**Workshop Outline**

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| **Title: Site Coordinator Community of Practice Meeting 1** |
| **Date & Time:**  |  |
| **Lead Facilitator:**  |
| **Co-Facilitator:**  |
| **Location:**  |
| **Who?** *Who is the audience and what do you know about them? What experience do they bring? What are their expectations and motivations? What’s in it for them?* |
| **Goals, Objectives and Why?** *As a result of this opportunity, what will the audience know, be able to do, think or feel? What will the audience do with the content? What objectives will occur?* |
| **How?** *How will the audience be motivated, informed and engaged? How will they practice and apply the content? See Adult Learning Strategies and Professional Development Wisdom below.**
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| **Session Materials and Print Needs:** *List materials needed. Note Lead Facilitator is responsible for ensuring necessary materials are provided for the session.** Marshmallow packets of materials:
* 20 sticks of spaghetti
* 1 yard of tape
* 1 yard of string
* 1 marshmallow
* CQI Packets:
* Quality Standards
* PPT Slides
* Meeting Evaluation
* Marshmallow activity write-up
* Resource one pager from the Orientation
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| **Site Coordinator Community of Practice Pilot Year Two****MEETING ONE OVERVIEW**  |
| **TIME****270 minutes** | **ACTIVITY** | **MATERIALS**(E.g. applicable handouts, resources, slide #s) | **NOTES & THINGS TO REMEMBER** |
| **20 mins** | **Welcome, Introduction, and Overview of Day**Mix & Mingle Intro Activity: Find a partner on the opposite side of the room and…(3 rounds total, find a new partner each round) * Name, what you do and where you work, and one thing you love about afterschool
* Name, what you do and where you work, and where your program is in the CQI process
* Name, what you do and where you work, and one promising practice in your CQI process

\*\*\*Facilitator note: make sure to introduce yourself and share what you love about afterschool. The purpose is to show gratitude for the incredible work of afterschool providers and supporters, show the difference these programs make in the lives of youth, families and communities. **Overview of the workshop:** TeambuildingBackground and Context of the CQI process Overview of the CQI ProcessGroup Activity: Surfacing Promising Practices in the CQI ProcessTools and Resources for CQI Refection Time Closing **Expectations and agreements****•** 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.\*\*\*Facilitator note: make sure to build in breaks as needed and pay attention to participant attention and engagement to judge when a break is needed.  |  |  |
| **45 mins** | **CoP Teambuilding****Creating depth and meaning for participants:** Let’s start with the why we are here, why we do what we do. I have a video I am going to show you all and then we will chat a little afterwards. Show Future Schools Video:[**https://vimeo.com/155339834**](https://vimeo.com/155339834)Focused Conversation: * What did you first notice about the video?
* What is your reaction to this video?
* What connections do you see between this video and the importance of what we do?
* How does this video link to the Quality Standards?

**Teambuilding: Reflection**Now, I want to take a minute to reflect on our past experiences together. * What are some of the things you remember from our last three meetings?
* What memories do you have?
* What reflections?
* What takeaways do you remember?

Wow that is amazing. I know I speak for all the CAN team when I say we are so impressed by you all, the work you do each and every day and the work/commitment you have shown to this process. **Teambuilding: Marshmallow Challenge**So, I am going to count you off into groups for our next activity. \*\*\*Facilitator note: count off the group to make teams of 5-6 participants and make sure each team has a packet of supplies Ok, now that we are in our teams we are going to do the Marshmallow Challenge. * Each team is to build the tallest freestanding structure.
* The entire marshmallow must be on the top of the structure.
* Use as much or as little of the packet of materials.
* You may break the spaghetti, string, tape, etc.
* The challenge will last 18 minutes, meaning you have 18 minutes to build your structure.
* Does everyone understand these rules? Are there any questions?

\*\*\*Facilitator note: See the full instructions in the handout. After the activity, make sure all participants have a copy of the handout and instructions. * Ok, time is up. I am going to come around and measure all the structures to see which group has the tallest.

Activity Debrief: \*\*\*Facilitator note: debrief is similar to the glider activity in the STEM workshop. Make sure to have flip chart paper up and chart everyone’s answers during the debrief. * So, let’s discuss a little about what worked in building our towers.
* What didn’t work so well?
* Ok, now let’s discuss what I did in my facilitation.

Great, thanks everyone. You can all have a seat now. I want to show you a video that we will discuss afterwards. <https://www.ted.com/talks/tom_wujec_build_a_tower> Focused Conversation: * What are some of the themes you noticed in the video?
* Help participants make the connection between low stakes and low impact, high stakes and low impact
* Keep prototyping and keep getting better, getting better all the time just like the CQI process
* Draw connections between what they have learned through he CoP, the implementation of CQI and what they heard in the challenge video

Thank you all so much, we are passing around copies of the marshmallow instructions so you can do this with your teams and kids.  |  |  |
| **15 mins** | **Content Chunk #1 Background, History, Context of CQI** Ok, so now we are going to review some of the background and context for the CQI process. The context for data-driven continuous quality improvement: * In September 2014 the California Department of Education approved Quality Standards for Expanded Learning in California.
* That same month Governor Jerry Brown signed SB1221 into law. SB 1221 did some cool things like provide transportation grants to frontier sites and established a minimum grant award for small rural schools.
* SB 1221 also created a new requirement for programs to implement a continuous quality improvement process.
* This new piece of the education cade is Education Code 8484(a)(2) which outlines that, “ Programs shall provide evidence of a data-driven program quality improvement process based on the department’s guidance on program quality standards.”
* (a) Programs shall submit annual outcome-based data for evaluation and the department may consider these outcomes when determining eligibility for grant renewal.
* (a)(1) To demonstrate program effectiveness, grantees shall submit:
* School attendance on annual basis
* Program attendance on a semi-annual basis
* (a)(2) Programs shall provide evidence of a data-driven program quality improvement process that is based on department’s guidance on program quality standards
* Shortly after this the department released guidance on how to implement a continuous quality improvement process (which is included in all your packets).
* The first phase of this process was all programs submitting a commitment to engage in a program quality improvement process back in fall of 2015.
* The next phase of this process is programs beginning the quality improvement process which starts with the initial assessment and data gathering to inform their site-level program quality improvement plans.
* This Fall the individuals conducting FPM visits on sites will ask to see site level continuous quality improvement plans based on the department’s guidance on quality standards.
* The third phase of the CQI process is planning for improvement
* While it is not required to use the CDE’s Planning Tool template (included in your packets) it does help gather all the information you will need for the process including reporting in one place.
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| **30 mins** | **Content chunk #2 Overview of CQI Steps** Let’s dive a little deeper into CQI and hopefully this will be a good refresher for all of you. Programs have been on a Journey…Review of promising practices from before the CQI process began **Assess:** * Data and Data gathering: data for accountability vs. data for improvement
* Staff don’t always tell us the truth because often times they don’t know why we are asking. They think that the data is for accountability. It might have bearing on their position with the agency, or perceive punitive action.
* It is important to be clear about why we are gathering our data.
* Data for improvement allows us to be laser focused on our site-or-program-specific goals. It empowers us to be social scientists about what is relevant to us.
* Data for accountability often can influence behavior, but may not be always related to getting better at our program. For example I can have a snack that meets nutrition standards but is it healthy? I can pass the SAT, but does that mean that I will be successful at college and career? Not necessarily.
* Evaluation and research data does not come fast enough to make rapid improvements.
* Data for improvement allows us to rapidly improve.
* Remember the folks from Sacramento training that discussed getting data from students and using that to improve DAILY.
* Data for improvement allows us to make changes and adapt rapidly and address the local context.
* A way of getting to know your program:
* Select an assessment instrument and/or tools
* Engage Stakeholders
* Analyze and reflect on results
* Remember that assessment isn’t just a tool though, it is a process and you will want to use multiple strategies in the process
* Engaging stakeholders in the assessment process

**Plan:** * The second step towards being awesome at anything you do is to pick one thing, one thing to focus on. According to Dr. Eurich, it is far better to improve a lot on one thing then little to none on many things.
* Goal: Large overarching, big moon goal, what you are working towards
* \*\*\*Facilitator note: give an example of a large overarching goal
* Objective:
* SMART Features
* Specific
* Measurable
* Achievable or attainable
* Realistic
* Timely
* It’s a process and your objectives are just your steps towards your big moon goal
* Pick one thing: CDE guidance supports this. CDE recommends picking only one standard to work on in your first year of the CQI process or if you are new to this. In subsequent years programs can choose 1-3 standards.
* CQI Plan: Some reminders as you move into this step
* Include stakeholders and staff in this process
* Looking at the data, pick one thing
* Your plan should contain: goals, objectives (with timeframes), activities, and specify who is responsible for which piece of the plan (See template)
* Program Quality Improvement Plan
* Plan is kept onsite and not turned into CDE.
* This plan is not set in stone; it should be updated and adapted throughout the year as each site moves through the CQI process.

**Improve:** * The third step to becoming awesome at anything you do is to practice.
* Implement with all site personnel understanding the priorities of the year.
* Review often.
* Make changes when needed.
* Ends with re-evaluation and documented the goals that were met (and the impact).
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| **60 mins** | **Content chunk #3 Breakout groups: Discussion around CQI Challenges and Successes** \*\*\*Facilitator Note: Pass out flipchart paper and markers for each table group. Have each group designate a note taker and facilitator to share out. Small group discussion:* **ASSESS**: How did you assess?
* What was your assessment process?
* Who was included?
* How did you gather feedback?
* What did you ask?
* Why?
* Potential Best Practices:
* This does not have to be complicated.
* Ideas to gather data:
* Beginning/Year-end surveys
* Observations
* Collected Student Quotes/Post-its
* Have survey on laptop for parents by sign-in/out sheet
* Larger Programs with Multiple Subcontractors
* May want to consider using an external evaluator
* Keep Notes and Data results
* **PLAN**: What are the elements of your plan?
* Based on your assessment results what did you include in your plan, what elements?
* What element of your plan if your favorite or are you most excited about?
* What is one thing that has worked in your plan?
* What is one challenge you have faced in your plan?
* How does your plan reflect the data gathered through the assessment?
* How is your site plan different from other sites in your program with the same goal?
* Potential Best Practices:
* Include a variety of stakeholders: Program leader/staff, parent, teacher, students, school admin
* Start with focusing on one thing
* Keep it simple and make it attainable
* Use language of the Quality Standards
* Plan is completed for each site
* **IMPROVE**: What are the early impacts you are seeing, however small or large they might be?
* How do you know you’re successful?
* When and how do you reflect on progress?
* What is one adaptation you have made to your plan and why?
* What is one challenge you have surfaced through implementing your plan?
* What is one success (anticipated or unanticipated)?
* What is one example of an unintended consequence?
* Potential Best Practices:
* Inform
* What the goals of the program are.
* If someone is assigned to an activity, please let them know
* Pay attention what support/TA they need to be successful
* Practice
* Establish Communities of Practice
* Share ideas, challenges, and solutions
* Make needed changes
* Don’t wait until the timeline has expired; if you feel a change in the plan is needed—make it!
* Keep notes on Program Improvement Plan (CDE Template great tool)
* Keep notes of meeting/Agendas
* Keep Program Improvement Plan on site
* These are NOT turned into CDE, except upon request.
 |  | \*\*\*Facilitator Note: Pass out flipchart paper and markers for each table group. Have each group designate a note taker and facilitator to share out. Prep flip chart paper with the highlighted questions before this content chunk. Post the corresponding flip chart paper with each round. Read the questions out loud and ask if there are any questions.  |
| **10 mins** | **Tools and Resources to support CQI** \*\*\*Facilitator note: share the resources used at the grantee orientation. Reference the one-pager in the packets. Tools and Resources: * About Expanded Learning in CA
* Policy Guidance
* System of Support for Expanded Learning in CA
* Quality Standards and Continuous Quality Improvement
* Nutrition programs, Physical Activity Guidelines and Supporting Resources
* Attendance Calculators
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| **20 mins** | **Reflection:** When I tell you to, find a partner and I want you to share one reflection you have from today and one thing you are taking away (one action item) to support your work moving forward. You are of course encouraged to find a partner you don’t work with regularly and feel free to share contact information with them. \*\*\*Facilitator note: once you bring the pairs back together ask for 3-5 pairs to share their reflections and takeaways. Make sure to document this information for CAN’s data gathering purposes.  |  |  |
| **10 mins** | **Closure – Next Steps** Thank you so much for all that you do and for being so engaged in our work today. We are looking forward to our next meeting. Keep up the incredible work out there! You are making a difference, every day. \*\*\*Facilitator note: make sure the next meeting date is on the PPT and remind folks of the date, time and location  |  |  |

**Workshop Outline**

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| **Title: Site Coordinator Community of Practice Meeting 2** |
| **Date & Time:**  |  |
| **Lead Facilitator:**  |
| **Co-Facilitator** |
| **Location:**  |
| **Session Materials and Print Needs:** *List materials needed.* * Team building:
* Rope/Webbing – Zoom and Yurt Circle
* String for Interference
* CQI Packets:
* PPT Slides
* Meeting Evaluation
* Team building activity write-ups
* Additional publications in CAN bags
* Consensus Workshop:
* Sticky wall
* CAN pads
* Pre-made rules and naming sheets
* Round 1 (color, symbols)
* Round 2 Flipchart paper
* Round 3 (different color, symbols)
* R1 & 3 colored paper, blank
* R1,2,3 questions
* Rules
* Blue/Green tape
* Markers
* Flipchart paper
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| **Site Coordinator Community of Practice Pilot Year Two****MEETING TWO OVERVIEW** |
| **TIME****270 minutes** | **ACTIVITY** | **MATERIALS**(E.g. applicable handouts, resources, slide #s) | **NOTES & THINGS TO REMEMBER** |
| **15 mins** | **Welcome, Introduction, and Overview of Day**Mix & Mingle Intro Activity: Find a partner on the opposite side of the room and…(3 rounds total, find a new partner each round) * Name, what you do and where you work, and one thing you love about afterschool
* Name, what you do and where you work, and what is one challenge you are facing in implementing CQI
* Name, what you do and where you work, and what is one need you have around implementing CQI

\*\*\*Facilitator note: make sure to introduce yourself and share what you love about afterschool. The purpose is to show gratitude for the incredible work of afterschool providers and supporters, show the difference these programs make in the lives of youth, families and communities. **Overview of the workshop:** * Teambuilding
* Local Successes
* What did we learn form the CoP
* Surfacing challenges, solutions and needs
* Reflection
* Closing and Evaluations

**Expectations and agreements** **•** 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. |  |  |
| **40 mins** | **CoP Teambuilding****Teambuilding: Reflection from Meeting One:** So, I want to take a minute to reflect on our last meeting. * What are some of the things you remember from our last meeting?
* What reflections do you have?
* What takeaways do you remember?

Wow that is amazing. I know I speak for all the CAN team when I say we are so impressed by you all, the work you do each and every day and the work/commitment you have shown to this process. **Teambuilding: Zoom!** Here are three variations of the group activity “warp speed” where participants attempt to “move” something around the circle, as quickly as possible. Begin with a full-sized raccoon circle, with all participants holding onto the webbing. In this first version, the knot in the webbing becomes the object that is passed around the circle, and timed with a stopwatch. The challenge or goal is to see if the group can creatively problem solve a technique for reducing the amount of time required for the knot to traverse one revolution of the circle. Version two includes one person the group clapping and passing this clap around the circle, with each participant clapping once. Version three eliminates the tactile passing of the knot or clap and replaces them with each person saying zoom, for a verbal version of this activity. Debrief:What worked?What didn’t work?How is this related to your CQI process?\*\*\*Facilitator note: make the connections between communication and teamwork being the key to accomplishing goals, just like in CQI. Also, as they moved through timed rounds, make the connection between learning from each round and getting better all the time – just like with the CQI process. Each year you can build on what you learn, adapt and get better all the time. Remember what Dr. Tasha Eurich says, practice, practice, practice! **Teambuilding: Yurt Circle** Procedure: Have the group stand in a circle. Have the group grasp the rope or webbing with both hands knuckles up and plant their feet. Explain that you will count to three and then say, “lean.” When you say “lean” all group members are to gently and slowly lean back without moving their feet or letting go of the rope/webbing. Emphasize that you expect the rope/webbing to be held perfectly still. While the group is leaning back supporting each other count to three and say, “stand.” Practice this several times. When you feel the group is ready tell them the next step is to sit. Tell them you will instruct them to lean as before. When the rope/webbing is still you will count to three and say, “sit.” All group members are to slowly and carefully sit down without moving their feet or letting go of the rope/webbing. Once they are down, count to three and say, “stand.” All group members are to slowly and carefully stand up without moving feet or letting go of the rope/webbing. Most groups will want to do this several times.Debrief:What worked?What didn’t work?How is this related to your CQI process?We are all touching the program in different ways, but we can’t lift it up if we aren’t all working together. Just like CQI, you can’t make that progress towards your goals without working together with your diverse team of stakeholders. To do CQI right is to do it with trust and authenticity. \*\*\*Facilitator note: keys to this activity; collaboration, communication, coordination, committing and being prepared. Make sure to pull those ideas out during the debrief and tie them to the CQI process. Trust and authenticity are the other key components, between all stakeholders. \*\*\*Facilitator note: see the participant handouts with the activities for more details and information.  | Equipment for both activities: A strong rope or one-inch tubular webbing is required. The length of the rope or webbing should be about one foot per person in the group. Tie the rope into a big loop using a square knot or water knot. | Remind participants of the Play Safe, Play Fair, Play Hard group agreements (review them with participants).  |
| **15 mins** | **Content chunk #1 Local Success Stories in Small Panel Format**\*\*\*Facilitator note: use the same questions used for the small group portion and move through the CQI process from Assess to Plan to improve. Moderate the panel with the following questions. * Share a success story from your CQI process
* What changes have you seen at your site or program through this process?
* Overall successes within the process for your site or program?
* Thinking big picture, how is this process helping you at your site or program?

\*\*\*Facilitator note: if there are not local success stories identified ahead of time, use the prompting questions for a table talk and group share-out format.  | Flip chart paper if needed for the table talk version Markers  |  |
| **140 mins****10 mins****40 mins****15 mins****30 mins****20 mins****25 mins** | **Content Chunk #2 Reviewing and Gathering Data** **Brief overview of lessons learned from SC CoP Year 1**As a result of last years Community of Practice pilot, CAN was able to derive the top challenges, needs and solutions from the field* Thank you for your contribution to this report-we couldn’t have done it without you!
* We ask for your help again; only this time to really push beyond the surface, dig deep and provide us with more specific data so we can better support you in the field

**Surfacing Challenges, Solutions and Needs of Site Coordinators.** **Round 1 Brainstorm: Challenges and Roadblocks** * Question*:* What roadblocks do you currently face that prevent a successful CQI Process
* 8-10 Individual ideas in workbook
* 4-5 per table group on ½ sheets (4-6 groups total, depending on size of larger group)
* Categorize thoughts into groups according to themes; name themes/buckets; place in circular cluster off to side for Brainstorm 2 reference.

**Activity Break/Team Building** **Interference** Using two “raccoon circles” as boundary lines create the activity space show below. In this space the “senders” occupy the left “end zone,” the “interferers” occupy the middle space, and the “receivers” occupy the right “end zone.” The challenge is not for the senders to verbally or visually communicate the message to the receivers while the interferers in the center region attempt to disrupt the message, distract the senders of receivers, and basically add a great deal of chaos, noise and confusion to the activity. After 30 seconds, the receivers are asked for the message. Then the three distinct groups switch to new roles (interferers becomes receivers, receivers becomes senders, senders becomes interferers) and a new message is delivered. \*\*\*Facilitator note: see participant handout for more details. Debrief: What worked?What didn’t work? How do you see this activity related to the CQI process and our CoP?\*\*\*Facilitator note: make the connections between how important communication and team work is even in the face of challenges and obstacles, similar to facing struggles and challenges in the CQI process. **Round 2 Brainstorm: Solutions** * Gallery walk within groups 5 minutes for each challenge/barrier bucket
* Question: What innovative, promising practices/actions can be put in place to deal with roadblocks and help move us towards a successful CQI process
* Prompt participants to generate specific needs during gallery walk needed to implement these solutions (Have them take notes as they are doing their gallery walk)

(1-2 min Stretch Break)**Round 3 Brainstorm: Needs*** Question: (Based on the challenges surfaced) What sort of tools, resources, and support do you need to be successful in the CQI process – (Have them use the specific needs they generated during the gallery walk in Round 2)
* Pair/share in teams of 2-3; refine needs, generate 3 cards per pair
* Share with table group, 4-5 per table on ½ sheets (4-6 groups total, depending on size of larger group)
* Categorize thoughts into groups according to themes; name themes/buckets.

**Reflection/Debrief:** * Individual gallery walk through the three rounds/sections, buckets
* Pair and share one takeaway or actionable item from this activity
* Group share out following pair share
* Closing: Together we have created means to an end. We have identified real life challenges and barriers, solutions and promising practices and developed a list of the support and resources we need to be successful. Success in CQI is possible, and this body of work shows that.
 | Sticky Wall/SprayMarkersGreen tapeBlue tape½ sheets Round 1 (color, symbols)Round 2 Flipchart paperRound 3 (different color, symbols)R1 & 3 colored paper, blankR1,2,3 questionsRulesFacilitator 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.  | Collect everything for documentation!Remind the group of their rules:Write big3-7 words1 idea/sheetNo redBe specific!\*\*During Round 1: ask participants to briefly title their ½ sheets, providing additional explanation on the bottom if necessary\*\*During Round 2 and 3: Be specific! How often, from who, who is involved, who needs to reach out, what kind of PD/training/resources \*\*During Round 3, after a few themes have been started -allow participants to place remaining sheets into themes themselves (ownership, gets them out of their seat)  |
| **15 mins** | **Reflection and Debrief on Site Coordinator CoP**2 Rounds of reflection: 5 min each * Pair/share at table
* Group share-out after each round of reflection

So What? Participants discuss their feelings, ideas, and analysis of the CoP project. * 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 would complete this CoP?
 | Flipchart paper Markers | Take note of the reflection info shared out, especially the what information can be shared and what would complete this CoP? This will help to plan for future work/future CoPs. |
| **5 mins** | **Closure – Next Steps** Thank you so much for all that you do and for being so engaged in our work today. We are looking forward to our next meeting. Keep up the incredible work out there! You are making a difference, every day.  |  |  |