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| **Title:** Site Coordinator Community of Practice  |
| **Date & Time:**  |  |
| **Facilitators:**  |
| **Location:**  |
| **Who?** *Who is the audience and what do you know about them?** Site Coordinators (defined) - Someone who oversees a program at one site and has responsibility for the supervision of frontline staff (frontline staff work directly with students in expanded learning programs).
* After School site coordinators must be all things to all people (e.g., staff, school teachers, principals, community partners, families, youth). They are consistently expected to meet high expectations for program staff management, logistics (e.g., lesson plan materials acquisition, communication with families, organizing culminating events, planning staff meetings and PD, tracking attendance and outcomes data), and high-quality program implementation.
* Time is a resource in high demand and low supply for Site Coordinators. Some work full time, many work part time. They have very little prep and reflection time – an essential component of Continuous Quality Improvement (CQI).
* Site Coordinators can feel overwhelmed when they perceive “one more thing” is being added to an overfull plate. Offering information on how they already are implementing Quality Standards and CQI and/or how they can integrate such processes into their existing work will be important. They also are looking for new program ideas they can easily replicate and implement immediately.
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| **Why?** *What is the situation calling for this PD topic?* * There is a new context of Site-level Continuous Quality Improvement. This new context requires site coordinators to be knowledgeable and capable to implement a continuous quality improvement process. Additionally it is important for leaders of the statewide system of support to have a clear understanding of Site Coordinator knowledge, capacity, and needs to effectively support Site Coordinators in the future.
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| **Goal:** *Increased Site Coordinator capacity to implement a CQI process.*  |
| **Objectives:** * Site coordinators indicate increased knowledge of Quality Standards, Continuous Quality Improvement, and available resources and support for the CQI process.
* Site Coordinators indicate that they have learned promising practices from their peers on quality practices for program implementation and CQI.
* Site Coordinators express their successes, challenges and needs related to CQI implementation.
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| **Activities:** *How will objectives be achieved? What activities will take place?** Three, 4.5-hour Community of Practice meetings as outlined in the document that follows.
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| **Pre-Work:** *What pre-work or homework is required of the participants? Please provide detailed instructions.* Prior to meeting one, participating site coordinators will take the site coordinator survey.  |

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| **Site Coordinator Community of Practice Pilot** **MEETING ONE OVERVIEW**Meeting one objectives:* Teambuilding – creating a cohort.
* Overview of Quality Standards and CQI.
* Surfacing promising practices regarding quality standards for expanded learning in CA
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| **TIME****270 minutes** | **ACTIVITY** | **MATERIALS**(E.g. applicable handouts, resources, slide #s) | **NOTES & THINGS TO REMEMBER** |
| **75 mins** | **Welcome, Introduction, and Overview (30 minutes)**• Name, love about being an expanded learning site coordinator• Name, one practice, strategy, something that you do in your program that you are proud of – write on flip chart. • Name, one challenge of being a site coordinator – write on flip chart. **Gratitude**Ode to Site Supervisors (play audio if we have it, otherwise read it out loud) Make sure to show gratitude and appreciation for all participants making the commitment to participate in this CoP, especially considering how busy SCs are and how much they have on their plates. Thank them again fro everything they do, each and every day! **Overview (30 min)**• What is a Community of Practice (how is this different than a training?)• What are the goals of this COP? – Brief summary of survey results of participants. • General three day overview• Detailed one-day overview *\*\*\*Facilitator note: Remind participants to hang on to their packets and bring them for each meeting!!***Expectations and agreements (15 min)****•** Play Safe* Physical and emotional safety. Respectful of self and others.

• Play Fair* Be fair to yourself, true to your experience, real about your limitations
* Play by the rules. Meet the expectations.

• Play Hard * Be here. Commit.
* Playing hard means different things to different people. Sometimes its hard for some to step up, sometimes its hard for others to step back. Sometimes it’s hard to share a fantastic practice that you have because you are not great at self-promotion. Sometimes it’s hard to be vulnerable and authentic about challenges you are facing. Do play hard but challenge yourself through this process.
 | Flip chart paper, markers, blue/green tape Flip chart paper on wall (folded up) with three-day overview. Flip chart paper on wall (folded up) with overall one-day overview.Flip chart paper on tripod – Agreements – Play Safe, Play Fair, Play Hard - lots of space between to update with the concepts written below.  | **For the agreements conversation** – step one; outline the agreements that we propose. Fill in the detailed content as we describe what each concept means. Ask the group if there is anything else that we need to consider by way of group agreements for our time together.  |
| **15 mins** | **Teambuilding Activity – Have you ever?**Group in circle. Person in middle states, “have you ever… something that is true for them” – if people share that experience they must enter the circle and find a new place in the circle. The last person in the circle is “it” and must share something that is true for them stating, “have you ever” (e.g., have you ever worn blue jeans, have you ever been to the beach, played a musical instrument, etc.). After a few rounds, change it to “after school style – have you ever done robotics, service learning, etc. Share a practice you are proud of.  | Room or outside area clear of tables, and safe to move around.Site Coordinators would appreciate having the activity write-up to take back to their programs to use with their staff and students.  |  |
| **40 mins**  | **Teambuilding Activity - PLM**Group in defined space. Pairs have a “tank” firing PLMs and a driver instructing the tank on how to maneuver and fire without touching the tank. After firing the driver must instruct the tank to pick up a PLM from the ground (any PLM) and fire at other tanks. Once any tank is hit they must make a sound “I’m hit!” If you are hit three times you get to watch the remainder of the teams compete. Debrief – How were you successful? What worked? What communication strategies worked? Which Didn’t? Why? Switch “tank and driver.”Debrief – How do the lessons from that activity to apply to our programs? | One recently laundered cloth item (to be used as a blindfold) and one soft tossable object per pair.Site Coordinators would appreciate having the activity write-up to take back to their programs to use with their staff and students.  | See attached activity write-up for more details. |
| **10 mins** | **Break** |  |  |
| **15 mins**  | **A Framework is a Framework**• *You are already doing it* – stand up if you “Provide a Safe and Supportive Environment” Sit down if you “Promote active and engaged learning.” Go through the six point of service standards. Theme is you already do this. These just describe what you already do. • *Standard areas are not silos*, this is a way of describing quality but the standards are inter-related. “Take a look at the review of the 12 quality standards on page 6 – which quality standard pertains to inclusion of children and youth with special needs?” – any answer wins a prize (e.g., lanyard, shades, etc.)• While diversity, access, and equity might be the closest – really every standard is related to it. Inclusive environments are safe and supportive, how do you actively engage all learners? How do collaborative partnerships with schools and families support inclusion, etc.  | Document – Quality Standards for Expanded Learning in CA. CAN Schwag (Lanyards, shades) | Surface the interconnectedness of content in the framework and that “You Are Already Doing This!”Outline and be prepared to make theoretical connections between each of the quality standards and the subject of inclusion-paraphrase participant answers. |
| **50 mins** | **Information Session: Quality Standards for Expanded Learning in California.** • Surfacing Promising practices related to: --- Active and Engaged Learning. --- Youth Voice and Leadership --- Healthy Choices and Behaviors --- Continuous Quality Improvement--- (Depending on group size) Skill Building --- (Depending on group size) Diversity, Access, Equity• Break the larger group into smaller groups of 6-9 individuals. Have them go to their section of the room near a flip chart paper. (5 minutes)• Explain the activity (5 minutes) – your group will examine a particular standard area. Your challenge – to surface promising practices related to that standard area. Get up what pops out at you. Be clear, as others will read your practice but may not understand what you wrote. • First standard area – 12 minutes. • Second standard area – 8 minutes• Third standard area – 5 minutes. • Gallery walk to all sections (including seeing new information on your first section – 5 minutes. • Group conversation – what are some practices you noticed you thought were innovative and/or what did you see that you were curious about but you have a question about? – 10 minutes.  | Flip chart paper and markers.  | Break into groups of 6 – 9 people. Groups examine a particular section of the Quality Standards for Expanded Learning.Be prepared to prime the pump with questions about particular practices to spur large group conversation.  |
| **30 mins**  | **Lunch**  |   |  |
| **15 mins** | **Reflection on Standards, brief background on CQI, next steps**• What have we done today? We came together, learned about what quality standards are. Learned that we are already doing a lot of what is outlined in quality standards well. Surfaced promising practices. – (5 minutes) • Background – quality standards are the basis for the CQI process. Brief background on SB 1221 and CDE guidance. We will be focusing on CQI in our next workshop. Between now and then we will summarize the promising practices surfaced in this meeting and share with you. (10 minutes) |  |  |
| **10 mins** | **Next Steps / Takeaways****•** Work between meetings – learn where your program is in the process of developing CQI plans, what was outlined in your “commitment to engage in a CQI? Where is your site / program in the process resulting in site level CQI plans (e.g., have you begun gathering assessment data?) – (5 minutes)• Any takeaways from today (5 minutes)*\*\*\*Facilitator note: Remind participants to hang on to their packets and bring them for each meeting!!* |  |  |
| **10 mins**  | **Evaluation and adjourn**  | Meeting Evaluation |  |

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| **Site Coordinator Community of Practice Pilot****MEETING TWO OVERVIEW** Meeting two outcomes:* Furthering the context of CQI
* Resources and assistance available to support CQI process.
* Strategies and challenges for implementing a CQI process.
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| **TIME****270 minutes** | **ACTIVITY** | **MATERIALS**(E.g. applicable handouts, resources, slide #s) | **NOTES & THINGS TO REMEMBER** |
| **25 mins** | **Welcome, Introduction, and Overview**• Name, what you do where you work, and one reflection from the first meeting. • Name, what you do where you work, and what you do to make something better. • Name, what you do where you work, and one thing that your program has committed to do as part of the CQI process that you were intrigued, excited, or surprised about. *\*\*\*Facilitator note: Remind participants to hang on to their packets and bring them for each meeting!!***Expectations**• Overview of the goals of the three days, review what happened day one and the pre-work assignment for day two, and then review day two’s agenda. • Today is all about – Site Level CQI plans, assets and resources to support your CQI process, and challenges / barriers to implementing a CQI process. • Review play safe, play fair, play hard |  |  |
| **40 mins** | **Islands in the stream**Participants are a group of diverse stakeholders. The yoga mats are resources/partnerships. Their goal is on the other side of the taped line. Each group needs to use those resources/partnerships to get to their Goal. If their resources/partnerships are neglected (meaning if no one is touching them) they go away. Remember these diverse stakeholders can only stand on the resources as they are crossing to their goal. Break into groups of approximately 10. For this activity we are using our resources and assets (yoga mats) to move from point a (where you are) to point b 🡪 A specific, measurable, program quality improvement objective. Debrief – What worked? What did not? How can the lessons from this activity be applied to our work operating a high-quality program? If the group fails to get across to their goal ask them these questions: what happened? What could you do better next time? Want to try again? Reminder – focus of the day is on our assets, resources, processes, challenges, and barriers to implement a CQI process. Let’s keep these lessons in mind as we move forward.  | One yoga mat per two individuals.  | See attached activity write up for more detail. Site Coordinators would appreciate having the activity write-up to take back to their programs to use with their staff and students.  |
| **30 mins** | **Presentation: Quality Standards for Expanded Learning in CA and Continuous Quality Improvement** • SB 1221 and new requirements • Commitment to Engage• CQI and the three steps toward becoming awesome.• Research supporting CQI | Quality standards Crosswalk CDE GuidanceCDE Program Planning Tool |  |
| **15 mins**  | **Break**  |  |  |
| **45 mins**  | **Practical Activity: Creating a Site Level CQI Plan based on a scenario.** • Utilize a scenario about healthy choices and behaviors to create a site level CQI plan.  | Scenario sheet Posters of CDE program planning tool  |  |
| **30 mins**  | **Lunch** |  |  |
| **60 mins** | **Peer learning session – reflection on CQI progress, successes and challenges** Journey of CQI (see notes handout for the categories)  Have participants add notes, answers and descriptions under each of the sections for the journey through CQI (these sections will be posted on the wall with flip chart paper)  Once all table groups have moved through the journey have them all walk the entire journey beginning to end and take notes on what they noticed, have questions about, want to try, etc.  The sections will include the following: o Assessmento Strategies o Plan o Goalso Etc.  Large group discussion: (Chart these on flipchart paper)  What did participants notice? What do they have questions about?  Are there ideas or strategies they want to try?  What is working? What is needed for success?  What are the challenges and barriers?  Table Small Group Discussion:  Discuss challenges from large group discussion  Surface potential solutions and strategies  Chart solutions or strategies on CAN notepads and tape them up on the wall  Each table shares out 1-3 ways to address challenges  Allow time for Q&A after each potential solution or strategy  | Flip chart papers as benchmarks or markers of the CQI process Print out of the benchmarks/categoriesPost-it notes  | Want to understand the group’s understanding / their program’s progress on CQI, what is working, and what perceived barriers and challenges exist.  |
| **10 mins**  | **Reflections, next steps**Takeaways from today Before next meeting – currently no plan for work in-between meetings. *\*\*\*Facilitator note: Remind participants to hang on to their packets and bring them for each meeting!!* |  |  |
| **10 mins** | **Evaluation and closing** |  |  |

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| **Site Coordinator Community of Practice****Meeting 3 Overview**Meeting three objectives:* Provide information on the future of CQI – next steps, available resources
* Gather data from the site coordinator perspective. Based on your perspective of Quality Standards and CQI for Expanded Learning in CA – what do site coordinators need to be successful implementing a CQI process?
* Celebrate Site Coordinator participation.
* Reflect on experience as part of pilot. Make recommendations for future pilots.
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| **TIME****270 min** | **ACTIVITY** | **MATERIALS**(e.g. applicable handouts, resources, slide #s) | **NOTES & THINGS TO REMEMBER** |
| **20 mins** | **Welcome, Introduction, and Overview**• Name, what you do where you work, and one reflection on the last meeting.• Name, what you do where you work, and one way that your program implements CQI. • Name, what you do where you work, and one thing that would help you implement CQI at your site. **Overview of the day** • Three day goals• Day one and two review• Day three overview**Brief review of expectations** • Review Play safe, play fair, play hard• Today is all about learning what is coming down the pike next year, and us learning from you. We hope to have meaningful discussions about your needs moving forward.  |  |  |
| **15 mins** | **Ro Sham Bo Bonanza**Start in pairs, one is the ro-sham-bo competitor, one is cheering the competitor on. The losing team of a competition joins the other team until the entire group is split into two, and ultimately becomes one. Debrief – super engaging, but what is winning? The point of the game is to play it, to have fun. Takeaway – even though it might seem like different teams, we are all moving in the same direction. CQI is about the process, about the playing it out, ultimately the more you play the more you will find out that stakeholders are all on the same team. (2 rounds and a final battle round) |  | Site Coordinators will appreciate a write up of this activity. Remember to take pictures. This activity makes for great social media pictures.  |
| **135 mins****40 mins****5 mins****30 mins****5 mins****30 mins** **25 mins** | **Surfacing Challenges, Solutions and Needs of Site Coordinators.** Brainstorm: Challenges and Roadblocks * Question: What are the roadblocks to a successful CQI Process
* 8-10 Individual in workbook
* 4-5 per table group on large post-its (4-6 groups total, depending on size of larger group)
* Put the post-its on the flipchart paper and bucket them together, then name each bucket

Brainstorm: Solutions * Question: What innovative, substantial actions will deal with roadblocks and move us towards a successful CQI process
* Have each table brainstorm 4-5 solutions to the challenges they surfaced and write them on the colored sheets of paper at their tables (collect these for documentation)

( 1-2 min “Mirror –Mirror” Break)Brainstorm: Needs * Question: What are the tools, information, PD, TA, support you need to be successful (based on the challenges they surfaced)
* 8-10 Individual in workbook
* 4-5 per table group on large post-its (4-6 groups total, depending on size of larger group)
* Put the post-its on the flipchart paper and bucket them together, then name each bucket

Reflection/Debrief: If possible have each pair walk while they share* Individual gallery walk through the three sections and all the buckets
* Pair and share one takeaway or actionable item from this activity
* Group share out following pair and share
 | Flipchart paperMarkersLarge Post-it notes 8.5x11 Blank paper Blue Tape 8.5x11 Paper with symbols Gold rod paper for SolutionsFacilitator Notes: Using the blank wall is better, if we need to use flipchart paper then tape down all sides Timekeeping: have one person keep time while the other is facilitating Tracking: Team members not facilitating please be taking detailed notes of what is shared, discussed, etc.  |  |
| **10 mins** | Break |  |  |
| **20 mins**  | **Presentation – tools and resources to support CQI** * Share the flash drives with participants
* Review supporting tools and resources from the flash drive
* Group debrief: Which resource might you use now or are excited to learn more about?
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| **60 mins****30 mins****30 mins**  | **Lunch and celebration of Site Coordinator CoP Participation.** Certificates, announcement that they will be featured in an upcoming CAN Newsletter, Regional Triad Team will share how they will be recognized locally.**Lunch** **Appreciation:** * CAN Team: Thank you to Regional Leads, Participants, Program Directors, thank you to all!
* Regional Lead: Reflect on the project, share plans moving forward for site coordinators and CQI
* Regional Leads hand out certificates to all participants
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| **15 mins** | **Reflection and Debrief on Site Coordinator CoP**3 Levels of Reflection: 5 mins each * Individual using worksheet
* Pair and share at table
* Group share out

What? Participants report on what happened objectively, without judgment or interpretation. Participants describe the details, the facts of the CoP project. * What happened in these three CoP meetings?
* What did you observe?
* What issues were being addressed?

So What? Participants discuss their feelings, ideas, and analysis of the CoP project. * What did you learn?
* What are some of the pressing needs/issues of the site coordinators?
* How specifically has this community benefited from this experience?

How What? Participants consider broader implications of the CoP and apply learning. * What information can you share from this CoP to colleagues that did not participate?
* What follow-up is needed to address challenges and needs following this CoP?
* What would complete this CoP?
* If you were in charge of the CoP, what would you improve or do differently?
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| **5 mins** | **Closure and Final Evaluation**   |  |  |