Using Cost-Effective Processes to Develop Large-Scale Data-Driven Continuous Improvement Systems for Local Programs

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American Evaluation Association

Minneapolis, MN

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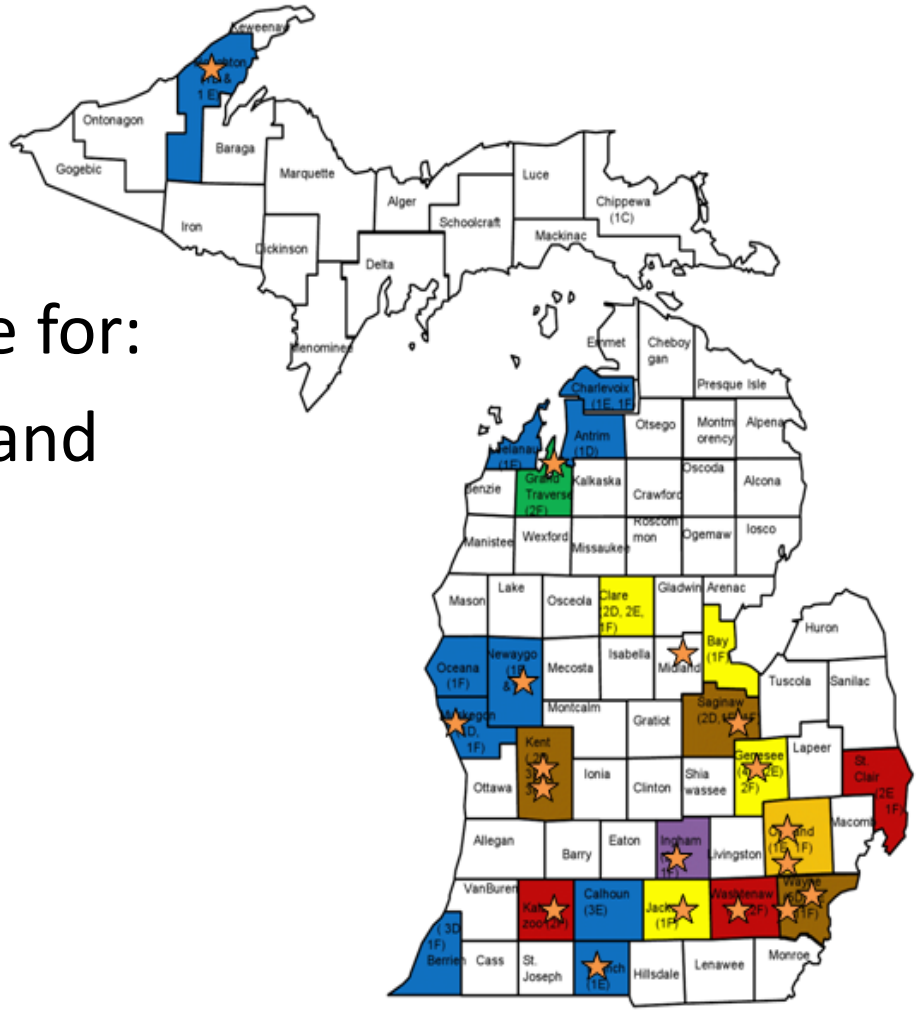
21st Century Community Learning Centers

Michigan 21st CCLC

In 2011-2012:

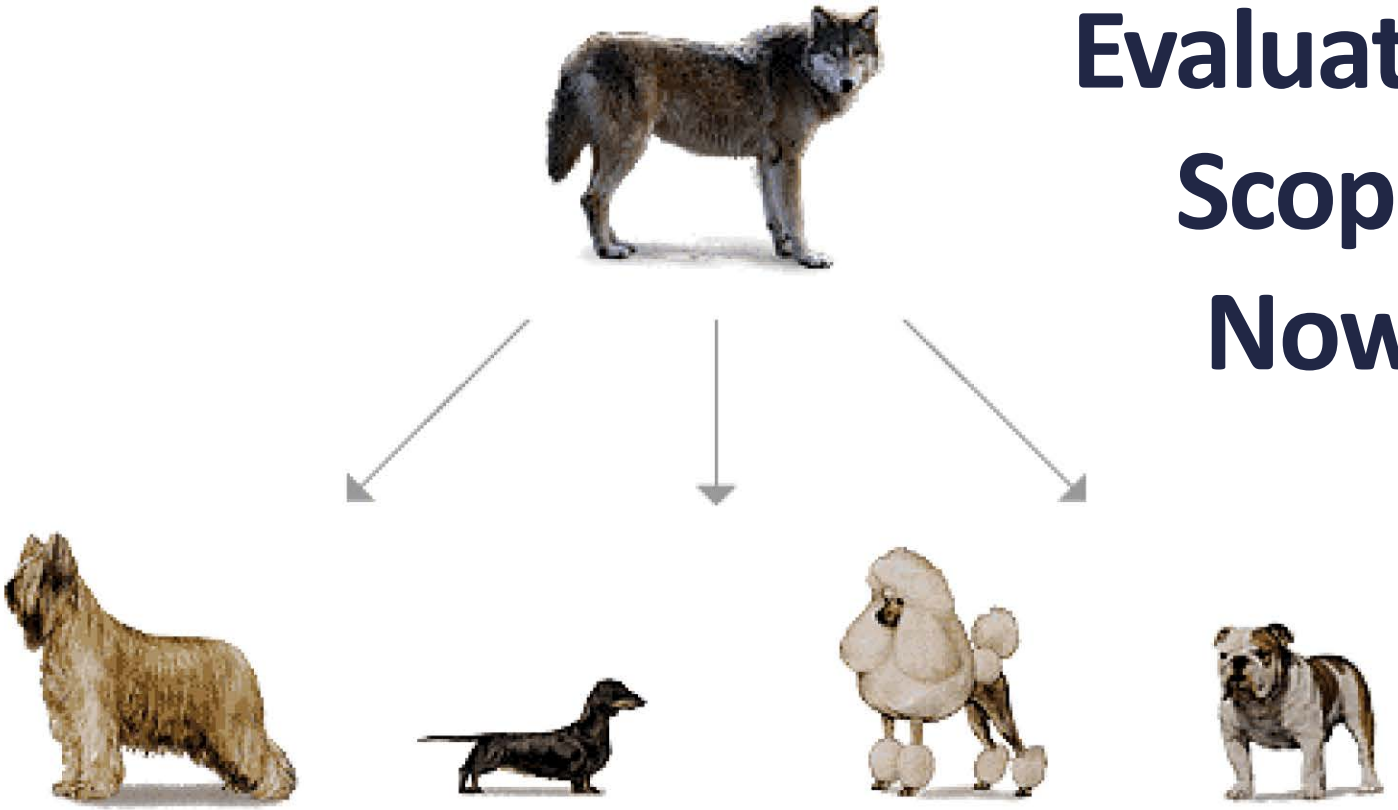
TACSS is Quality Assurance for:

- 320 elementary, middle and high schools sites
- 40,000+ students
- Over $50M investment



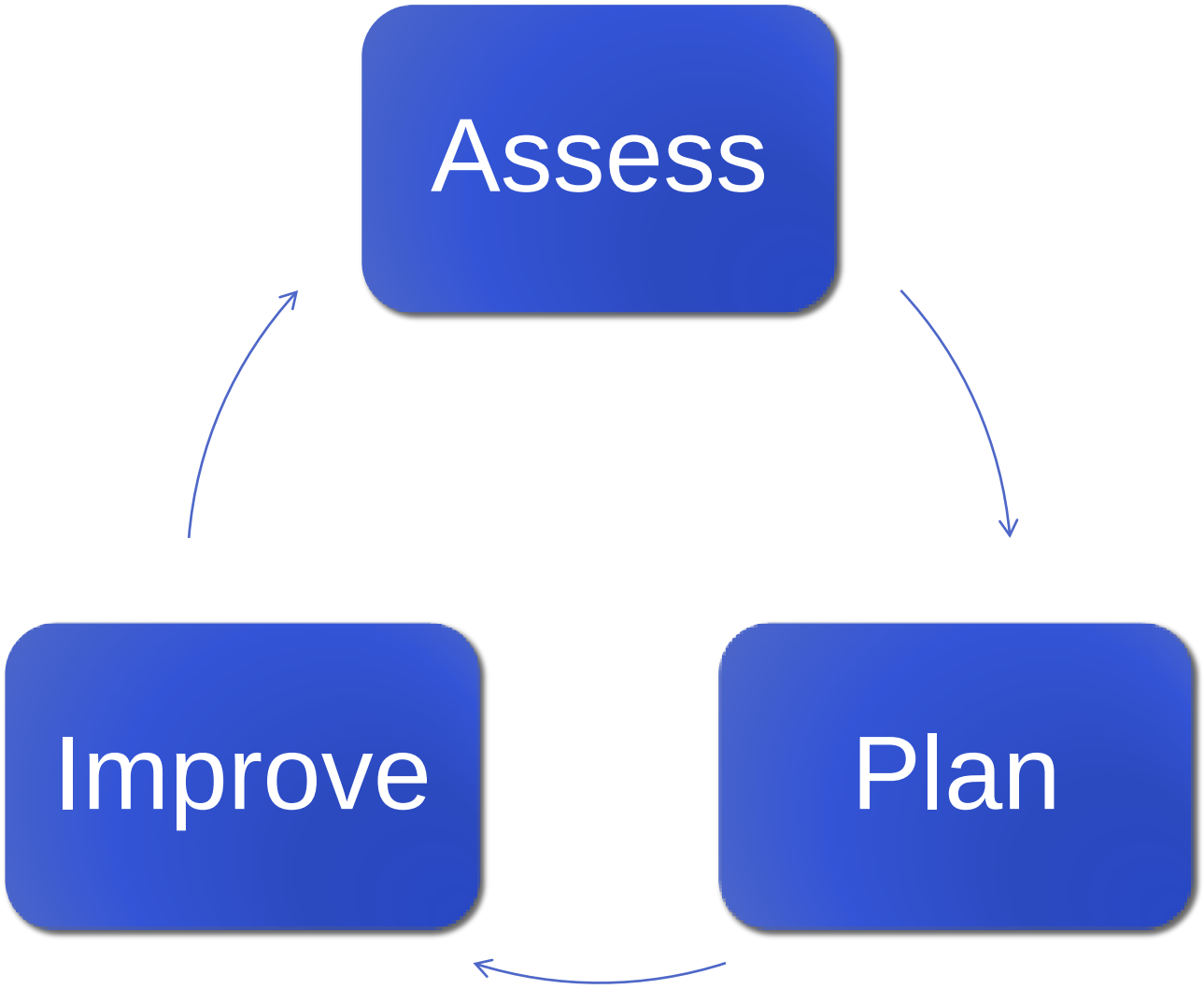
Evaluation Scope in 2003

Evaluation Scope Now

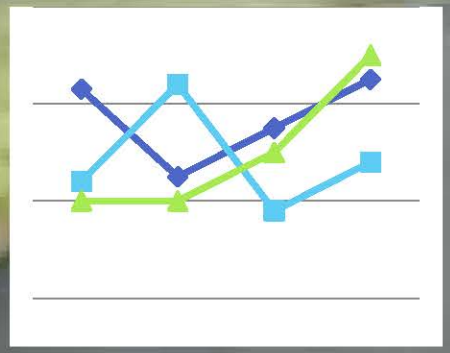


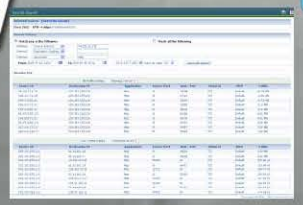
All modern domestic dogs are descendants of the Gray Wolf

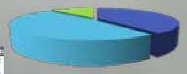
Continuous Improvement

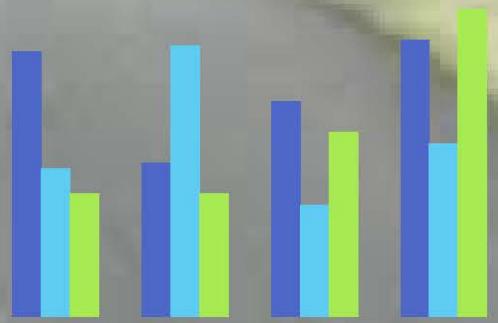


Improvement

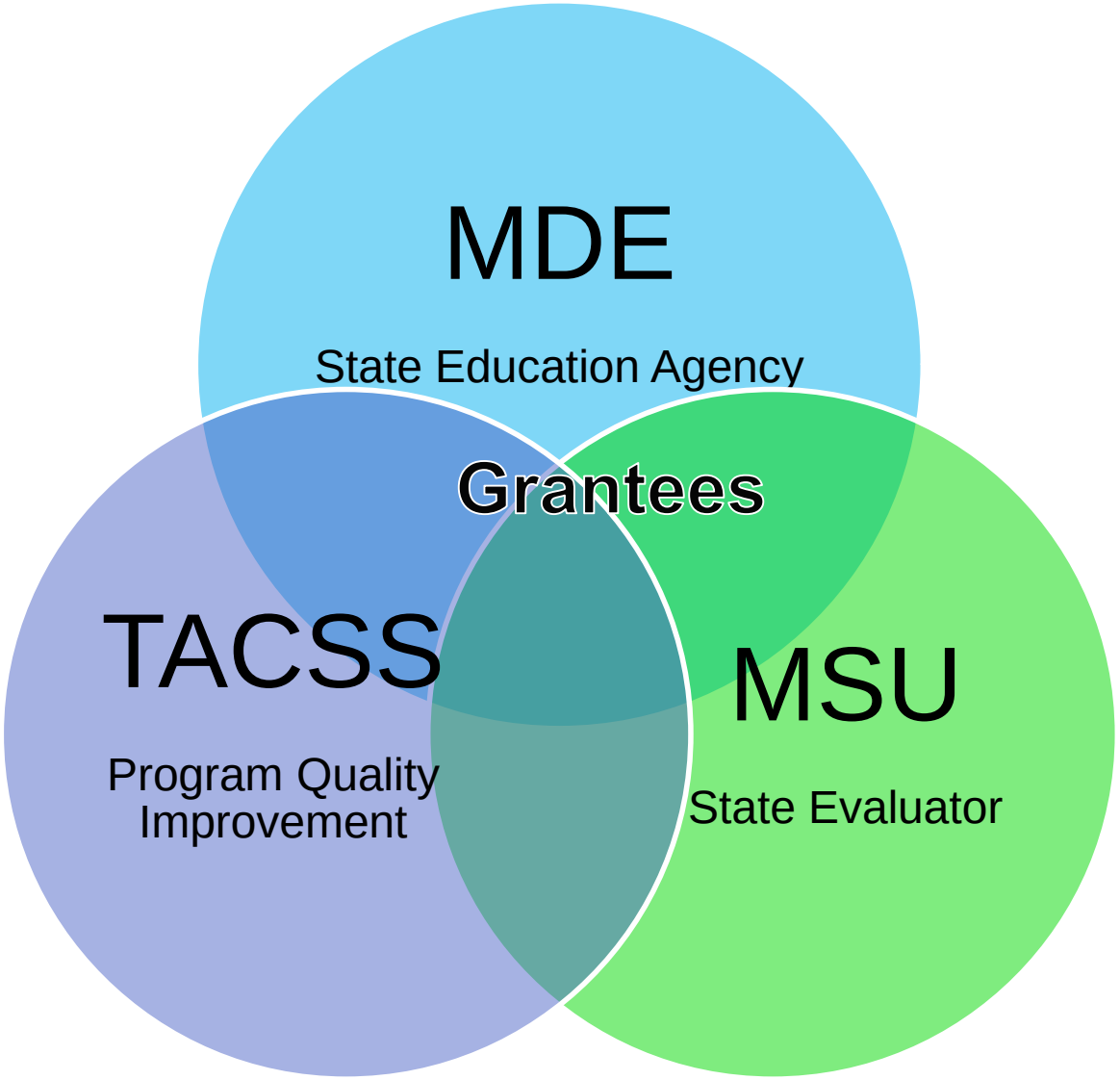








Quality Improvement Support System



Standard Indicators of Quality

Cost-Effective Data Reports

Cost-Effective Data Reports

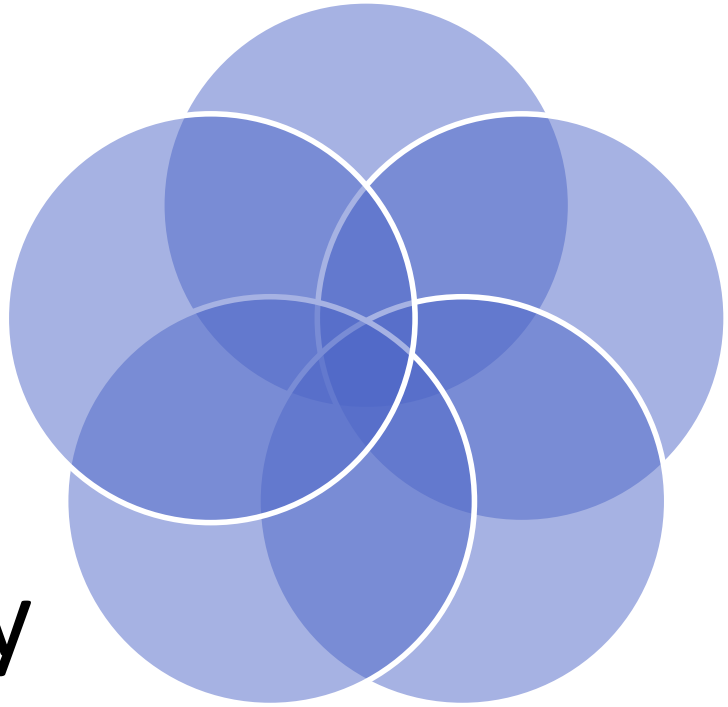
Capacity-Building for Data Use

1. Standard quality indicators

Identify Indicators

MDE

Literature



TACSS

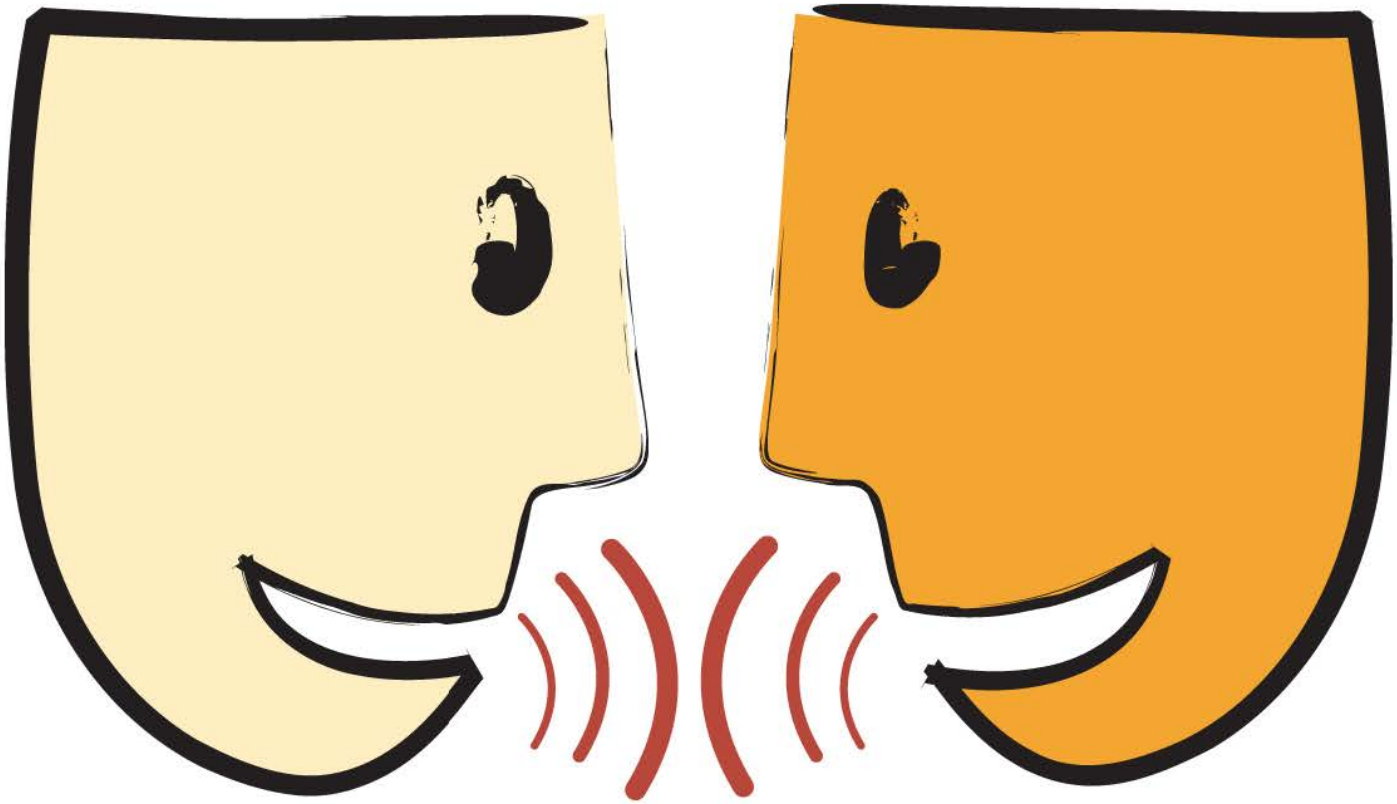
Advisory Board

MSU

1. Instructional Context

2. Organizational Context

3. Positive Relationships



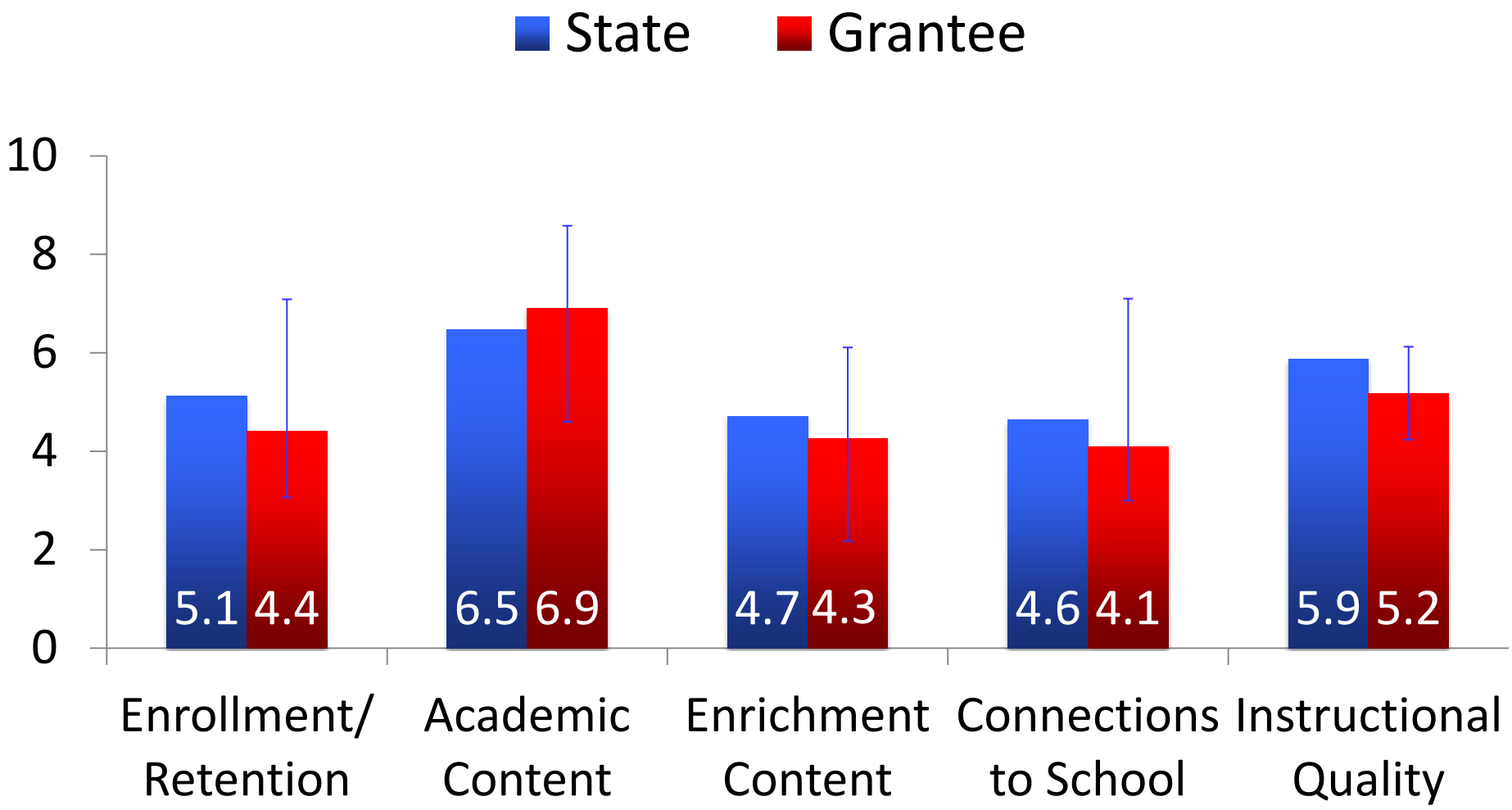
Select Data Sources

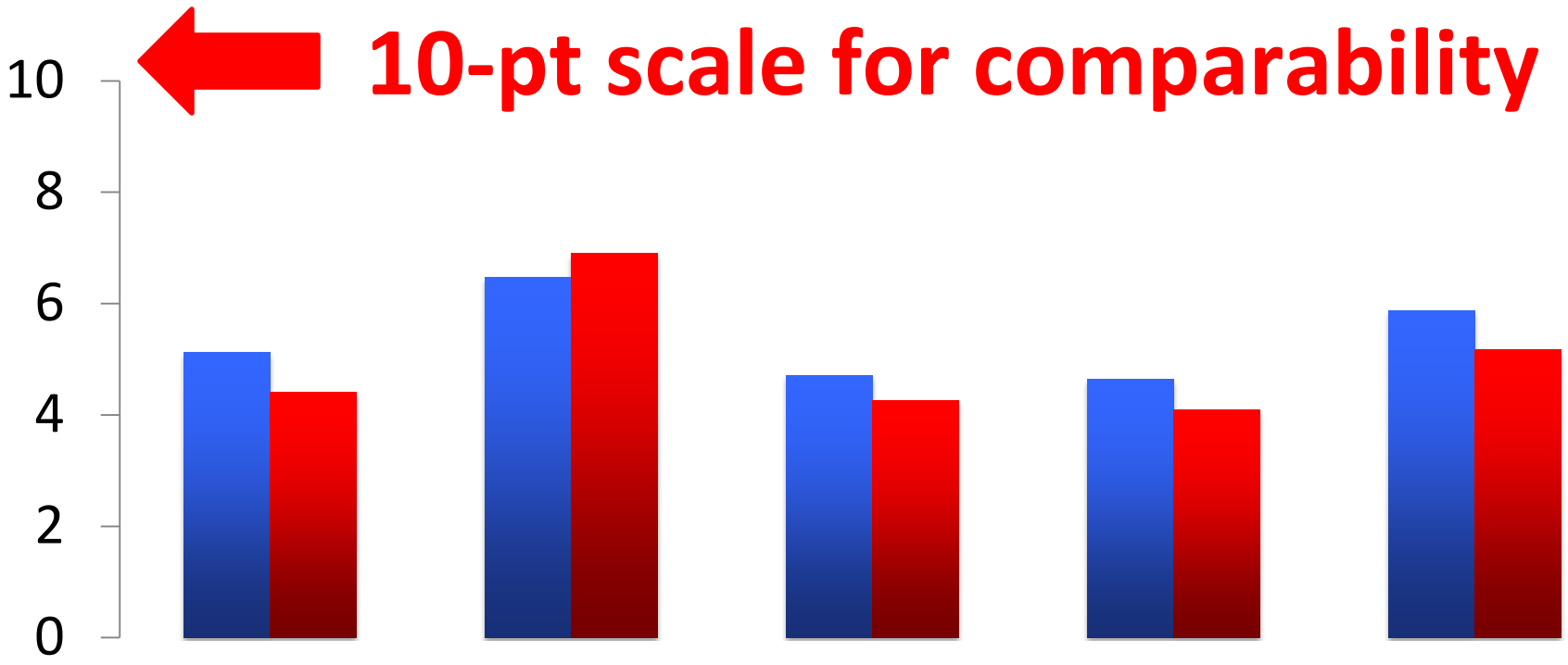
- Youth survey
- Parent survey
- Staff survey
- Supervisor survey
- Administrator report
- Observational program self-assessment
- Attendance/ activity data (web)
- School outcomes data

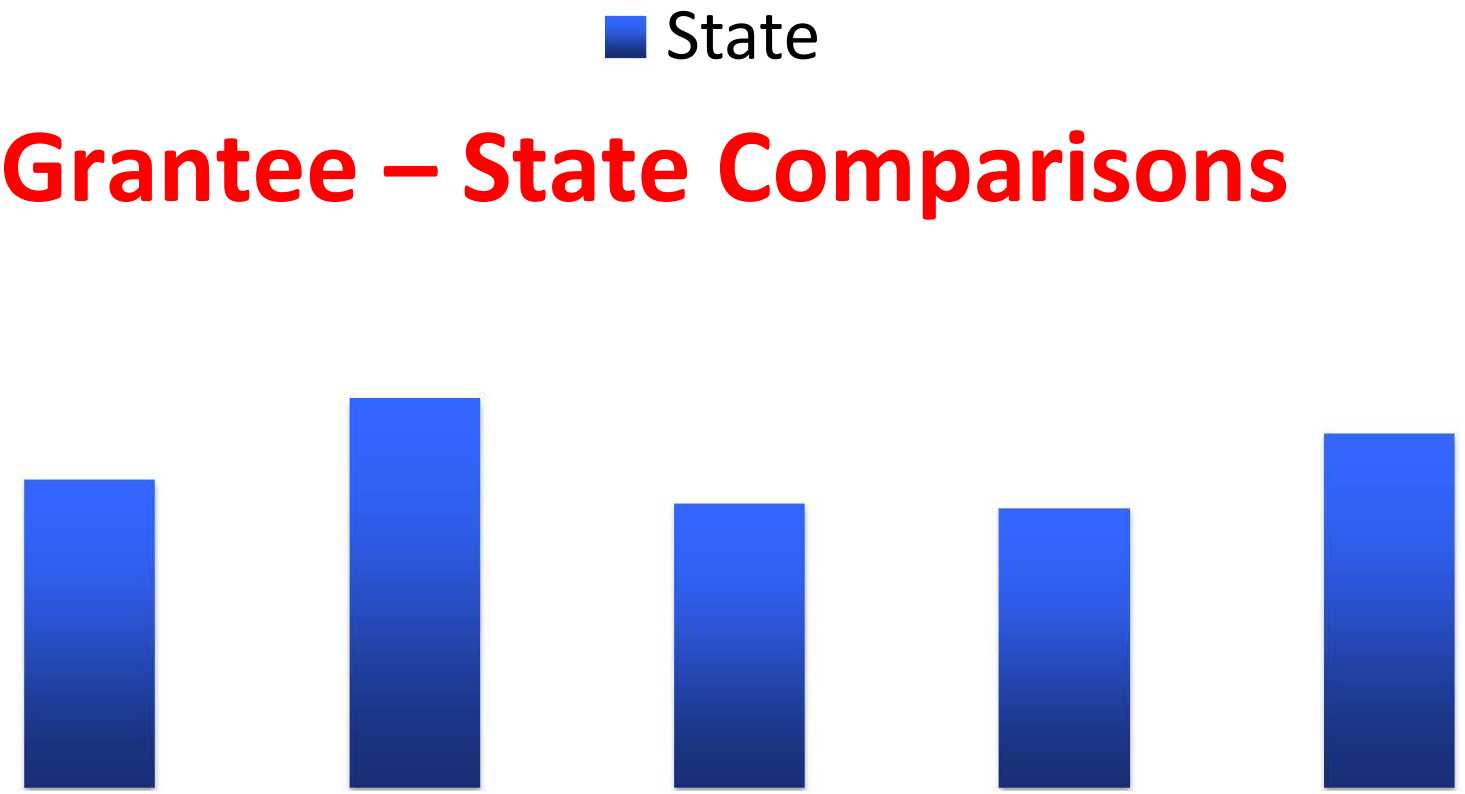
Comparability:
Weighted
10- pt scale

Measure	Weight
Academic activity participation	**1.5**
Homework help/tutoring participation for academically at-risk students	**1.5**
Academic enrichment participation	**1.5**
Activities informed by grade-level content standards	**1**
Student reports of academic support quality	**1.5**
Academics is top priority	**.5**
Supervisor connection to school-day content	**1**
Staff connection to school-day content	**1.5**
Total	**10**

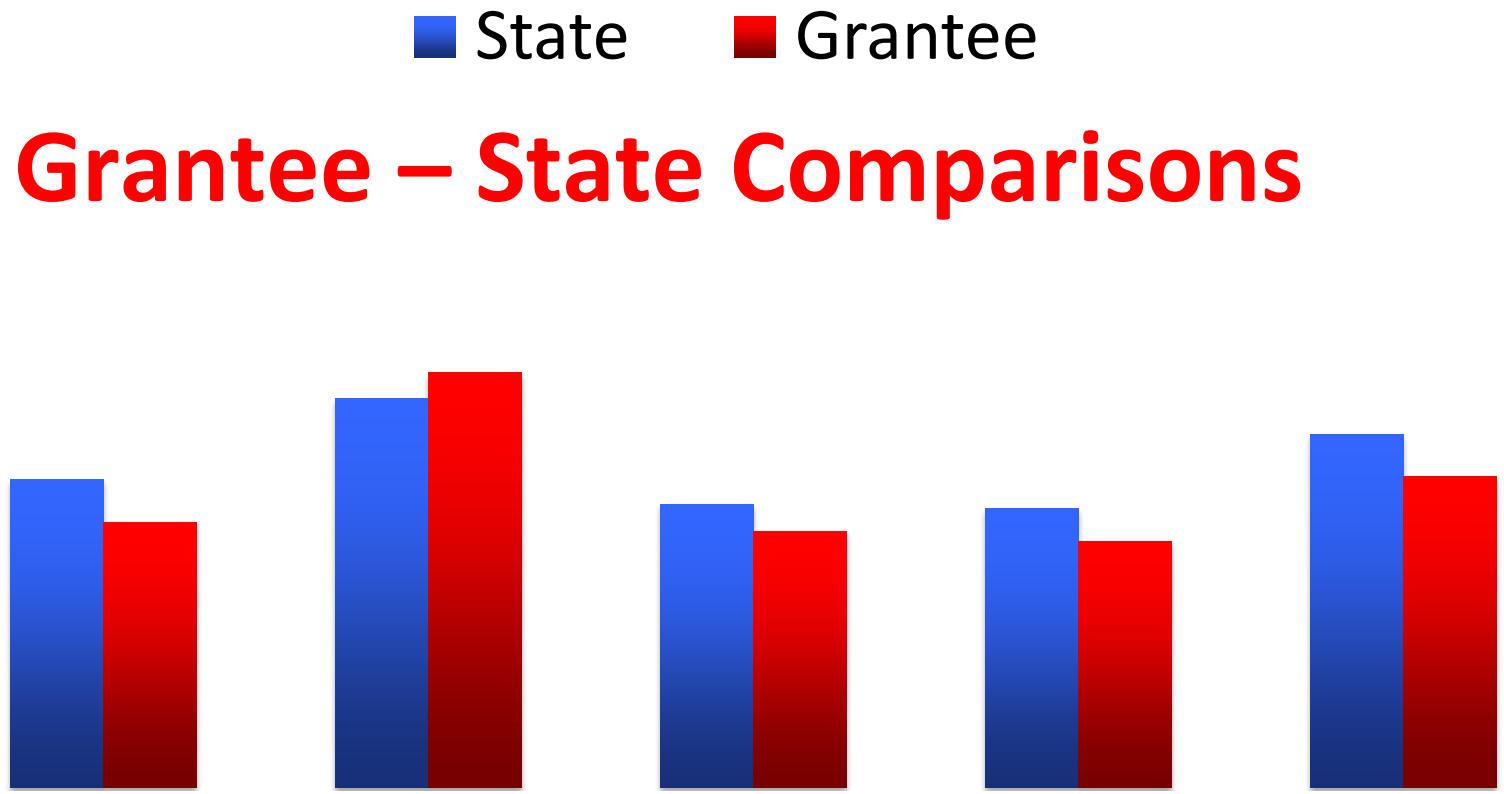
Instructional Context




10-pt scale for comparability
10
8
6
4
2
0

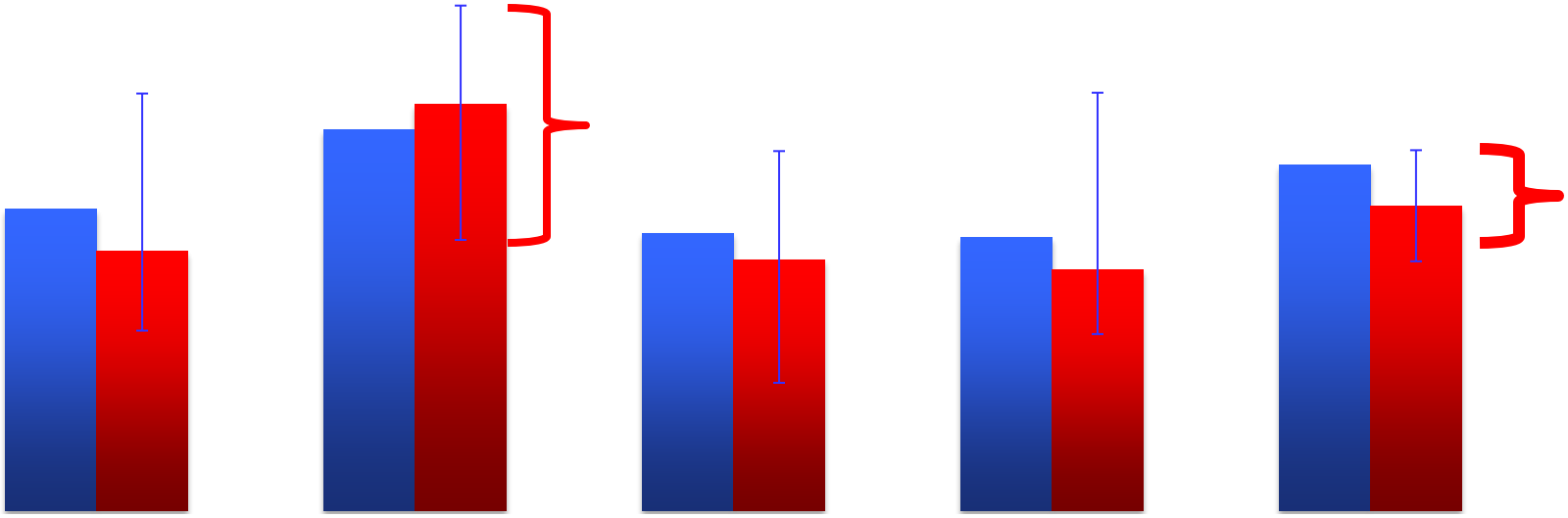


Grantee – State Comparisons



Grantee – State Comparisons

Site variations at a glance



Go deeper – comparisons on measures

State Org Sites

Instructional Context

			Sites				
	MI	Org	1	2	3	4	5
Academic Instruction	**5.6**	**5.3**	**5.2**	**5.8**	**5.6**	**4.6**	**5.1**
Connection to school[b]	74%	80%	Yes	Yes	Yes	Yes	No
Formal policy for connecting with teachers[b]	12%	0%	No	No	No	No	No
Full-time Site Coordinator[b]	63%	100%	Yes	Yes	Yes	Yes	Yes
Academic activity participation[c]	81%	70%	67%	89%	82%	45%	76%
Provision of homework help[c]	43%	63%	67%	89%	71%	36%	60%
Provision of academic enrichment[c]	53%	47%	51%	12%	78%	33%	68%
Provision of tutoring[c]	11%	0%	0%	0%	0%	0%	0%
Academics is top priority[d]	86%	77%	60%	70%	50%	100%	67%
Certified teachers provide academic support[c]	42%	0%	0%	0%	0%	0%	0%
Student reports of academic support quality[f]	53%	59%	50%	81%	50%	27%	88%

Go deeper – comparisons on measures

Instructional Context

	MI	Org	Sites 1	2	3	4	5
Academic Instruction	**5.6**	**5.3**	**5.2**	**5.8**	**5.6**	**4.6**	**5.1**
C				Yes	Yes	Yes	No
F w					No	No	No
F					Yes	Yes	Yes
Academic activity participation[c]	81%	70%	67%	89%	82%	45%	76%
Provision of homework help[c]	43%	63%	67%	89%	71%	36%	60%
P e				12%	78%	33%	68%
P			0%	0%	0%	0%	0%
A			60%	70%	50%	100%	67%
C a			0%	0%	0%	0%	0%
Student reports of academic support quality[f]	53%	59%	50%	81%	50%	27%	88%

0-10 pt indicator score

Measure scores however defined

Go deeper – comparisons on measures

Sites

Instructional Context

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Academics is top priority[d]	86%	77%			%	100%	67%
Certified teachers provide academic support[c]	42%	0%				0%	0%
Student reports of academic support quality[f]	53%	59%			%	27%	88%

Uh oh…

Even deeper – item data for sites

1.5.2.1. Engagement ⓘ

The table below lists the percent of 4th- to 12th-grade students at this site and statewide who agreed or strongly agreed with statements about their engagement in the program.

Table 25. Engagement: Percent of Students who Agreed or Strongly Agreed

Survey item: At this program…	*Your site*	*Statewide*	*Your site compared to state*
The activities challenge me to learn new skills.	46%	77%	Very low
The activities we do really make me think.	50%	73%	Very low
I do things that I don't get to do anywhere else.	23%	61%	Very low
I get to do things I like to do.	62%	77%	Very low

Note. Data are presented if available for at least 15 students. Statewide numbers are for students in the same grades served by this site. From student survey. N = 26.

-grade students at this site and statewide who agreed or
ngagement in the program.

Uh oh…

ent of Students who Agreed or S

	Your site	*Statewide*	*Your site compared to state*
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	50%	73%	Very low
	23%	61%	Very low
	62%	77%	Very low

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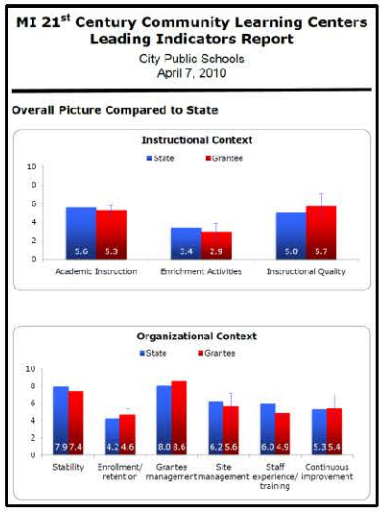
Grantee Summary



MI 21st Century Community Learning Centers
Leading Indicators Report

City Public Schools
April 7, 2010

Overall Picture Compared to State

Instructional Context

State Grantee

Academic Instruction: 5.6 5.3
Enrichment Activities: 3.4 2.9
Instructional Quality: 5.0 5.7

Organizational Context

State Grantee

Stability: 7.9 7.4
Enrollment/ retention: 4.2 4.6
Grantee management: 8.0 8.6
Site management: 6.2 5.6
Staff experience/ training: 6.0 4.5
Continuous improvement: 5.3 5.4

Site Comparisons

Instructional Context

			Sites				
	MI	Org	1	2	3	4	5
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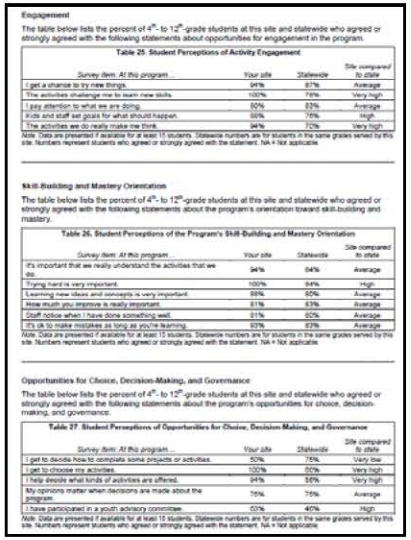
Site Details



Engagement

The table below lists the percent of 4th- to 12th-grade students at this site and statewide who agreed or strongly agreed with the following statements about opportunities for engagement in the program.

Table 25. Student Perceptions of Activity Engagement

Survey item: At this program ...	Your site	Statewide	Site compared to state
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The activities challenge me to learn new skills.	100%	78%	Very high
I pay attention to what we are doing.	90%	83%	Average
Kids and staff set goals for what should happen.	88%	76%	High
The activities we do really make me think.	94%	72%	Very high

Note. Data are presented if available for at least 15 students. Statewide numbers are for students in the same grades served by this site. Numbers represent students who agreed or strongly agreed with the statement. NA = Not applicable.

Skill-Building and Mastery Orientation

The table below lists the percent of 4th- to 12th-grade students at this site and statewide who agreed or strongly agreed with the following statements about the program's orientation toward skill-building and mastery.

Table 26. Student Perceptions of the Program's Skill-Building and Mastery Orientation

Survey item: At this program ...	Your site	Statewide	Site compared to state
It's important that we really understand the activities that we do.	94%	84%	Average
Trying hard is very important.	100%	94%	High
Learning new ideas and concepts is very important.	88%	80%	Average
How much you improve is really important.	81%	63%	Average
Staff notice when I have done something well.	81%	80%	Average
It's ok to make mistakes as long as you're learning.	93%	83%	Average

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Opportunities for Choice, Decision-Making, and Governance

The table below lists the percent of 4th- to 12th-grade students at this site and statewide who agreed or strongly agreed with the following statements about the program's opportunities for choice, decision-making, and governance.

Table 27. Student Perceptions of Opportunities for Choice, Decision-Making, and Governance

Survey item: At this program ...	Your site	Statewide	Site compared to state
I get to decide how to complete some projects or activities.	50%	75%	Very low
I get to choose my activities.	100%	60%	Very high
I help decide what kinds of activities are offered.	94%	66%	Very high
My opinions matter when decisions are made about the program.	75%	75%	Average
I have participated in a youth advisory committee.	63%	40%	High

Note. Data are presented if available for at least 15 students. Statewide numbers are for students in the same grades served by this site. Numbers represent students who agreed or strongly agreed with the statement. NA = Not applicable.

2. Cost-effective local report production

Assumption: You're analyzing data anyway

Process

1. Collect data
2. Develop report template in Word
3. Analyze data to match [decisions]
4. Create excel or .csv file of data
5. Use Word mail merge to populate reports (tweak if necessary)
6. Voila!

Step 1: Collect Data

Youth survey

Parent survey

Staff survey

Supervisor survey

Administrator report

Observational program self-assessment

Attendance/ activity data (web)

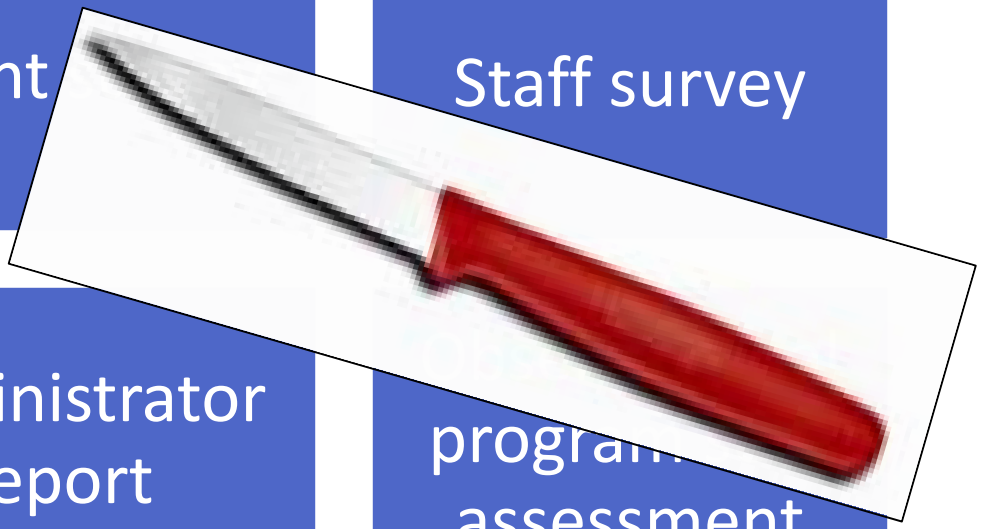
School outcomes data

Step 1: Collect Data

Youth survey

Parent

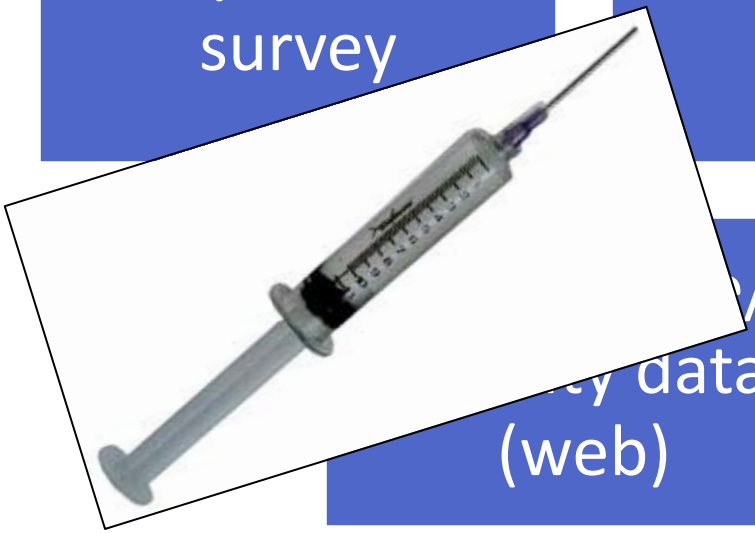
Staff survey



Supervisor survey

Administrator report

program assessment

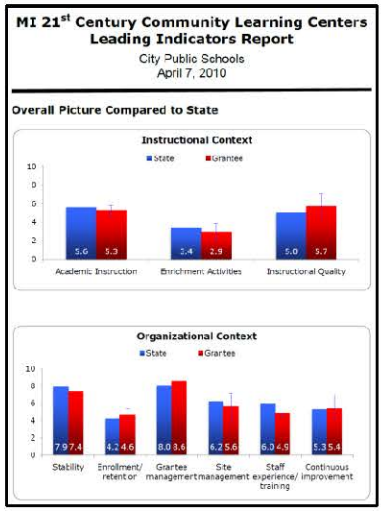


data (web)

School outcomes data

Step 2: Develop report template

Grantee Summary



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Site Comparisons

Instructional Context

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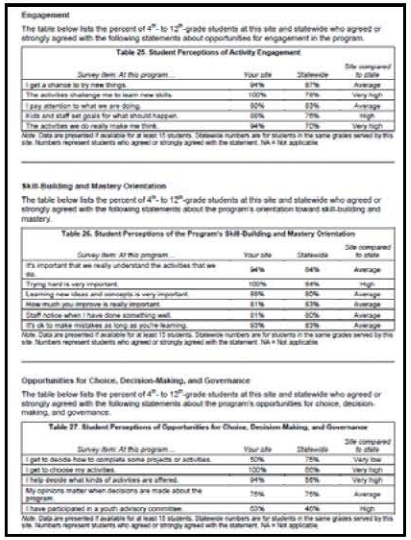

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Step 3: Analyze for report – Decisions!

Indicator	MI	Org	1	2	3
1.4 Connection to School Day	**4.7**	**4.1**	4.4	6.9	4.2
Formal policy for connecting with school day[a,b]	**69%**	**75%**	75%	75%	75%
Supervisor communication with school[e]	**46%**	**11%**	0%		0%
Staff communication with school[d]	**27%**	**21%**	40%		25%
School investment in program[b]	**61%**	**80%**	Yes	Yes	Yes

Step 3: Analyze for report – Decisions!

Indicator	MI	Org	1	2	3
1.4 Connection to School Day	**4.7**	**4.1**	4.4	6.9	4.2
Formal policy for connecting with school day[a,b]	**69%**	**75%**	75%	75%	75%
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Staff communication with school[d]	**27%**	**21%**	40%		25%
School investment in program[b]	**61%**	**80%**	Yes	Yes	Yes

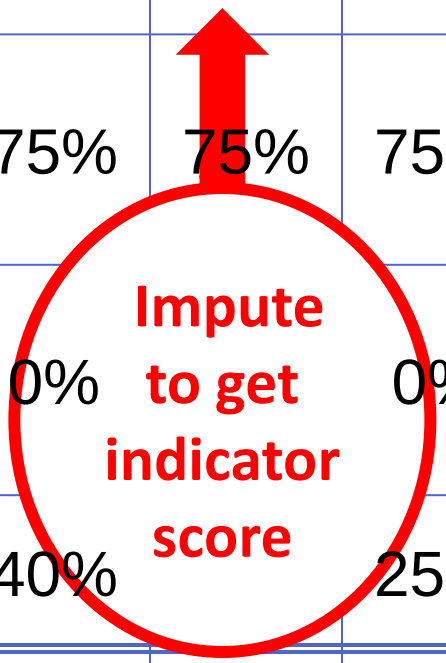

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Table 25. Engagement: Percent of Students who Agreed or Strongly Agreed

Survey item: At this program…	*Your site*	*Statewide*	*Your site compared to state*
The activities challenge me to learn new skills.	46%	77%	Very low
The activities we do really make me think.	50%	73%	Very low
I do things that I don't get to do anywhere else.	23%	61%	Very low
I get to do things I like to do.	62%	77%	Very low

Note. Data are presented if available for at least 15 students. Statewide numbers are for students in the same grades served by this site. From student survey. N = 26.

What is minimum N (varies)

How determine cut-offs?

Active: $DataSet

Use syntax!

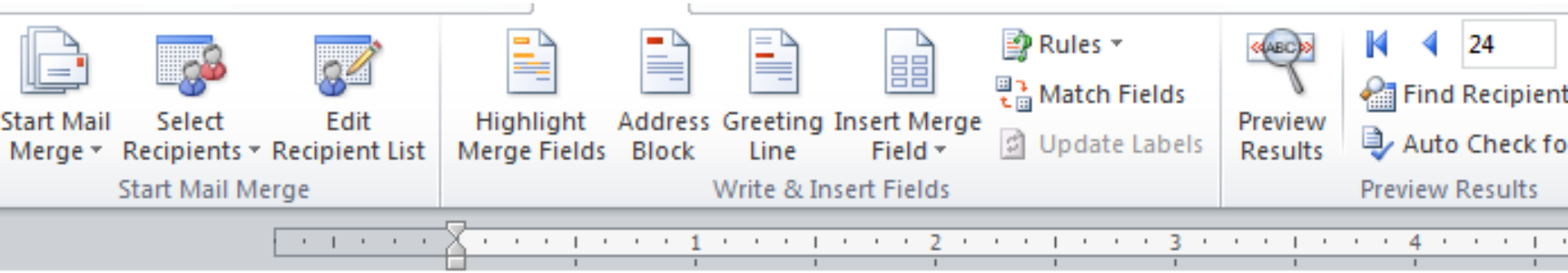
```
1187
1188
1189  ***************Aggregate to subGRANTEE Level*****************
1190
1191
1192  AGGREGATE
1193    /OUTFILE='S:\Fellows\21st-CCLC\TACSS\Data--Leading Indicators\Working\aggr.sav'
1194    /BREAK=GranteeID  subgranteeid
1195    /G_SUP_LINK_r=SUM(G_SUP_LINK_r)/N=SUM(N).
1196
1197
1198  *AGGREGATE
1199    /OUTFILE='S:\Fellows\21st-CCLC\TACSS\Data--Leading Indicators\Working\aggr.sav'
1200    /BREAK=GranteeID  subgranteeid
1201    /Lnk_acadcon=SUM(Lnk_acadcon_r) /Lnk_CoortAct=sum(Lnk_CoortAct_r)/Lnk_Curri=sum(Lnk_Curri_r)
1202    /N1=SUM(N1)/N2=SUM(N2)/N3=SUM(N3).
1203
1204  GET FILE='S:\Fellows\21st-CCLC\TACSS\Data--Leading Indicators\Working\aggr.sav'.
1205
1206  compute G_SUP_LINK=G_SUP_LINK_r/n.
1207
1208  save outFILE='S:\Fellows\21st-CCLC\TACSS\Data--Leading Indicators\Working\temp7.sav'
1209    / KEEP = GRANTEEID  subgranteeid G_SUP_LINK.
1210
1211
1212  ************************************************STAFF CONNECTION TO SCHOOL DAY CONTENT*****************
1213  *Staff survey:
```

Step 4. Create Excel or .csv file

F2

A	E	KN	KO	KP	KQ	KR	KS
GranteeID	SiteID	XS_YTHFEI	XS_YTHFEI	XS_YTHFEI	XS_EXPRE	XS_EXPRE	XS_EXI
34	793	77%	67%	Average	69%	74%	Averag
34	564	63%	67%	Average	63%	70%	Averag
34	797	82%	68%	High	82%	73%	Averag
34	565	77%	67%	Average	85%	74%	Averag
34	112	91%	67%	High	100%	74%	Very h
34	798	92%	66%	High	83%	67%	High
34	796	100%	66%	Very high	100%	67%	Very h
34	111	70%	67%	Average	70%	70%	Averag
34	794	88%	66%	High	88%	67%	High
104	789	88%	67%	High	75%	74%	Averag
104	791	33%	67%	Very low	33%	70%	Very lo
104	792	69%	67%	Average	69%	70%	Averag

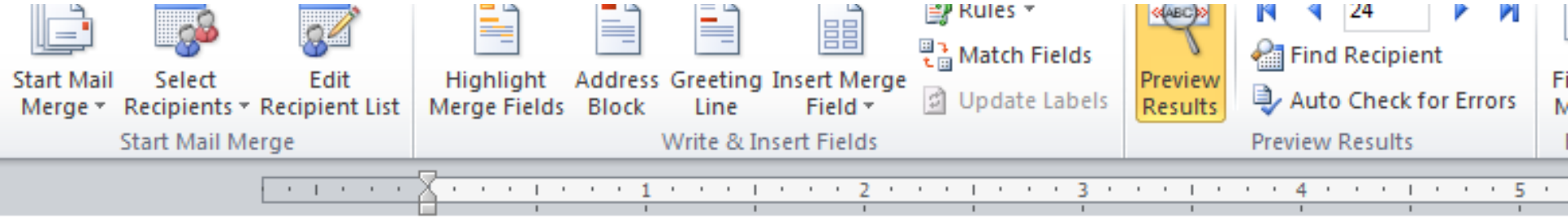
Step 5. Mail merge Excel file into template



Domain 1. Instructional Context

Indicator	MI	Grantee	1	2	3	4	5	6	7	8
1.1 Enrollment and Retention	«ORG_ENRRET_MI»	«ORG_ENRRET»	«ORG_ENRRET_V1»	«ORG_ENRRET_V2»	«ORG_ENRRET_V3»	«ORG_ENRRET_V4»	«ORG_ENRRET_V5»	«ORG_ENRRET_V6»	«ORG_ENRRET_V7»	«ORG_ENRRET_V8»
% served who are academically at risk[c,i]	«RISK_MI»	«G_RISK»	«RISK_V1»	«RISK_V2»	«RISK_V3»	«RISK_V4»	«RISK_V5»	«RISK_V6»	«RISK_V7»	«RISK_V8»
% students retained 30 days[c]	«ATT30ALL_MI»	«G_ATT30»	«ATT30ALL_V1»	«ATT30ALL_V2»	«ATT30ALL_V3»	«ATT30ALL_V4»	«ATT30ALL_V5»	«ATT30ALL_V6»	«ATT30ALL_V7»	«ATT30ALL_V8»

Step 5. Mail merge Excel file into template



Domain 1. Instructional Context

Indicator	MI	Grantee	1	2	3	4	5	6	7	8	9	
1.1 Enrollment and Retention	**5.1**	**6.0**	**6.7**	**8.5**	**4.6**	**5.0**	**7.4**	**4.8**	**5.9**	**5.5**	**6.7**	**7**
% served who are academically at risk[c,i]	81%	79%	78%	84%	97%	66%	60%	76%	86%	71%	91%	6
% students retained 30 days[c]	52%	59%	63%	64%	54%	58%	68%	51%	51%	69%	50%	6
% academically at-risk students retained 30 days[c,i]	69%	76%	88%	93%	65%	58%	95%	55%	78%	82%	79%	9
% academically at-risk students retained 60 days[c,i]	49%	58%	66%	91%	36%	44%	81%	44%	60%	53%	69%	6
% academically at-risk students retained 90 days[c,i]	34%	45%	52%	83%	22%	43%	58%	37%	40%	27%	56%	5
1.2 Academic Content	**6.5**	**6.9**	**7.5**	**5.9**	**4.2**	**6.8**	**7.4**	**8.1**	**8.2**	**7.2**	**7.3**	**6**
Academic activity participation[c]	86%	88%	97%	70%	73%	88%	94%	97%	100%	82%	93%	10
Homework help/tutoring participation for academically	46%	50%	51%	83%	0%	51%	0%	69%	77%	41%	75%	6

Voilà!

3. Capacity-building for data use

A Decade in the Making

Late 1990s – TA and quality assessment model developed in 2,000 MI School Readiness Classrooms (Preschool)

2003-2005 – Michigan Standards for OST; YPQA Self-Assessment piloted and mandated

2008 – Quality improvement planning and support from local evaluators mandated

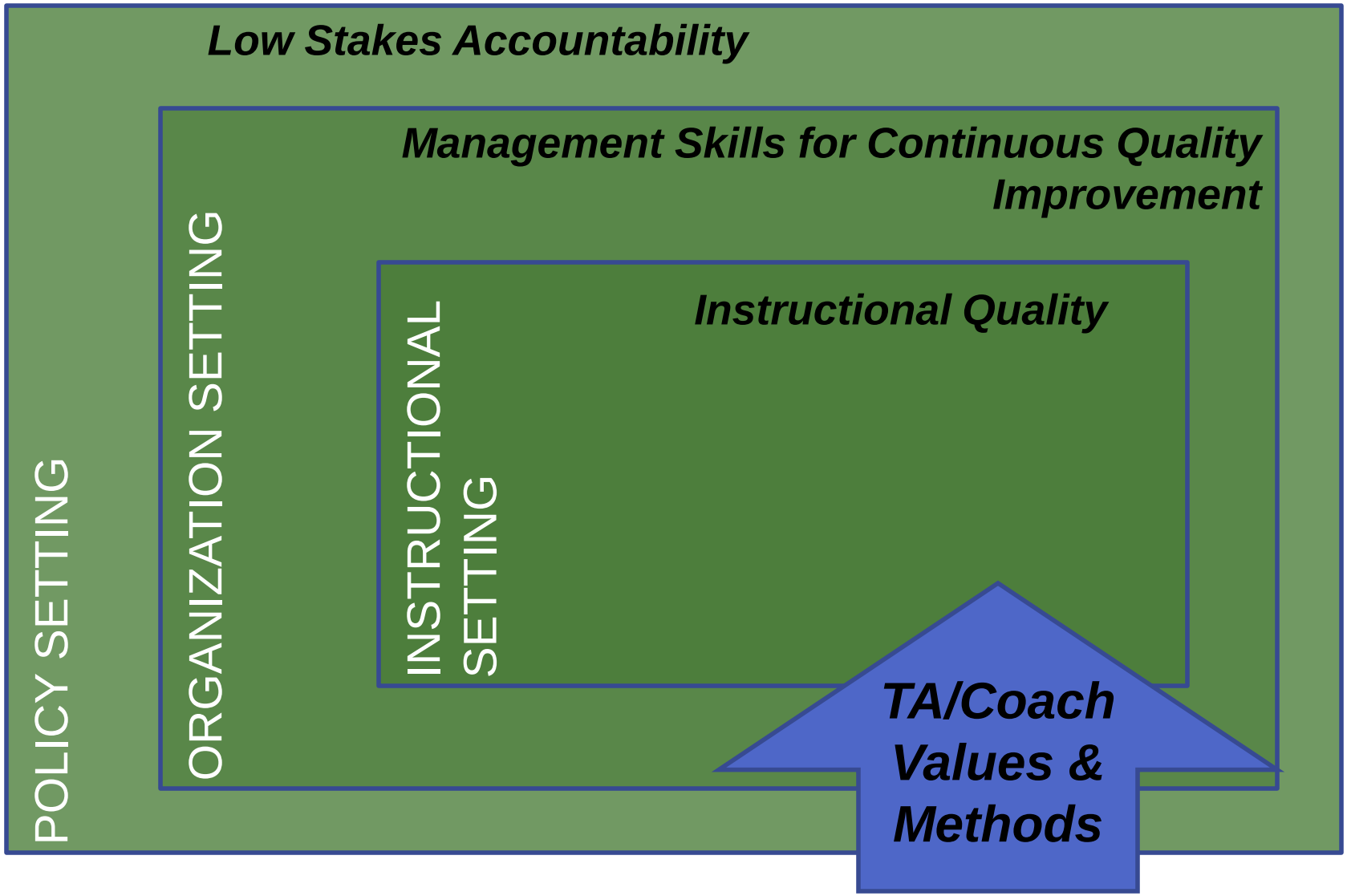
2009– TACSS begins

Why TACCS?

TACSS Goals

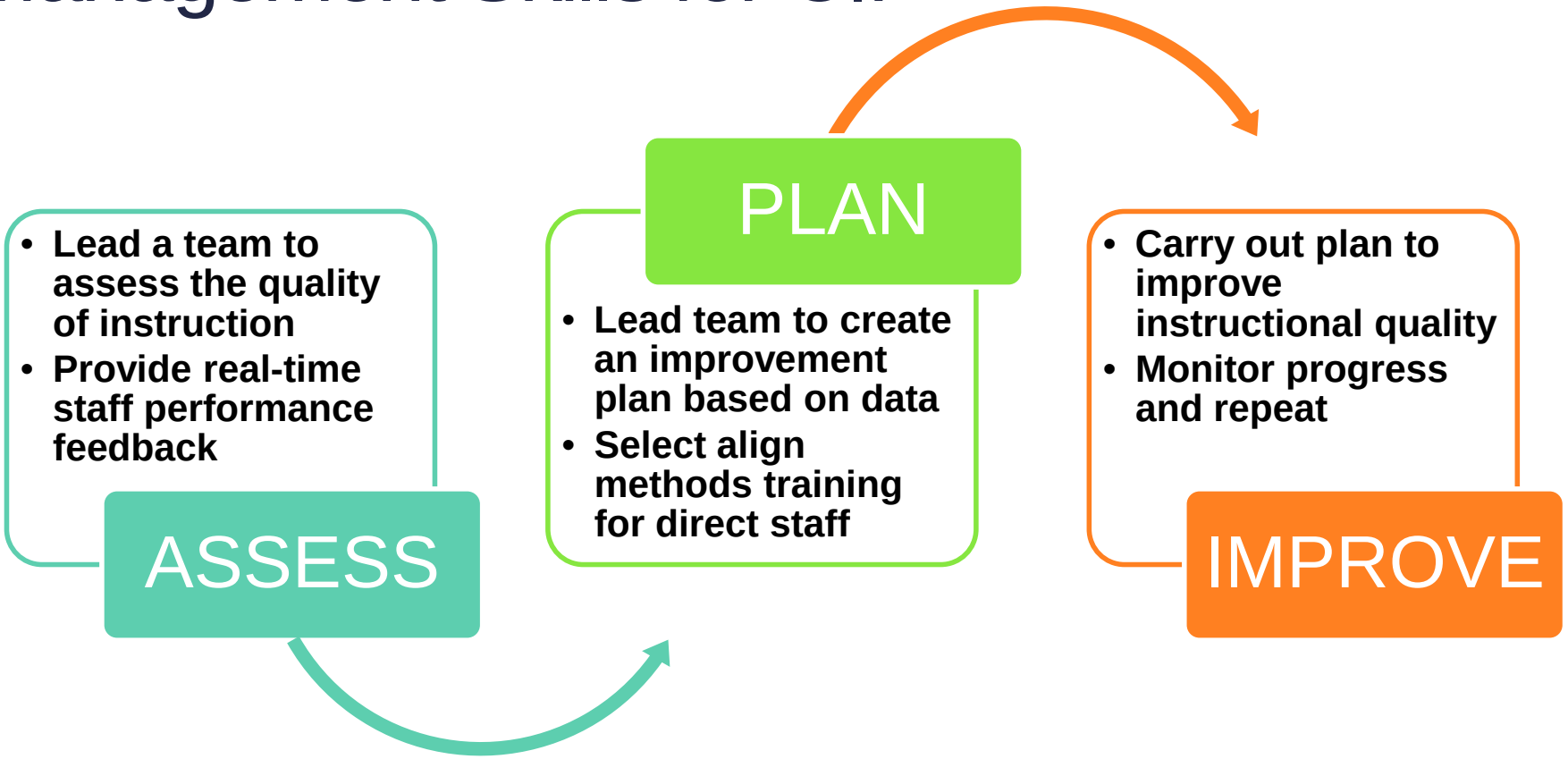
1. Grow a culture of performance accountability
2. Develop a low-stakes infrastructure for continuous quality improvement
3. Improve overall quality of 21st CCLC services and start up for new sites
4. Improve the instructional quality for young people

Important Concepts Underpinning TACSS



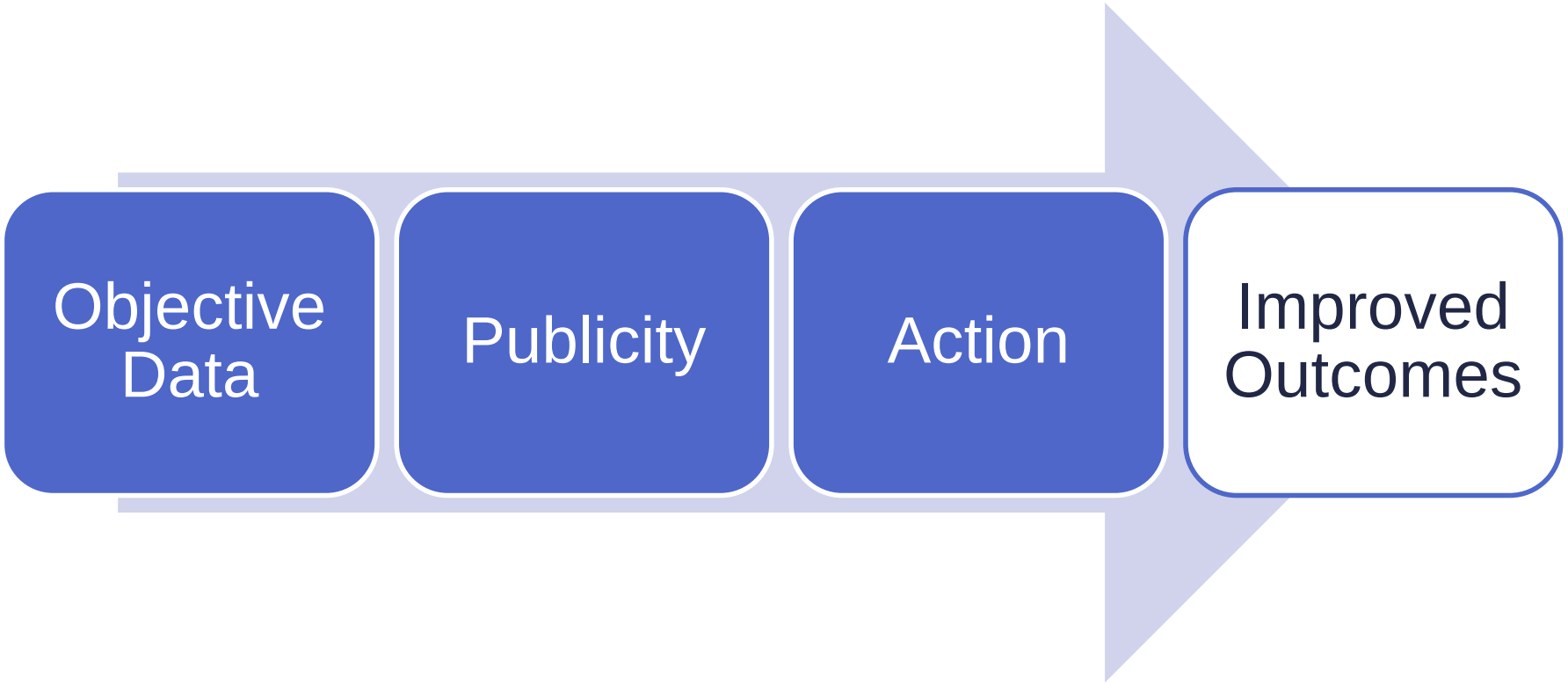
Important Concepts Underpinning TACSS

Management Skills for CIP



Important Concepts Underpinning TACSS

High Stakes Accountability Policy

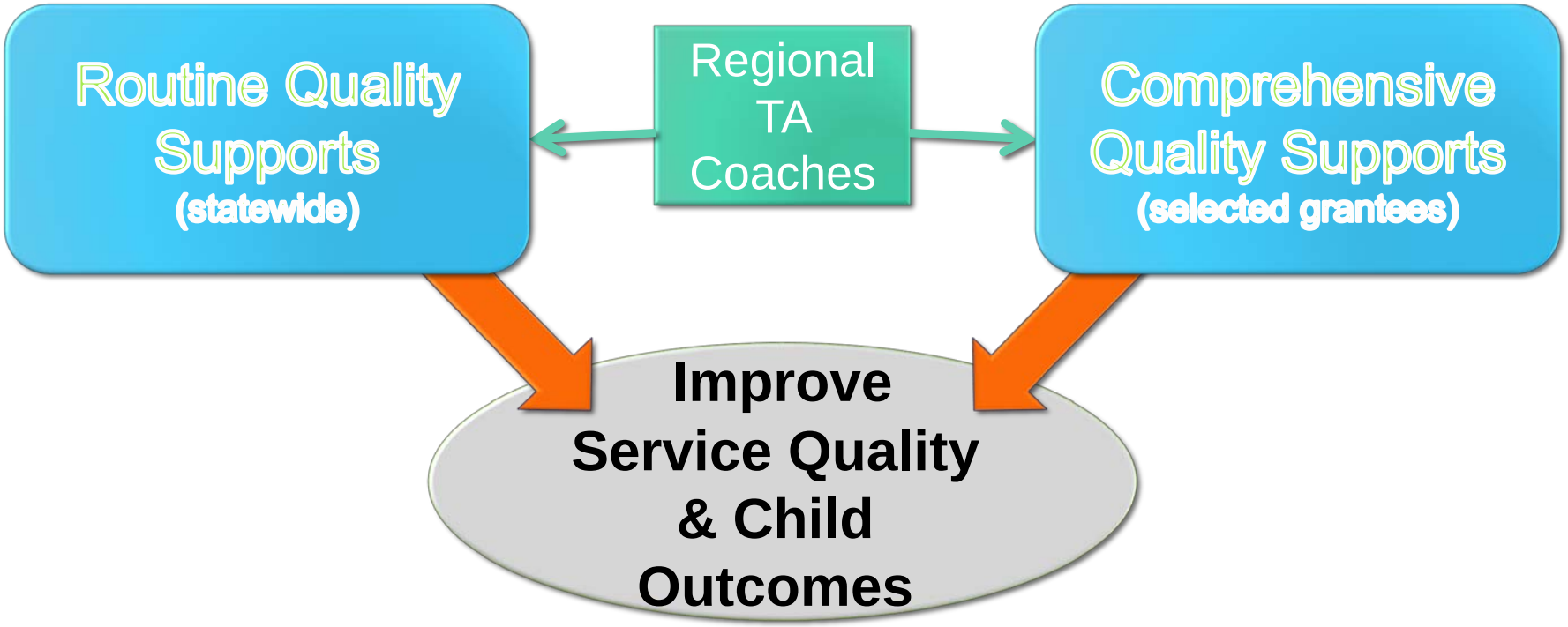


Important Concepts Underpinning TACSS

Low Stakes Accountability Policy for CQI

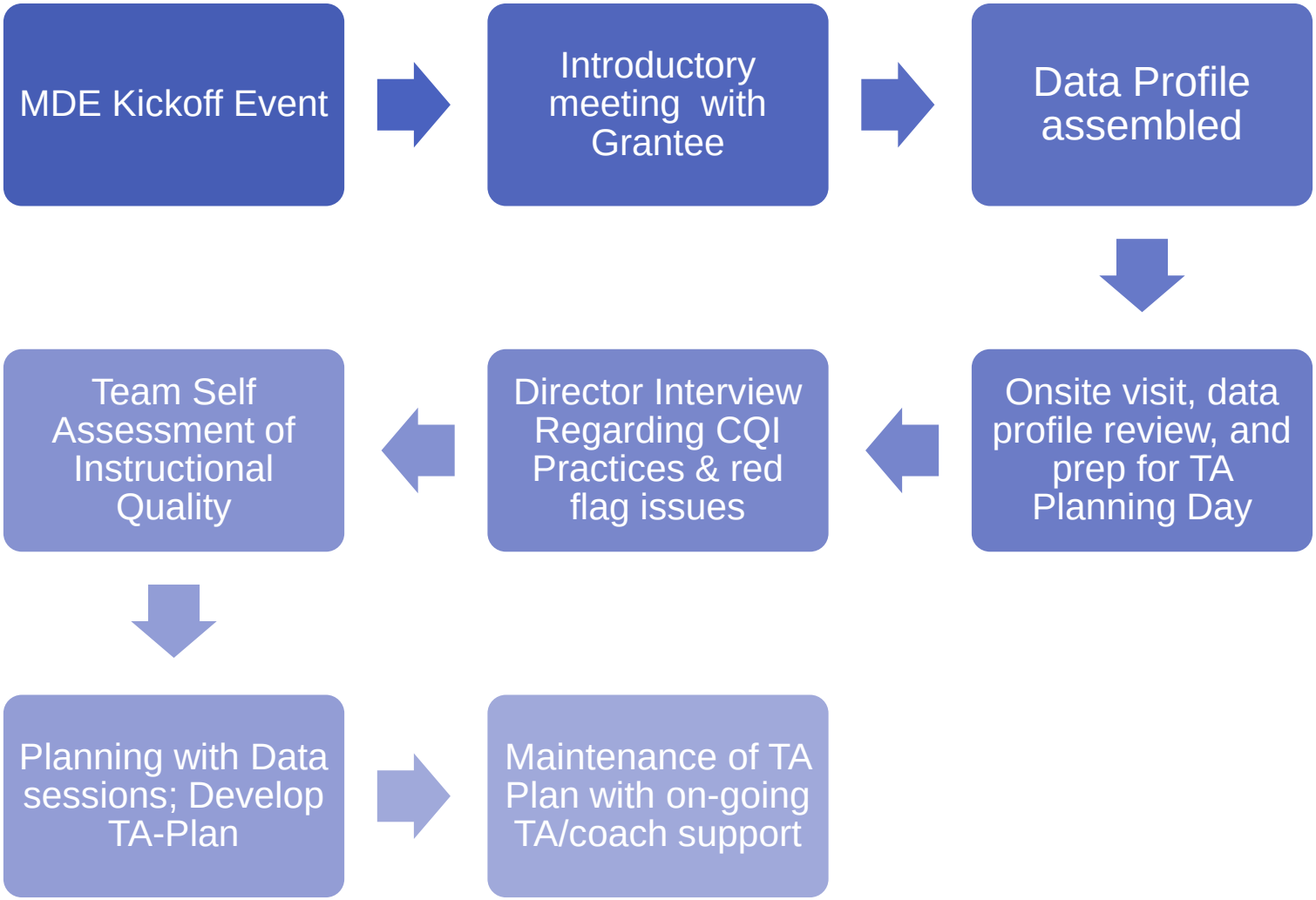
TACSS Project Model in Detail

- 5-year project
- 5.5 FTEs (1 manager, 4 TA/Coaches, 1 support staff)
- 1 PTE (Contract Coach)



The TACSS Model

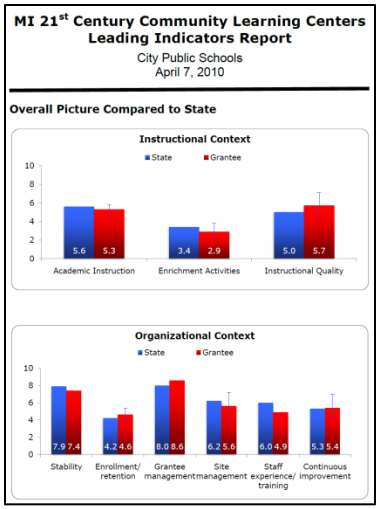
Comprehensive Support Sequence



Data Driving the System

Leading Indicators to Program Improvement

Grantee Profile



MI 21st Century Community Learning Centers Leading Indicators Report

City Public Schools
April 7, 2010

Overall Picture Compared to State

Instructional Context

State Grantee

Academic Instruction: 5.6, 5.3
Enrichment Activities: 3.4, 2.9
Instructional Quality: 5.0, 5.7

Organizational Context

State Grantee

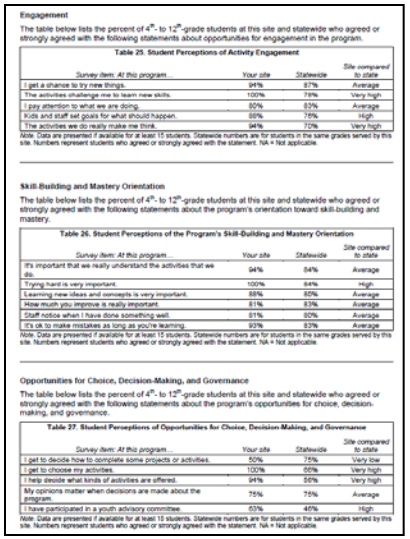
Stability: 7.9, 7.4
Enrollment/ retention: 4.2, 4.6
Grantee management: 8.0, 8.6
Site management: 6.2, 5.6
Staff experience/ training: 6.0, 4.9
Continuous improvement: 5.3, 5.4

Site Profiles

Instructional Context

	MI	Org	Sites 1	2	3	4	5
Academic Instruction	5.6	5.3	5.2	5.8	5.6	4.6	5.1
Connection to school[b]	74%	80%	Yes	Yes	Yes	Yes	No
Formal policy for connecting with teachers[b]	12%	0%	No	No	No	No	No
Full-time Site Coordinator[b]	63%	100%	Yes	Yes	Yes	Yes	Yes
Academic activity participation[c]	81%	70%	67%	89%	82%	45%	76%
Provision of homework help[c]	43%	63%	67%	89%	71%	36%	60%
Provision of academic enrichment[c]	53%	47%	51%	12%	78%	33%	68%
Provision of tutoring[c]	11%	0%	0%	0%	0%	0%	0%
Academics is top priority[d]	86%	77%	60%	70%	50%	100%	67%
Certified teachers provide academic support[c]	42%	0%	0%	0%	0%	0%	0%
Student reports of academic support quality[f]	53%	59%	50%	81%	50%	27%	88%

Site Detail



Engagement

The table below lists the percent of 4th- to 12th-grade students at this site and statewide who agreed or strongly agreed with the following statements about opportunities for engagement in the program.

Table 25. Student Perceptions of Activity Engagement

Survey item: At this program...	Your site	Statewide	Site compared to state
I get a chance to try new things.	94%	87%	Average
The activities challenge me to learn new skills.	100%	78%	Very high
I pay attention to what we are doing.	80%	83%	Average
Kids and staff set goals for what should happen.	88%	78%	High
The activities we do really make me think.	94%	70%	Very high

Note. Data are presented if available for at least 15 students. Statewide numbers are for students in the same grades served by this site. Numbers represent students who agreed or strongly agreed with the statement. NA = Not applicable.

Skill-Building and Mastery Orientation

The table below lists the percent of 4th- to 12th-grade students at this site and statewide who agreed or strongly agreed with the following statements about the program's orientation toward skill-building and mastery.

Table 26. Student Perceptions of the Program's Skill-Building and Mastery Orientation

Survey item: At this program...	Your site	Statewide	Site compared to state
It's important that we really understand the activities that we do.	94%	84%	Average
Trying hard is very important.	100%	94%	High
Learning new ideas and concepts is very important.	88%	80%	Average
How much you improve is really important.	81%	83%	Average
Staff notice when I have done something well.	81%	80%	Average
It's ok to make mistakes as long as you're learning.	93%	83%	Average

Note. Data are presented if available for at least 15 students. Statewide numbers are for students in the same grades served by this site. Numbers represent students who agreed or strongly agreed with the statement. NA = Not applicable.

Opportunities for Choice, Decision-Making, and Governance

The table below lists the percent of 4th- to 12th-grade students at this site and statewide who agreed or strongly agreed with the following statements about the program's opportunities for choice, decision-making, and governance.

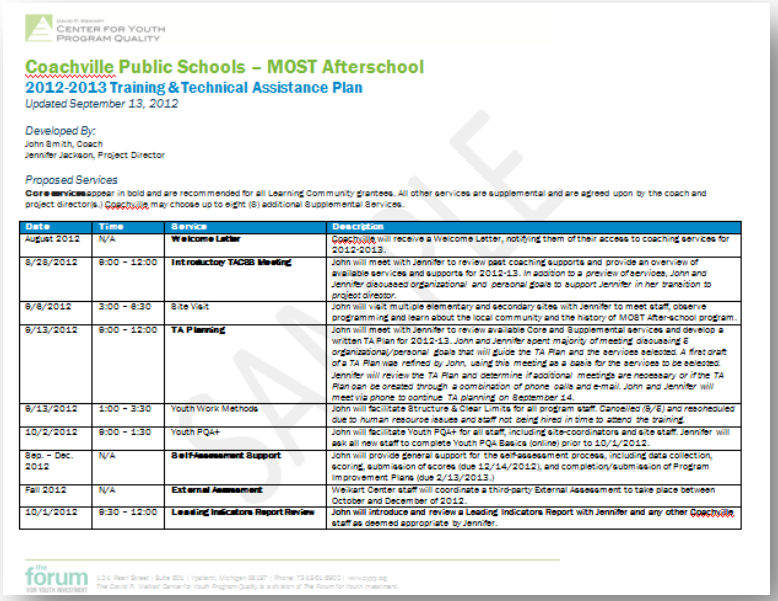
Table 27. Student Perceptions of Opportunities for Choice, Decision-Making, and Governance

Survey item: At this program...	Your site	Statewide	Site compared to state
I get to decide how to complete some projects or activities.	50%	75%	Very low
I get to choose my activities.	100%	66%	Very high
I help decide what kinds of activities are offered.	94%	66%	Very high
My opinions matter when decisions are made about the program.	75%	75%	Average
I have participated in a youth advisory committee.	63%	40%	High

Note. Data are presented if available for at least 15 students. Statewide numbers are for students in the same grades served by this site. Numbers represent students who agreed or strongly agreed with the statement. NA = Not applicable.

Technical Assistance Plan

- Co-created
- Linear/sequential
- Accountability
- Intentionality
- Scheduling
- Use of Data to drive decision making
- Living/Working document



David P. Weikart Center for Youth Program Quality

Coachville Public Schools – MOST Afterschool

2012-2013 Training & Technical Assistance Plan

Updated September 13, 2012

Developed By:
John Smith, Coach
Jennifer Jackson, Project Director

Proposed Services

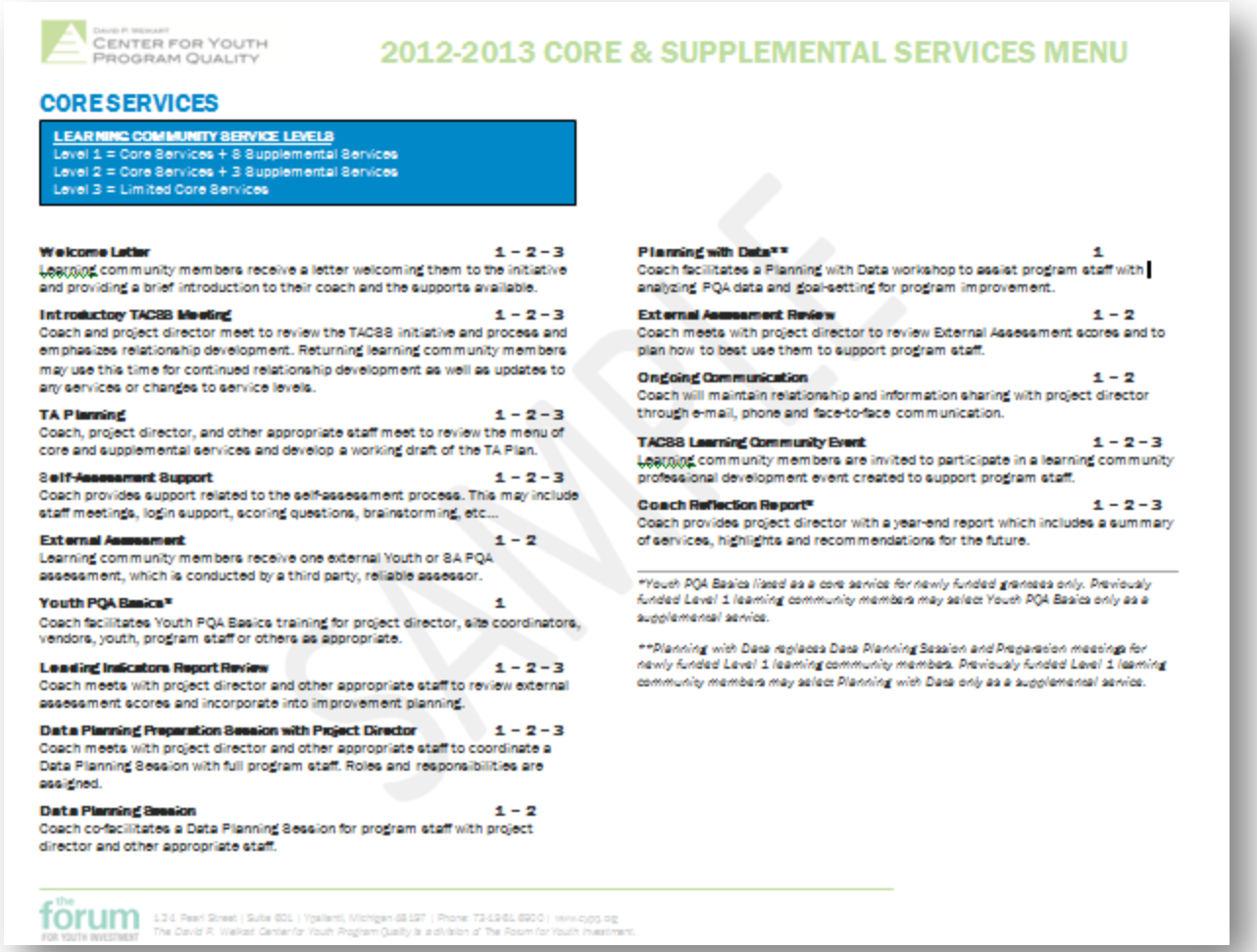
Core services appear in bold and are recommended for all Learning Community grantees. All other services are supplemental and are agreed upon by the coach and project director(s.) Coachville may choose up to eight (8) additional Supplemental Services.

Date	Time	Service	Description
August 2012	N/A	**Welcome Letter**	Coachville will receive a Welcome Letter, notifying them of their access to coaching services for 2012-2013.
8/28/2012	9:00 - 12:00	**Introductory TACSS Meeting**	John will meet with Jennifer to review past coaching supports and provide an overview of available services and supports for 2012-13. *In addition to a preview of services, John and Jennifer discussed organizational and personal goals to support Jennifer in her transition to project director.*
9/8/2012	3:00 - 6:30	Site Visit	John will visit multiple elementary and secondary sites with Jennifer to meet staff, observe programming and learn about the local community and the history of MOST After-school program.
9/13/2012	9:00 - 12:00	**TA Planning**	John will meet with Jennifer to review available Core and Supplemental services and develop a written TA Plan for 2012-13. *John and Jennifer spent majority of meeting discussing 5 organizational/personal goals that will guide the TA Plan and the services selected. A first draft of a TA Plan was refined by John, using this meeting as a basis for the services to be selected. Jennifer will review the TA Plan and determine if additional meetings are necessary or if the TA Plan can be created through a combination of phone calls and e-mail. John and Jennifer will meet via phone to continue TA planning on September 14.*
9/13/2012	1:00 - 3:30	Youth Work Methods	John will facilitate Structure & Clear Limits for all program staff. *Cancelled (9/6) and rescheduled due to human resource issues and staff not being hired in time to attend the training.*
10/2/2012	9:00 - 1:30	Youth PQA+	John will facilitate Youth PQA+ for all staff, including site-coordinators and site staff. Jennifer will ask all new staff to complete Youth PQA Basics (online) prior to 10/1/2012.
Sep. - Dec. 2012	N/A	**Self-Assessment Support**	John will provide general support for the self-assessment process, including data collection, scoring, submission of scores (due 12/14/2012), and completion/submission of Program Improvement Plans (due 2/13/2013.)
Fall 2012	N/A	**External Assessment**	Weikart Center staff will coordinate a third-party External Assessment to take place between October and December of 2012.
10/1/2012	9:30 - 12:00	**Leading Indicators Report Review**	John will introduce and review a Leading Indicators Report with Jennifer and any other Coachville staff as deemed appropriate by Jennifer.

the forum for youth investment

SAMPLE

Core & Supplemental Services Menu



CENTER FOR YOUTH PROGRAM QUALITY

2012-2013 CORE & SUPPLEMENTAL SERVICES MENU

CORE SERVICES

LEARNING COMMUNITY SERVICE LEVELS
Level 1 = Core Services + 8 Supplemental Services
Level 2 = Core Services + 3 Supplemental Services
Level 3 = Limited Core Services

Welcome Letter 1 – 2 – 3
Learning community members receive a letter welcoming them to the initiative and providing a brief introduction to their coach and the supports available.

Introductory TACSS Meeting 1 – 2 – 3
Coach and project director meet to review the TACSS initiative and process and emphasizes relationship development. Returning learning community members may use this time for continued relationship development as well as updates to any services or changes to service levels.

TA Planning 1 – 2 – 3
Coach, project director, and other appropriate staff meet to review the menu of core and supplemental services and develop a working draft of the TA Plan.

Self-Assessment Support 1 – 2 – 3
Coach provides support related to the self-assessment process. This may include staff meetings, login support, scoring questions, brainstorming, etc...

External Assessment 1 – 2
Learning community members receive one external Youth or SA PQA assessment, which is conducted by a third party, reliable assessor.

Youth PQA Basics* 1
Coach facilitates Youth PQA Basics training for project director, site coordinators, vendors, youth, program staff or others as appropriate.

Leading Indicators Report Review 1 – 2 – 3
Coach meets with project director and other appropriate staff to review external assessment scores and incorporate into improvement planning.

Data Planning Preparation Session with Project Director 1 – 2 – 3
Coach meets with project director and other appropriate staff to coordinate a Data Planning Session with full program staff. Roles and responsibilities are assigned.

Data Planning Session 1 – 2
Coach co-facilitates a Data Planning Session for program staff with project director and other appropriate staff.

Planning with Data** 1
Coach facilitates a Planning with Data workshop to assist program staff with analyzing PQA data and goal-setting for program improvement.

External Assessment Review 1 – 2
Coach meets with project director to review External Assessment scores and to plan how to best use them to support program staff.

Ongoing Communication 1 – 2
Coach will maintain relationship and information sharing with project director through e-mail, phone and face-to-face communication.

TACSS Learning Community Event 1 – 2 – 3
Learning community members are invited to participate in a learning community professional development event created to support program staff.

Coach Reflection Report* 1 – 2 – 3
Coach provides project director with a year-end report which includes a summary of services, highlights and recommendations for the future.

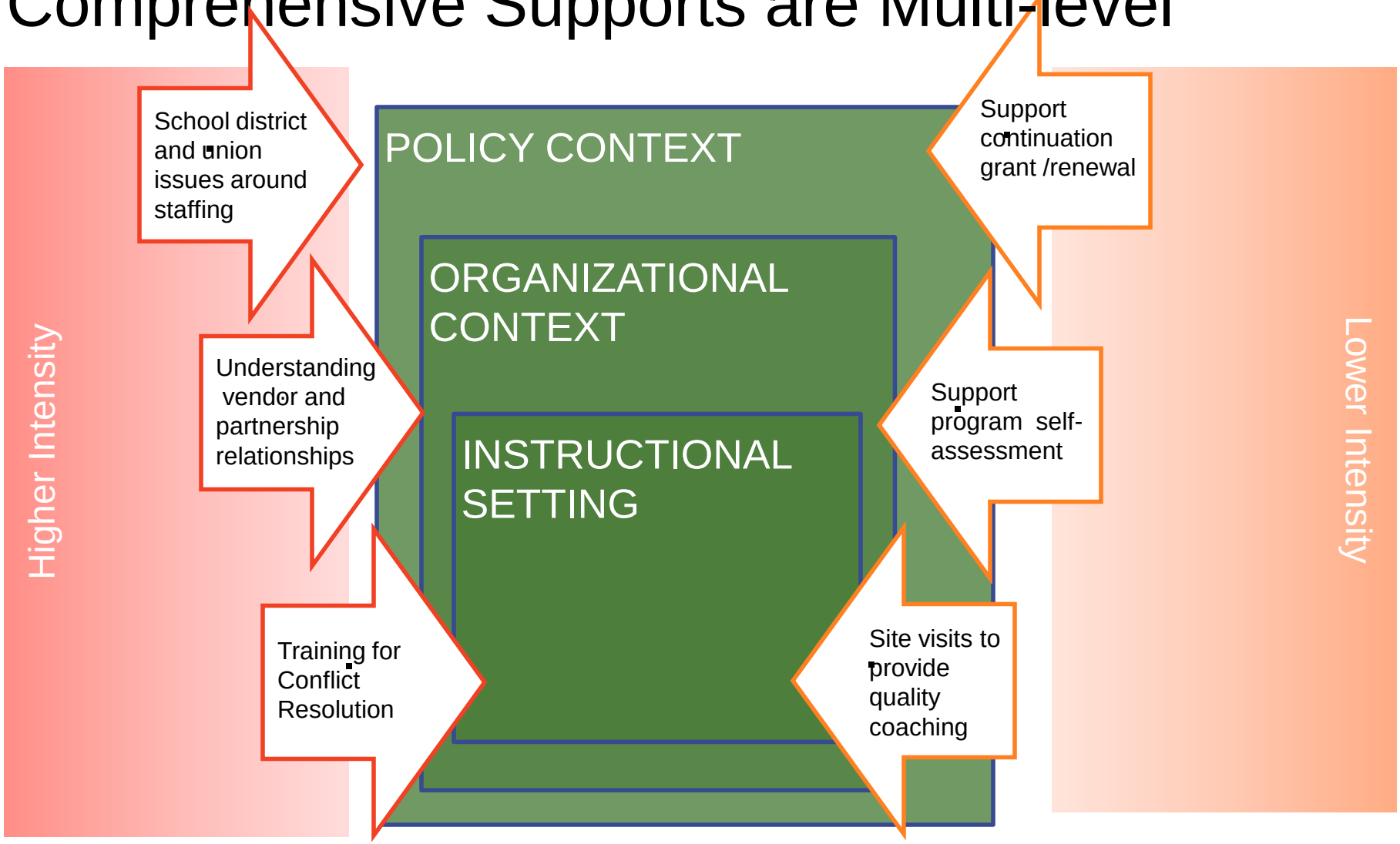
*Youth PQA Basics listed as a core service for newly funded grantees only. Previously funded Level 1 learning community members may select Youth PQA Basics only as a supplemental service.

**Planning with Data replaces Data Planning Session and Preparation meetings for newly funded Level 1 learning community members. Previously funded Level 1 learning community members may select Planning with Data only as a supplemental service.

SAMPLE

The TACSS Model

Comprehensive Supports are Multi-level



TACSS Calendar Year

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Letters														
Coach's reflection letters														
Personal invitation to kick off orientation														
TACSS orientation at Kick off														
Introductory TACSS meeting														
TA Planning														
Self Assessment process support (YPQA, PIP)														
External Assessment scheduling/observation														
Leading Indicator Introduction/review (PD)														
External Assessment review														
Data planning session (support PD to lead staff)														
Mission is Possible professional development opportunity														
Monthly follow up communications														

To Sum Up

- Leading Indicators = **roadmap to quality program**
- Founded in mass-reported **data**
- Decisions about changes are **driven by data**
- **Technical assistance** supports programs to **use that data in ways they identify**

Questions…