Completing the *Guidance for Out-of-School Time Learning at a Distance* (GOLD) Self-Assessment

Michigan Technical Assistance:
Assessment-Use Training + Intensive Scoring Workshop

September 24, 2020

AGENDA

TRAINING GOALS:

Learn about the GOLD

Become a consistent and accurate user of the GOLD

Score the GOLD for a program site

PART I
Tool Story

PART II
Reliable Data

Break (5 min)

PART III
Self-Assessment "How-to" and Do

PART III
Wrap-up

Materials and Screen Configuration

For PART I of the training, you can keep zoom FULL SCREEN.

Your screen should look something like this!

Later, we will want to split our screen between the workbook and zoom.

breathe in 1 – 2 – 3 – 4

breathe out 1 – 2 – 3 – 4

Opening the Toolbox

Welcome and Breathe

breathe out 1 – 2 – 3 – 4
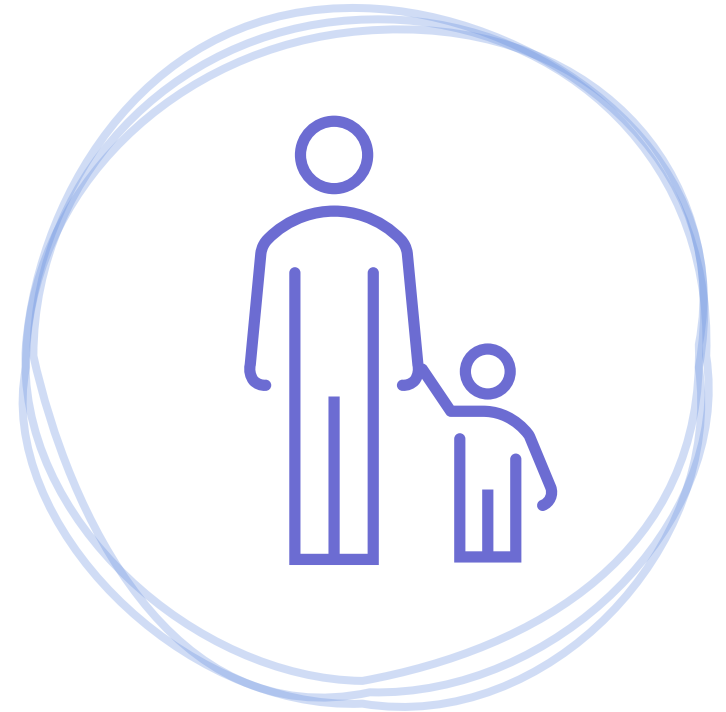
breathe in 1 – 2 – 3 – 4

PIVOT OPPORTUNITIES

School success

Equity

Families and caregivers

Messages in the method...

"...we are doing some amazing work."

"... we need to work on this to get good outcomes."

"...we need resources to flow in this direction."

If you submit a workbook with an email, we will send you a summary report with group comparison. Individual ratings will not be shared with anyone other than the person at the email address provided on the form. We will work with BLOCs to do the cross site summary.

Family-and Caregiver-Centered Engagement

I

Individual Learning Environment

II

Planning with Children, Families, Caregivers, and Schools

IV

Distance Programming

III
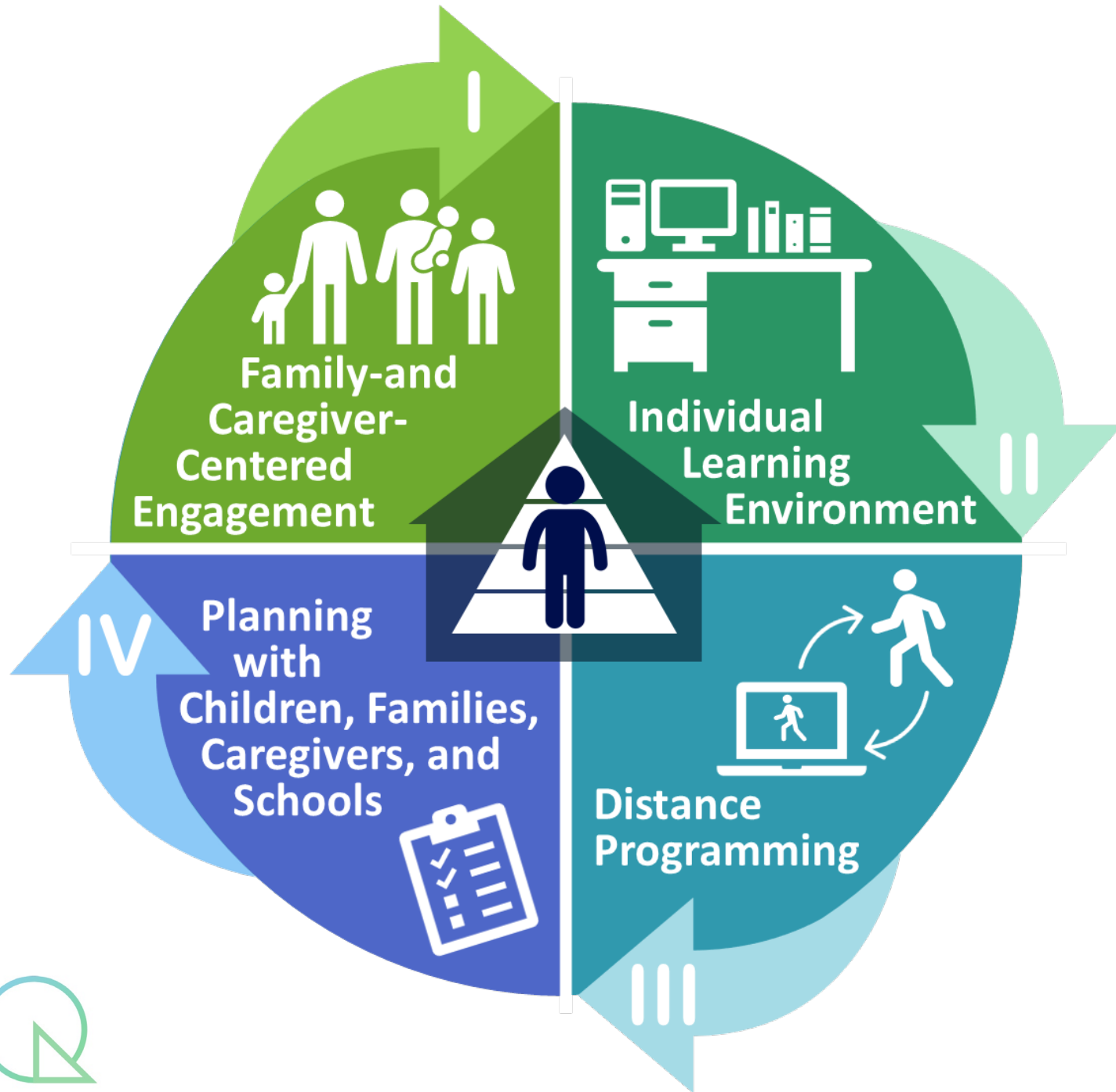
PART I

Tool Story

Valid Quality Ratings from a Self-Assessment Method with Trained Raters, Lower-Stakes Incentives, and Low Cost... *To Better See/Say What's Changing*

Maslow's pyramid – or the program quality pyramid – has moved for each student! During conditions of learning at a distance students' individual learning environment, is now where the pyramid gets constructed for each individual student.

I. Family- and Caregiver-Centered Engagement

1. Assess Needs and Advocate for Children, Families, and Caregivers

2. Use Family-Centered Approaches

II. Individual Learning Environment

1. Integrate with Family and Caregiver Resources, Routines and Priorities
2. Connect and Equip Workspace
3. Support Access to/through Technology

III. Distance Programming

1. Provide Safe Space and Responsive Practices
2. Blend Learning
3. Support School Success

IV. Planning with Children, Families, Caregivers, and Schools

IV

1. Provide Plans and Procedures for In-Person OST Services

2. Plan Supports for Re-Entry to Schooling

Who should use this tool?

program managers and staff who are responsible for delivering OST services to young people in their new individual learning environments.

Objectives for the GOLD include:

- Help program managers and staff adjust their mental models for "point of service (POS) quality" located in the new individual learning environment;

- Disseminate promising practices for OST learning at a distance that harmonize with other field-level standards and competencies;

- Support OST leaders to assess program readiness and provide responsive training and technical assistance;

- Guide funders and intermediaries toward identification of systems-level supports for achieving high POS quality in the individual learning environment.
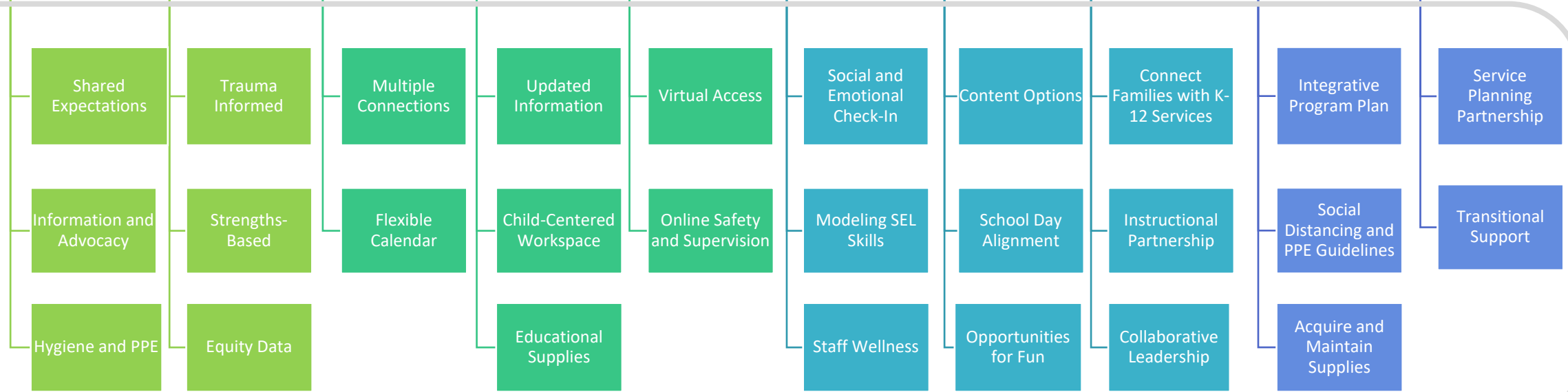
4 Domains

I. Family- and Caregiver-Centered Engagement	II. Individual Learning Environment	III. Distance Programming	IV. Planning with Children, Families, Caregivers, and Schools

10 Standards

Assess Needs and Advocate for Children, Families, and Caregivers	Use Family-Centered Approaches	Integrate with Family Resources, Routines, and Priorities	Connect and Equip Workspace	Support Access to/through Technology	Provide Safe Space and Responsive Practices	Blend Learning	Support School Success	Provide Plans and Procedures for In-Person Afterschool Services	Plan Supports for Re-Entry to Schooling

27 Indicators

Shared Expectations	Trauma Informed	Multiple Connections	Updated Information	Virtual Access	Social and Emotional Check-In	Content Options	Connect Families with K-12 Services	Integrative Program Plan	Service Planning Partnership
Information and Advocacy	Strengths-Based	Flexible Calendar	Child-Centered Workspace	Online Safety and Supervision	Modeling SEL Skills	School Day Alignment	Instructional Partnership	Social Distancing and PPE Guidelines	Transitional Support
Hygiene and PPE	Equity Data		Educational Supplies		Staff Wellness	Opportunities for Fun	Collaborative Leadership	Acquire and Maintain Supplies	

4 Domains

I. Family- and Caregiver-Centered Engagement	II. Individual Learning Environment	III. Distance Programming	IV. Planning with Children, Families, Caregivers, and Schools

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Assess Needs and Advocate for Children, Families, and Caregivers	Use Family-Centered Approaches	Integrate with Family Resources, Routines, and Priorities	Connect and Equip Workspace	Support Access to/through Technology	Provide Safe Space and Responsive Practices	Blend Learning	Support School Success	Provide Plans and Procedures for In-Person Afterschool Services	Plan Supports for Re-Entry to Schooling

27 Indicators

Staff Wellness. Staff well-being practices (e.g., effective program design, multiple staff per offering, opportunities to debrief programming, feedback loops) are a foundation for high-quality instruction and student socio-emotional skill building.

Staff Wellness

Integrative Program Plans. Program staff develop a plan for delivery of in-person services that is (a) co-created with youth and caregivers; (b) integrated, to the extent possible, with school district schedules, policies, and protocols; and (c) includes, for example, temperature checks, small learning cohorts, staggered use of classrooms, and sanitizing surfaces.

Integrative Program Plan

Mental Model for GOLD

PART II

Reliable Data

Materials and Screen Configuration

For PARTS II-IV, we will be using both the zoom slides and the workbook.

Under **view options** you want to:

- Exit full Screen

- Turning OFF Side-by-side mode

Workbook Activity 1

Matching Practice Examples to the GOLD Indicators

All together...
Practice-to-Indicators Match 1

GOLD Indicator s		Practice Examples
1	**Shared Expectations**. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.	For questions about the virus, staff explain how to stop the spread of germs (e.g., handwashing) and connect parents with information on how to talk about the virus with children.
2	**Information and Advocacy**. Program staff provide information and advocacy to support caregivers trying to meet basic needs (e.g., food, transit, housing, health, mental well-being) and connect with school.	Staff distribute activity boxes with "unboxing" videos. When families have something in their hands that they can touch and see, it helps them understand the value of the program.
3	**Hygiene and PPE**. Program staff provide critical health knowledge (e.g., how viruses spread, how to safely get physical activity) and share federal and local guidance for hygiene and personal protective equipment (PPE).	The program is connected to all of the school district resources and staff relay relevant information (e.g., plans for mental health services) to caregivers and advocate for families to access them.

Check-in

How did it go?   Was it clear?

What did you think were the answers?

On your own...
Practice-to-Indicator Match 2

GOLD Indicators		Practice Examples
4	**Trauma Informed**	During virtual meetings and calls, staff talk with students about the importance of setting up a space that is good for learning and makes them feel safe in mind and body.
5	**Strengths-Based**	Program staff receive training on how to help children cope with stress (including trauma), reset their nervous system, and be resilient.
7	**Multiple Connections**	Program design provides online activities as well as home delivery of materials, live meetings, and limited in-person, socially-distanced activities.
10	**Child-Centered Workspace**	When uncomfortable events are observed during video meetings with children, staff come together to reflect on how to address, prevent, and learn from challenges in a non-judgmental way.

Check-in

How did it go? Was it clear?
What did you think were the answers?

On your own...
Practice-to-Indicator Match 3

Indicator		Practice
15 Modeling Skills		Staff talk how they are dealing with their own feelings and emotions during the pandemic - during lessons that revolve around healthy coping strategies.
17 Content Options		Staff meet virtually with children daily and update the Google Classroom so that activities can be repeated with the caregiver or completed at a better time.
18 School Day Alignment		The program is integrated with schools that need a literacy-focused program and gets teacher referrals based on children's literacy assessments.
27 Transitional Support		Most support staff received Mental Health First Aid training to help recognize students struggling during the return to school and connect them to help.

Discussion

Fidelity Documentation

All together...
Fidelity Documentation

3. Hygiene and PPE. Program staff provide critical health knowledge (e.g., how viruses spread, how to safely get physical activity) and share federal and local guidance for hygiene and personal protective equipment (PPE).	***Where is fidelity for this indicator documented?*** ***(Check all that apply)***
	These issues are addressed, at least partially, in the: ❑ Staff handbook or manual ❑ Parent handbook or manual ❑ Licensing requirements ❑ Statewide quality standards staff competencies ❑ Integrated program plan ❑ These issues are not currently addressed in writing for our program ❑ I don't know ❑ Other (Please Describe)

Check-in

How did it go? Was it clear?
What did you think were the answers?

On your own...
Fidelity Documentation

6	Equity Data
8	Flexible Calendar
13	Online Safety and Supervision
20	Connect Families and Caregivers with K-12 Services
24	Social Distancing and PPE Guidelines

Where is fidelity for this indicator documented? (Check all that apply)

These issues are addressed, at least partially, in the:

- ❑ Staff handbook or manual
- ❑ Parent handbook or manual
- ❑ Licensing requirements
- ❑ Statewide quality standards staff competencies
- ❑ Integrated program plan
- ❑ These issues are not currently addressed in writing for our program
- ❑ I don't know
- ❑ Other (Please Describe)

Discussion
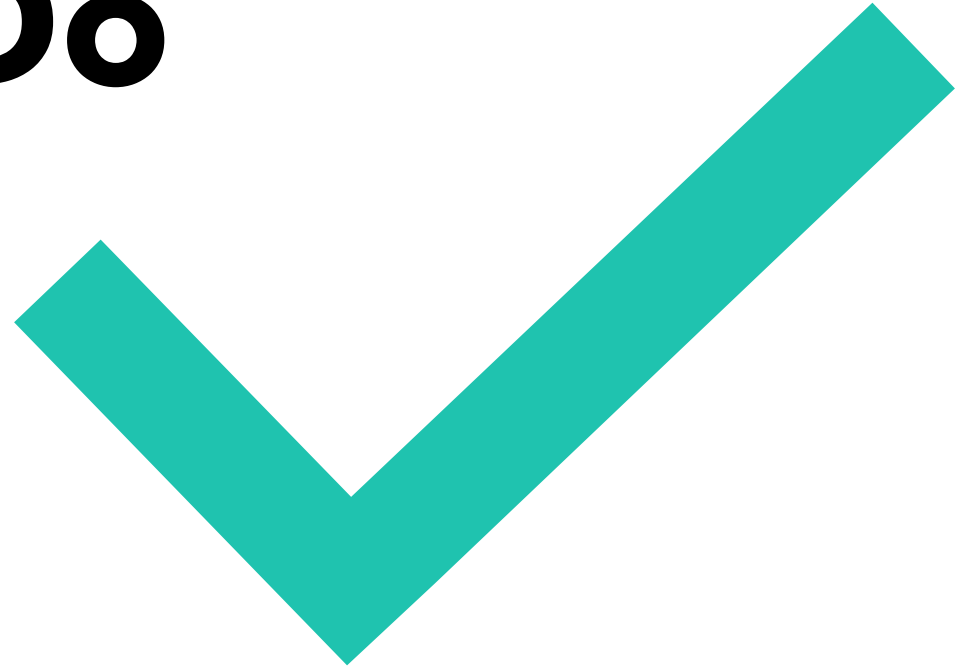
Stretch, grab some water, do whatever you need to do.

5 min break

PART III

Self-Assessment "How To" and Do

Five Step Method

1 Compare Practices

2 Rate Fidelity

3 Identify Written Policy

4 Rate Capacity and Technical Assistance

5 Document the Written Policy

1. Shared Expectations. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.

Name/identify the local practice example(s) that align to this indicator:

Is the practice currently being implemented with **high fidelity**?	Are you aware of a **written policy** about this practice?	Do your program staff have **capacity** to implement this practice at high fidelity?	Do your program staff require **training or technical assistance** about this practice?
Yes	Yes	Yes	Yes
No	No	No	No

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

Practice Examples

Program staff ask the primary caregiver about their comfort level receiving packages and preferred delivery options.

Step 1: Compare Practices

Method of mental comparison:

- Read indicator and practice example.

- Think about:
  - What are the equivalent or alternative examples in your own work?
  - Are the practices being implemented well enough (i.e., intentionally and effectively)?

- Once local practices are identified, describe them.

1. Shared Expectations. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.

Name/identify the local practice example(s) that align to this indicator:

Is the practice currently being implemented with **high fidelity**?	Are you aware of a **written policy** about this practice?	Do your program staff have **capacity** to implement this practice at high fidelity?	Do your program staff require **training or technical assistance** about this practice?
Yes	Yes	Yes	Yes
No	No	No	No

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

Practice Examples

Program staff ask the primary caregiver about their comfort level receiving packages and preferred delivery options.

STEP 2: Rate Fidelity

Yes

High fidelity - practice occurring effectively for <u>most children and families</u>.

No

Moderate fidelity - The practice occurring ineffectively or not occurring for <u>some children and families</u>.

Non-implementation - The practice is <u>absent or not relevant</u> in this setting.

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1. Shared Expectations. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.

Name/identify the local practice example(s) that align to this indicator:

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Yes	Yes	Yes	Yes
No	No	No	No

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

Practice Examples

Program staff ask the primary caregiver about their comfort level receiving packages and preferred delivery options.

Example:

Indicator 1.
Shared Expectations

1. Shared Expectations. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.

Name/identify the local practice example(s) that align to this indicator:

Is the practice currently being implemented with **high fidelity**?	Are you aware of a **written policy** about this practice?	Do your program staff have **capacity** to implement this practice at high fidelity?	Do your program staff require **training or technical assistance** about this practice?
Yes	Yes	Yes	Yes
No	No	No	No

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

Practice Examples

Program staff ask the primary caregiver about their comfort level receiving packages and preferred delivery options.

Program leaders reach out to caregivers with resources from the school districts, provide a recommendation list from OST program staff, and encourage participation in virtual OST program offerings. Several different platforms (e.g., Remind, Google Classroom, and packets with multiple materials) are used to engage children and caregivers, plan, and set expectations for programming.

Staff distribute to children and caregivers (a) boxes that include all materials needed for program activities and (b) "unboxing videos" that create interest and clarify how the boxed programming works. The materials help caregivers set shared expectations. With the materials in front of them, caregivers and children are more likely to look at and respond to aligned online tools (e.g., Remind, Google Classroom, Class Dojo, the school website).

STEP 3: Written Policy

Are these issues addressed, at least partially, in the:

- Staff handbook or manual
- Parent handbook or manual
- Licensing requirements
- Statewide quality standards staff competencies
- Integrated program plan
- Other?

Yes

These issues are not currently addressed in writing for our program

No

I don't know

1. Shared Expectations. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.

Name/identify the local practice example(s) that align to this indicator:

Is the practice currently being implemented with **high fidelity**?	Are you aware of a **written policy** about this practice?	Do your program staff have **capacity** to implement this practice at high fidelity?	Do your program staff require **training or technical assistance** about this practice?
Yes	Yes	Yes	Yes
No	No	No	No

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

Practice Examples

Program staff ask the primary caregiver about their comfort level receiving packages and preferred delivery options.

STEP 4: Capacity and Technical Assistance

Internal Capacity

Yes: We have the expertise to address this indicator when issues arise.

Technical Assistance

Yes: We would like to engage with additional technical assistance related to this indicator in the coming months.

1. Shared Expectations. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.

Name/identify the local practice example(s) that align to this indicator:

Is the practice currently being implemented with **high fidelity**?	Are you aware of a **written policy** about this practice?	Do your program staff have **capacity** to implement this practice at high fidelity?	Do your program staff require **training or technical assistance** about this practice?
Yes	Yes	Yes	Yes
No	No	No	No

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

Practice Examples

Program staff ask the primary caregiver about their comfort level receiving packages and preferred delivery options.

STEP 5: Document Written Policy

Are the practices defined by the indicator documented accurately?

Are parts of the indicator located in different sources?

If someone new stepped into your role, could they execute the indicator with success based on what is written down?

1. Shared Expectations. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.

Name/identify the local practice example(s) that align to this indicator:

Is the practice currently being implemented with **high fidelity**?	Are you aware of a **written policy** about this practice?	Do your program staff have **capacity** to implement this practice at high fidelity?	Do your program staff require **training or technical assistance** about this practice?
Yes	Yes	Yes	Yes
No	No	No	No

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

Practice Examples

Program staff ask the primary caregiver about their comfort level receiving packages and preferred delivery options.

Workbook Activity 3

Rating Program Quality Using the GOLD

Hang tight, we are going to break into two groups.

On your own...
Completing the Rubric

2. Information and Advocacy. Program staff provide information and advocacy to support families or other caregivers trying to meet basic needs (e.g., food, transit, housing, health, mental well-being) and connect with school (e.g., technology).

Examples from Practice

The primary caregiver survey includes questions about "other" needs that may be pressing for their individual learning environment. Caregivers are sent child self-care activities and materials (e.g., reflective journaling, mindfulness practices, positive affirmations).

The OST program role is to coordinate with district efforts around basic needs so that parents are not overloaded with redundant calls and messages (e.g., calls and messages from school district and OST staff trying to assess communication preferences, inform about programming, etc.).

The OST program is connected to the school district and aware of all the district resources so that coordinators can relay relevant information (e.g., plans for mental health services).

Rubric

What are your local practices?

Fidelity	Written Policy	Internal Capacity	Technical Assistance
Yes	Yes	Yes	Yes
No	No	No	No

What and where are the written policies?

Check-in

How did it go?

Were you able to do the method of mental comparison?

Can someone share a rating and justification? Another?

1 Compare practices

2 Written Policy

3 Rate Fidelity

4 Rate Capacity & TA

5 Document Written Policy

On your own…
Rate 8

Indicator Number	Indicator Name	Scroll to Workbook Page:
4	**Trauma Informed**	17
5	**Strengths-Based**	18
7	**Multiple Connections**	20
10	**Child-Centered Workspace**	23
15	**Modeling Skills**	28
17	**Content Options**	30
18	**School Day Alignment**	31
27	**Transitional Support**	40

Discussion

PART IV

Wrap Up
(but not farewell)

GOLD Materials
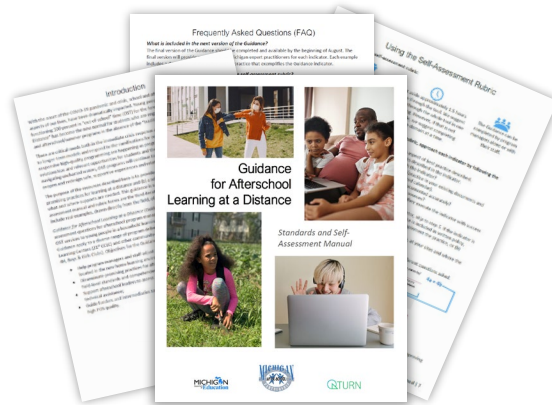
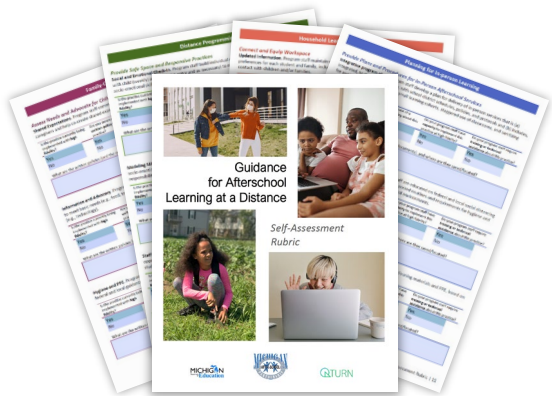## Self-Assessment Manual

Introduction (p1-2)

Protocol (p3)

Standards and Indicators (p4-6)

FAQ (p7)

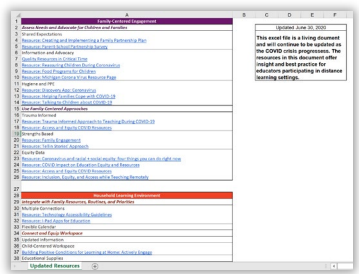Promising Practices (p8)

Self-Assessment Rubric

Introduction (p1)

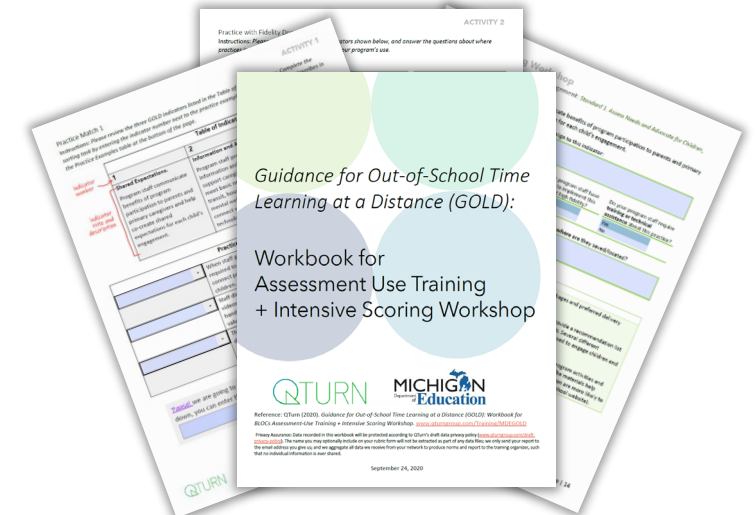Family- and Caregiver-Centered Engagement (p3-4)

Individual Learning Environment (p5-7)

Distance Programming (p8-10)

Planning with Children, Families, Caregivers, and Schools (p11-12)

Online Resources

Workbook for Assessment Use Training + Intensive Scoring Workshop

Contact and Submission Information (p2)

Part I. Tool Story (p3-5)

Part II. Reliable Data (p6-11)

   Activity 1: Indicator Match

   Activity 2: Fidelity Practice

Part III. "How To" and do (p12)

Part IV. Wrap-up (p13)

   Training Evaluation

Activity 3: Interactive Scoring workshop (P14-40)

Includes full self-assessment rubric and practice examples

Submit Workbook Receive Report

- Complete the Workbook (or as much as you can do)
  - Please also complete the 3 customer satisfaction questions!
- Submit the complete workbook to the dropbox link
- Receive your own site performance report w/ group norms

We'll be around for 30 minutes more

Please stay and complete the GOLD, and we're happy to answer questions – its has been great working with you!

We look forward to sending out your reports and chatting again soon. Take care and be safe!