complementary**learning**

OAKLAND UNIFIED SCHOOL DISTRICT

OUSD After School Programs & Public Profit Evaluation

Presentation on
After School Quality Standards
Teaching & Learning Committee
March 14, 2011

Presentation Content

I. After school quality standards and Youth Program Quality Assessment (YPQA) tool for ASES and 21st Century programs

II. Current infrastructure for after school support and evaluation

III. Exploratory discussion on applying quality standards to all after school/extended learning programs

IV. Complementary Learning tools and activities to support quality partnerships between schools and community organizations
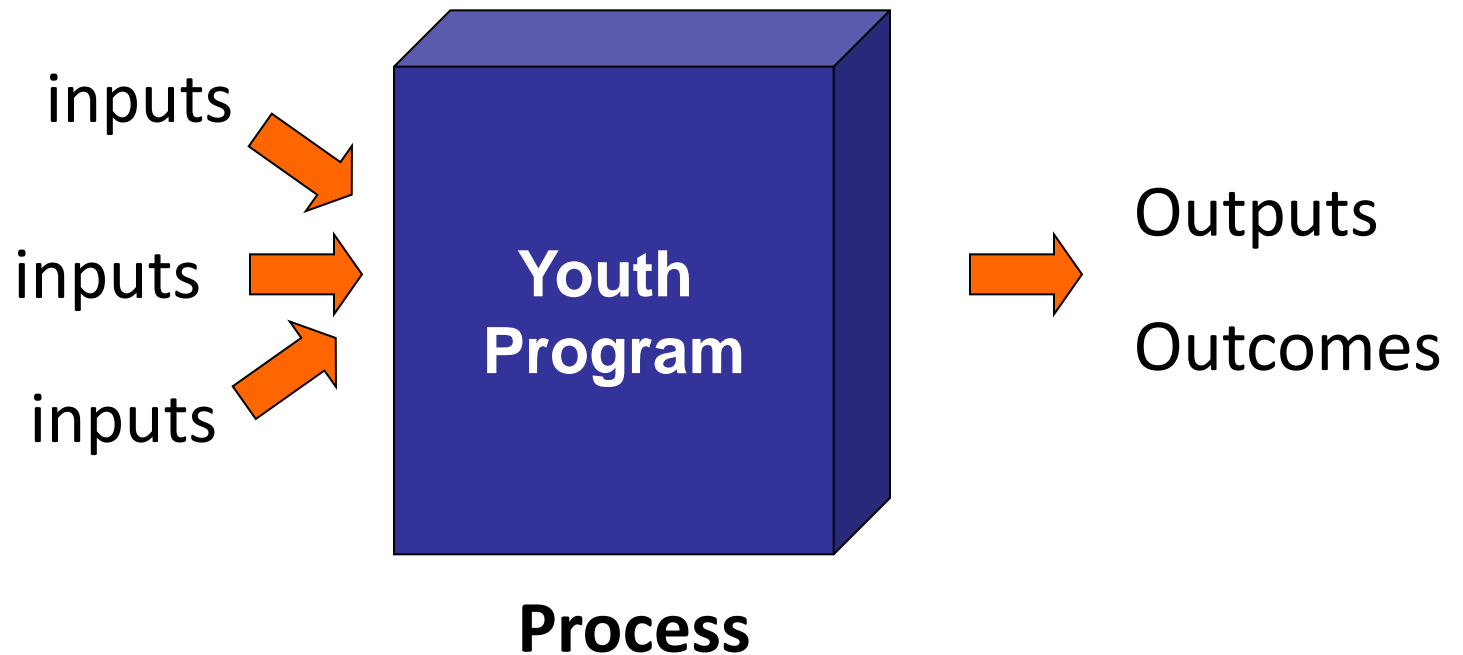
Current Evaluation

Joint OUSD/OFCY Evaluation
of ASES and 21st CCLC
after school programs utilizing
Youth Program Quality Assessment
(YPQA)

Why quality matters

inputs

inputs
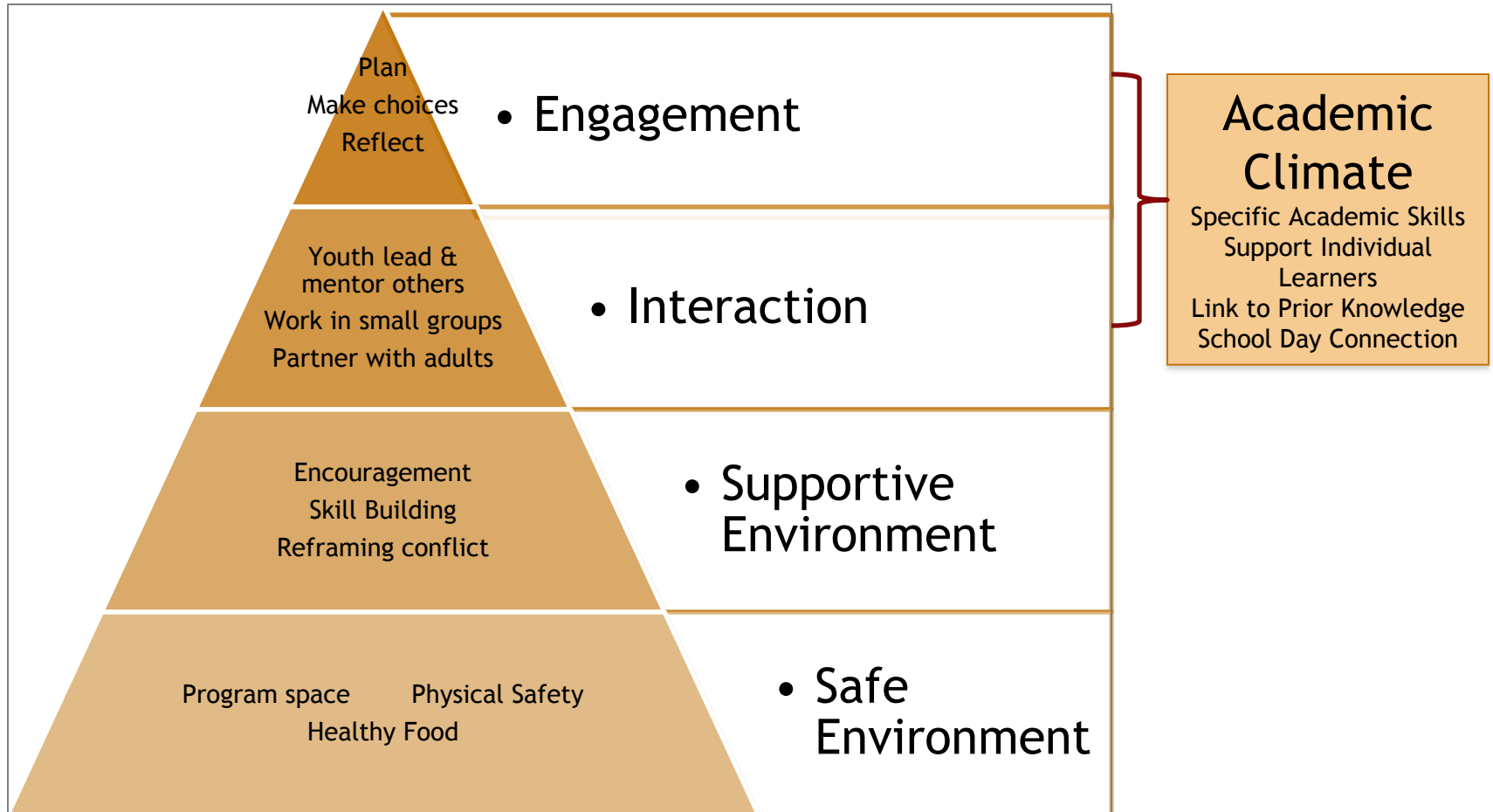
inputs

Youth Program

Process

Outputs

Outcomes

What is the YPQA?

- Grounded in youth development theory
- Inter-rater reliability
- YPQA agrees with youth reports
- National database
- In use 5 years
- >2,640 sites in 38 states in 2010-11

Building Blocks of Quality

- Engagement
  - Plan
  - Make choices
  - Reflect
- Interaction
  - Youth lead & mentor others
  - Work in small groups
  - Partner with adults
- Supportive Environment
  - Encouragement
  - Skill Building
  - Reframing conflict
- Safe Environment
  - Program space
  - Physical Safety
  - Healthy Food

Academic Climate
Specific Academic Skills
Support Individual Learners
Link to Prior Knowledge
School Day Connection

Sample Observation Item

II. Supportive Environment
II-H. Activities support active engagement.

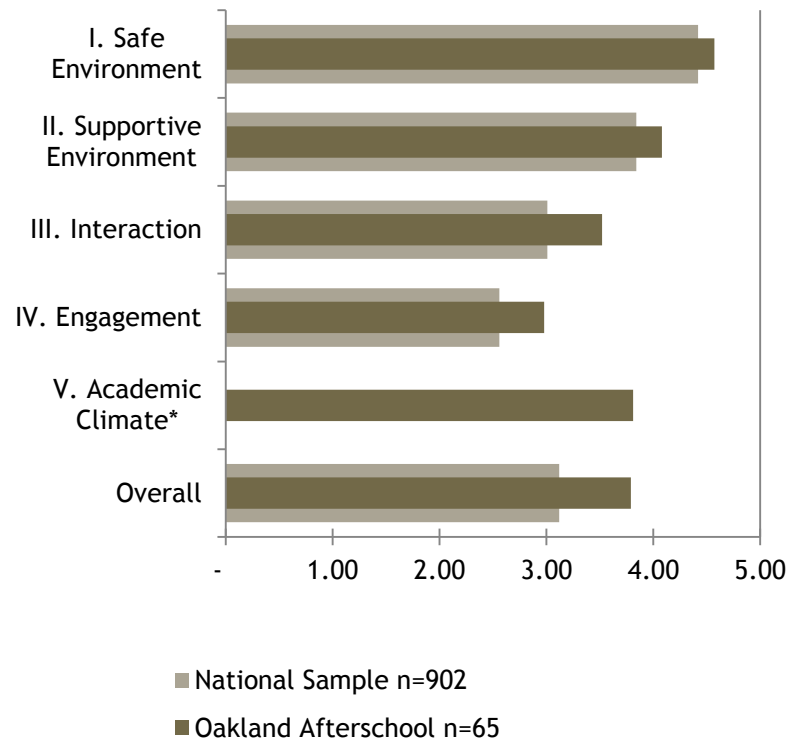| Indicators			Supporting Evidence/Anecdotes
1 The activities provide **no opportunities for youth to engage** with either materials **or** ideas or to improve a skill through guided practice; activities mostly involve waiting, listening, watching, and repeating.	**3** The activities provide **limited opportunities** for youth to engage with materials **or** ideas or to improve a skill though guided practice.	**5** The **bulk of the activities involve youth in engaging** with (creating, combining, reforming) materials **or** ideas or improving a skill though guided practice. ☐	

What does this look like in your programs?
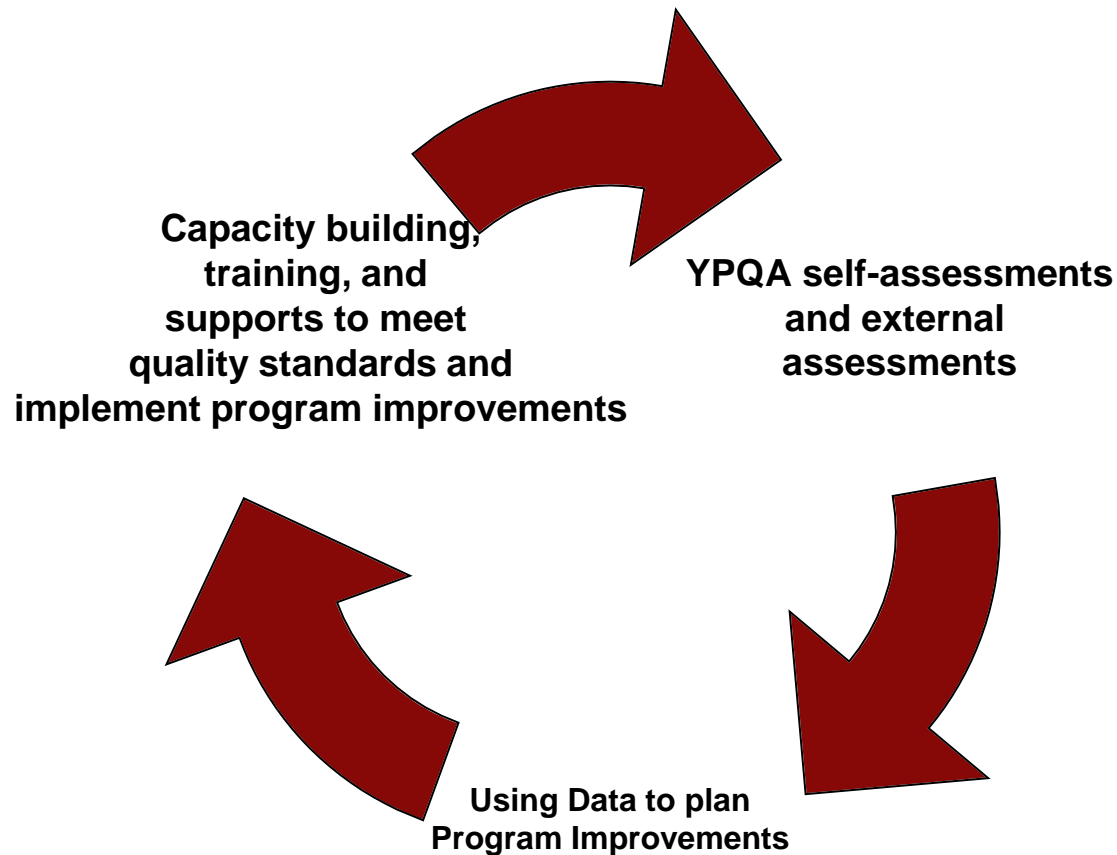
Quality in Oakland

- 92 programs serving 20,000 students

- 98% of sites are meeting or exceeding quality expectations

- Strengths in Safe, Supportive, Interaction

- Room for growth in Engagement, Academic Climate

Oakland Out of School Sites vs. National Sample Comparison by Domain

- National Sample n=902
- Oakland Afterschool n=65

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Continuous Program Improvement

Capacity building, training, and supports to meet quality standards and implement program improvements

YPQA self-assessments and external assessments

Using Data to plan Program Improvements

Current Infrastructure for
After School Evaluation and
Continuous Program Improvement

Staffing:

- 4 ASPO Program Managers, each with portfolio of 16 – 26 schools to support

- Contracted services of Public Profit Evaluation Team

Evaluation data collection:

- 2 formal site visits per year using YPQA tool

- Annual evaluation/satisfaction surveys to students, parents, teachers, and principal at all sites

- Interim and annual evaluation reports, complete with participation & outcomes data

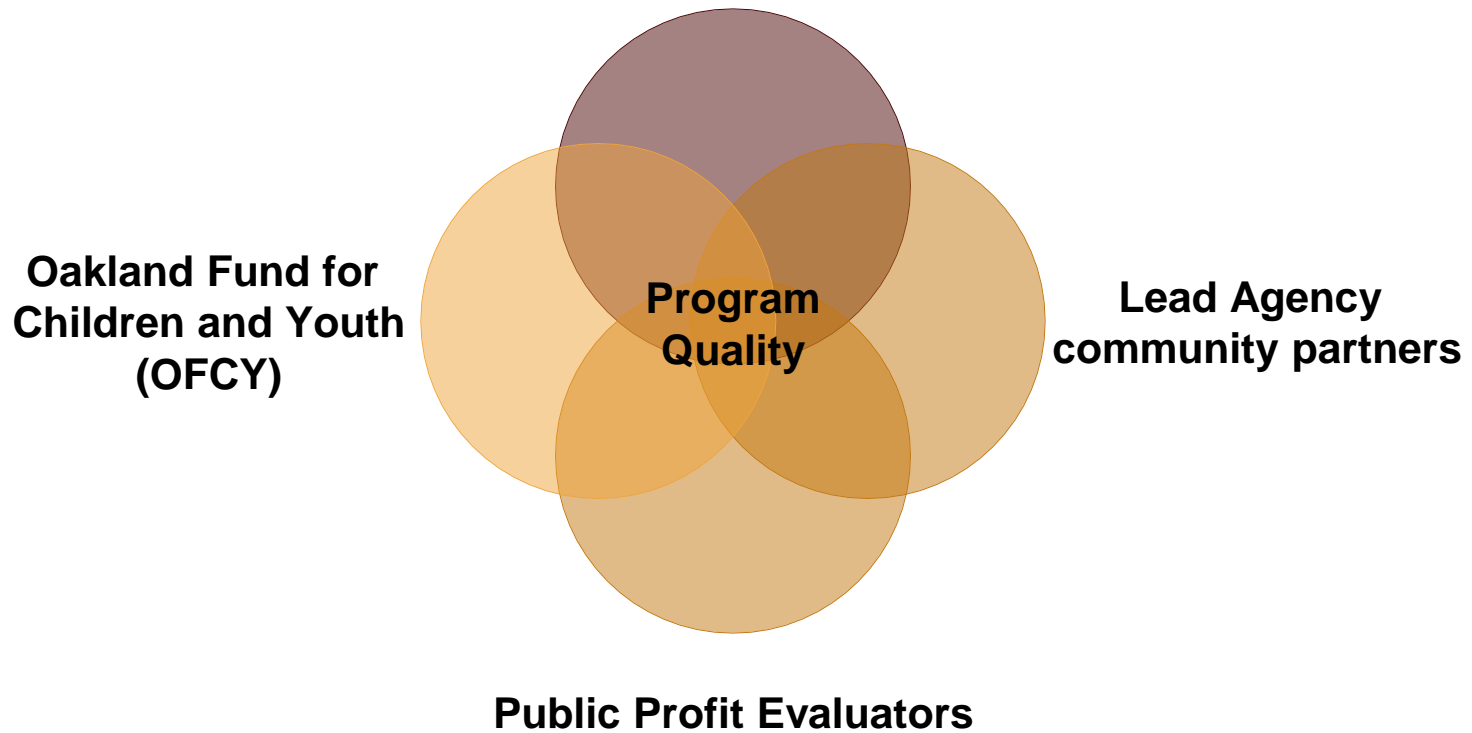# Embedding Quality Standards, Building Capacity, and Supporting Improvement

- YPQA "Basics" training for all Site Coordinators

- External assessment training for ASPO Team, Evaluation Team, and Agency directors

- Monthly meetings with Site Coordinator and Agency Directors

- On-site coaching and technical assistance; development of program improvement plans, as needed

- Ongoing trainings and learning communities

- Academic Liaison coaching/observation tool aligned with YPQA

Concerted Effort to Support Program Quality

OUSD After School Programs Office

Oakland Fund for Children and Youth (OFCY)

Program Quality

Lead Agency community partners

Public Profit Evaluators

Critical Question

How can we apply quality standards to *all* after school/extended learning programs on *all* our school campuses?

What after school services are on our school campuses?

- ASES and 21st CCLC Comprehensive after school

- School-Age Child Development programs

- Supplemental Educational Services (SES)

- PTA-sponsored after school activities

- Fee-for-Service Private Providers (ie. Adventure Time)

- Services provided in-kind by external organizations

- Other activities provided by community members, faith based organizations, grassroots groups, etc.

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Rationale for Quality Standards for All After School Services

- Community partners, resources, and services are vital in OUSD schools.

- All OUSD students, regardless of which program they participate in, deserve a high level of quality.

- There should be a consistent level of quality and accountability for all services on OUSD school sites.

Current State & Areas for Consideration

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- Site-level oversight of non-grant-funded programs

- Lack of comprehensive inventory of all service providers on school campuses

- Multiple access points for service providers

- Some providers have formal contracts or Civic Center permits in place; others may not

- Lack of infrastructure and universal system to ensure quality and accountability

- Costs associated with broad-scale evaluation and support

Examples of Basic Expectations for All Service Providers/Partners

Staffing Qualifications

- TB, fingerprint clearance
- Educational/professional experience
- Cultural competency
- Appropriate staffing ratios

Operational Foundations

- Safety protocols and practices
- Consent forms
- Attendance tracking
- Documentation organized and on file

Basic Expectations (cont.)

Organizational strength

- Values: in service to children, youth, families
- Equity and access
- Fiscally sound
- Integrity in organizational practices
- Experience and credibility in community
- Self-Evaluation and continuous improvement

Alignment

- Alignment with OUSD strategic plan and FSCS vision
- Shared vision with school
- Understanding of how to work within schools
- Coordination and collaboration with school day staff and other service providers

Recommendations for Next Steps

Find out what already exists:

- Do inventory of all service providers on school sites

- Create user-friendly database of all providers/services

Create process to facilitate school-community partnerships:

- Create smooth partnership registration/approval process, with single access point into schools

- Offer District Orientations for existing and new community partners

- Streamline contract and/or Civic Center Permit process to ensure written documentation of all services

Recommendations for Next Steps (cont.)

Clarify our expectations:

- Define partnership requirements and minimum expectations for all service providers/partners

- Communicate requirements and expectations to schools and the community

Provide supports for partnerships:

- Support Principals in developing structures and processes to manage partnerships at site level

- Provide supports to community organizations to build their capacity to partner effectively with schools

- Set expectations for quality and accountability, but be mindful not to create insurmountable barriers to needed partnerships

Complementary Learning Efforts to Support School-CBO Partnerships

- Regional Principal-CBO convenings

- Tools to support school-CBO partnerships (available on Complementary Learning webpage: www.ousd.k12.ca.us/complementarylearning)

- FSCS task force planning

- Oversight by After School Lead Agency partners over all after school services at some schools

Longer-Term Recommendations & Board Considerations

- Define Central oversight function for non-grant-funded programs

- Determine costs and identify revenue to support central oversight and broad-scale evaluation
  – Charge partnership fees?

- Develop infrastructure and systems to support accountability, evaluation, and continuous program improvement for all service providers

- Determine purpose and scope of evaluation

Final Considerations for Board

- Adoption of youth development quality standards for all after school/extended learning programs on OUSD school sites

- Priority on increased central oversight and support for all service providers/partners

- Formal recognition of the value of community partnerships, resources, and services in Oakland schools

Questions, Comments, Discussion

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Thank you!