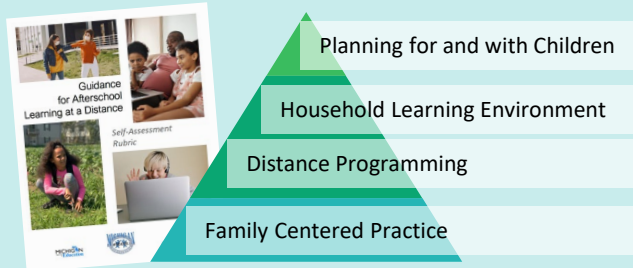
21st CCLC Program Evaluation for 2020-2021 School Year: CQI and Impact, Statewide and Local

Measures

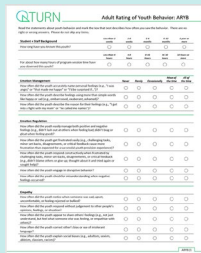
Management Practices Self-Assessment



Guidance for Afterschool Learning at a Distance



Adult Rating of Youth Behavior



Levels/Roles

Program
Management

Point of
Service

Individual
Skills

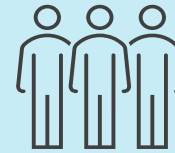
Data Collection

Grantee Director is trained to self-assess using the MPSA in September and May.



Three MPSA Standards directly align to supporting the four Guidance domains at the site level.

Site Coordinators and staff Complete self-assessment using the Guidance.



The 4 Guidance domains represent POS quality in the individual learning environment.

Each child is rated on the ARYB in October and April.



20-21 Timeline

- 1 Train on Measures at Fall Kickoff
- 2 Assess at each level in Fall and Spring
- 3 Conduct real time planning with data following fall and spring data points

Q&A, Wrap-up

Type your questions or comments in the chat box and we'll discuss it as a group.

Well Wishes -

Thank you for your thoughts and feedback!

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