SELF-ASSESSMENT
RUBRIC

Guidance for Out-of-School Time Learning at a Distance

MICHIGAN Department of Education

MICHIGAN AFTER-SCHOOL PARTNERSHIP

QTURN

Contents

Introduction

The *Guidance for Out-of-School Time Learning at a Distance* (GOLD) standards include 4 domains, 10 standards, and 27 indicators. The self-assessment rubric requires approximately 1.5 hours to complete. Figure 1 shows four domains of optimal OST supports for young people's development during circumstances of learning at a distance; that is, the OST practices that help produce optimal POS quality in the individual learning environment. These domains represent a whole-child approach to OST learning at a distance: By explicitly engaging family or caregiver strengths, assuring flexible supports, and sharing accurate information about the future (e.g., plans for school and OST in the coming months), the GOLD was specifically designed to address both the young person's socio-emotional wellness and the conditions of academic learning. Although the content of the four domains is still evolving, we offer the following conceptual definitions:


Figure 1. Quality Wheel for Out-of-School Time Learning at a Distance

 Family- and Caregiver-Centered Engagement: Family- and caregiver-centered engagement is about shaping OST services to fit the needs, resources, and routines of young people and their family or other caregivers. During a crisis like COVID-19, many young people and caregivers experience hardship and require a primary focus on basic needs. Because these hardships fall disproportionately on communities that are already most at risk, an equity focus may require novel responses and new areas of emphasis.

Individual Learning Environment: The individual learning environment includes the resources, routines, and participants where the individual student is learning. For each individual student, non-virtual and virtual learning supports must be integrated as they are received from both the school day and OST programs – wherever the student is at. Successful connections to caregivers and students require reliable exchange of information and planning. Supporting each individual's successful connectivity (e.g., access, tech, apps) may become part of the OST service.

Distance Programming: High-quality distance programming blends virtual and material resources and methods to meet developmental needs and engage children, youth, and caregivers. Programs that focus on socio-emotional learning (SEL) skills will need to connect with young people via video or phone on a regular basis to achieve relational depth. The transition to a new type of school will be a challenge for both young people and their caregivers. OST programs may want to increase their focus on supporting school day learning and guiding caregivers to school day supports.

Planning with Children, Families, Caregivers, and Schools: School districts are planning for resumption of in-person school programs. Changes to school day structure required to achieve social distancing (e.g., reduced cohorts, staggered schedules, temperature checks) or renewed shutdown (e.g., return to blended learning) will require integration between schools and OST services (e.g., afterschool, childcare, teen centers) around schedules, guidance to families and caregivers, maintenance of personally protective equipment, and check-ins with children.
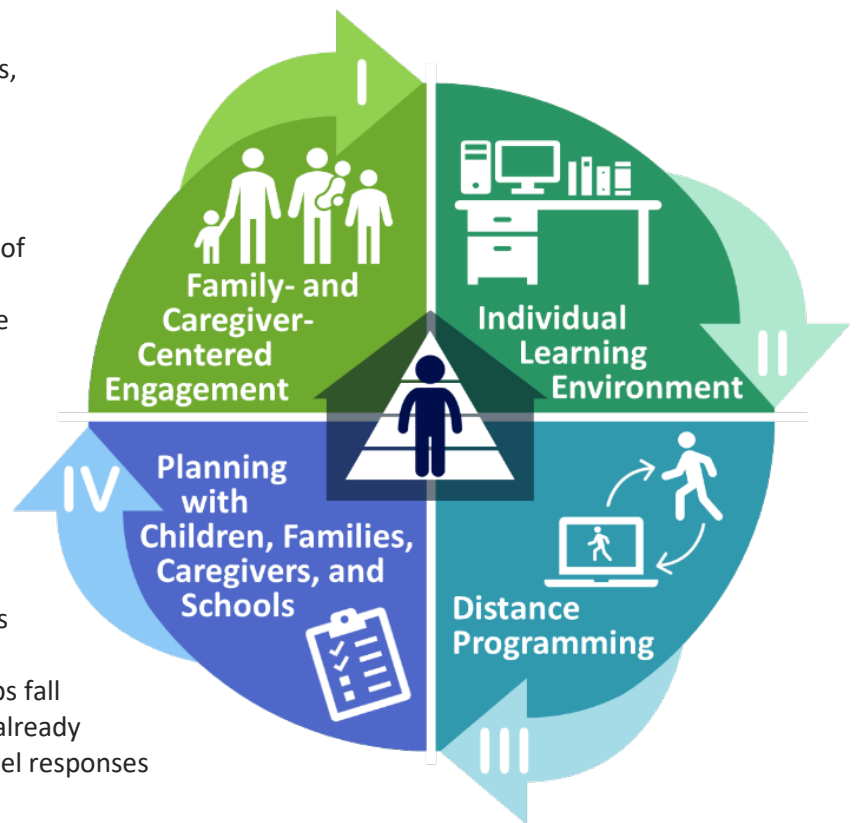
The term *caregiver* is used throughout the GOLD in order to focus on the adults with whom the child is spending time. This can be a bit confusing because the term caregiver can also mean *custodial parent*, and the child may be spending time with one caregiver (e.g., neighbor) while another caregiver (i.e., custodial parent) works at a job. It is the adult or adults (i.e., caregivers) available to help children manage their individual learning environments, arrange connectivity, etc. that are the primary focus of the GOLD. We sometimes use the terms family and caregiver together where addressing children's basic needs or referring to the custodial role and the familial supports that parents or other custodial caregivers provide.

The term *standard* describes broad types of child experience that should be standard for all children in afterschool services. Although developed from conversations with expert practitioners in Michigan, these ten standards reflect broad consensus in the fields of developmental science and policy evaluation.

Organization:

Program:

Name(s):

Email(s):

Date:

I. Family- and Caregiver-Centered Engagement
Standard 1: Assess Needs and Advocate for Children, Families, and Caregivers

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:

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

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 (e.g., technology).

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

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).

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

I. Family- and Caregiver-Centered Engagement
Standard 2: Use Family-Centered

4. Trauma Informed. Program staff have training to understand the adverse experiences of children, caregivers, and communities (e.g., trauma informed) and design programming to optimize child and family or caregiver engagement.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

5. Strengths-Based. Program staff use a strengths-based and nonjudgmental (e.g., cultural agility) approach when virtually entering children's individual learning environments.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

6. Equity Data. Program staff strive to use objective data and information to address inequitable access and/or outcomes (e.g., access to technology, school performance, housing status).

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

II. Individual Learning Environment

Standard 3: Integrate with Family and Caregiver Resources, Routines, and Priorities

7. Multiple Connections. Program staff offer multiple connections with children and caregivers using a variety of methods (e.g., "Afterschool Inbox," virtual programming), technologies (e.g., phone, internet video apps, email/text, mail), times, and languages.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

8. Flexible Calendar. Program staff use a flexible calendar of programming (e.g., virtual sessions, check-in calls, drop off packets) that balances the availability of children and caregivers with the capacities of program staff at specific sites.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

II. Individual Learning Environment
Standard 4: Connect and Equip Workspace

9. Updated Information. Program staff maintain updated contact information and communication preferences for each student and caregiver, including language, technology, and best times for program contact with children and/or caregivers.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

☐ Yes

☐ No

10. Child-Centered Workspace. Program staff coach children and caregivers to set up a workspace that is designed to support the student's learning needs and preferences (e.g., work surface, storage, lighting, sound, privacy).

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

☐ Yes

☐ No

11. Educational Supplies. Program staff equip students with tools for learning, if they are not available in the individual's learning environment (e.g., markers, storage, electronic tablets).

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

☐ Yes

☐ No

II. Individual Learning Environment
Standard 5: Support Access to/through Technology

12. Virtual Access. Program staff provide tech/app recommendations and support caregivers' access to internet, tech, and apps, along with limited helpdesk support for program-selected tech/apps.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

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13. Online Safety and Supervision. Program staff provide cyber-safety training and have appropriate knowledge to assure children's and caregivers' safety and supervision when interacting online with program staff.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

III. Distance Programming
Standard 6. Provide Safe Space and Responsive Practices

14. Social and Emotional Check-In. Program staff build individual relationships through regular check-ins with child (weekly) and caregiver (at entry and as necessary) to monitor well-being and reinforce the use of socio-emotional skills.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

15. Modeling SEL Skills. Program staff intentionally model and promote children's use of socio-emotional skills (e.g., emotion management, teamwork, initiative, problem solving, empathy, responsibility) during distance programming.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

16. 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.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

III. Distance Programming
Standard 7: Blend Learning

17. Content Options. Program staff include options for children to receive content that is (a) both non-virtual (e.g., packets) and virtual (e.g., online), (b) both guided and open-ended, and (c) both individual- and group-oriented.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes

☐ No

18. School Day Alignment. Where possible, program staff intentionally emphasize alignment (e.g., content, time of day, workload, technology) with school day requirements for the enrolled child and other students in the individual's learning environment.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes

☐ No

19. Opportunities for Fun. Program staff incorporate opportunities for fun (e.g., family SEL games, outdoor activities) and informal social interaction (e.g., supervised Zoom hangouts).

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes

☐ No

III. Distance Programming
Standard 8: Support School Success

20. Connect Families and Caregivers with K-12 Services. Program staff support the family's or other caregiver's capacity to meet school day requirements and connect with K-12 services.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes

☐ No

21. Instructional Partnership. Where possible, program staff communicate regularly with school day staff regarding each student's academic and SEL progress, individual education plan (IEP) status, or referral to services under multi-tiered systems of support.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes

☐ No

22. Collaborative Leadership. Program leaders join school district planning sessions.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes

☐ No

IV. Planning with Children, Families, Caregivers, and Schools
Standard 9: Provide Plans and Procedures for In-Person Out-of-School Time Services

23. 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.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

24. Social Distancing and PPE Guidelines. Program staff are educated on federal and local social distancing guidelines (e.g., YMCA and CDC), and each site has posted routines and requirements for hygiene and use of PPE during the return to school and afterschool environments.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

25. Acquire and Maintain Supplies. Program staff maintain a stock of cleaning materials and PPE, based on federal and local guidelines, for return to in-person services.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

- ☐ Yes, for all children and families
- ☐ Yes, for some children and families
- ☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

- ☐ Yes
- ☐ No

IV. Planning with Children, Families, Caregivers, and Schools
Standard 10: Plan Supports for Re-Entry to Schooling

26. Service Planning Partnership. Program staff are informed of, and collaborate with, local districts' planning for in-person schooling and the daily/weekly transitions between individual learning environments, school buildings, and afterschool programs.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes

☐ No

27. Transitional Support. Program staff provide supports for students' preparation for, and socio-emotional well-being during, the transition back to in-person schooling and/or continued learning-at-a-distance in fall 2020.

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

What **barriers** are keeping you from implementing these practices?

Is the practice currently being implemented with **high fidelity**?

☐ Yes, for all children and families

☐ Yes, for some children and families

☐ No, not usually

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

☐ Yes

☐ No