

Tools and Strategies to Improve your Summer Program

Making your program better doesn't happen by accident. It takes focus, persistence and data. Using a model developed with the National Summer Learning Association, this workshop will help participants understand the cycle of quality improvement and how a newly-released assessment tool (the Quick CASP) can gather the data to improve quality over time.

Objectives:

- ☐ Describe steps to do on-going quality improvement
- ☐ Summarize the 3 Quick CASP components and describe each one
- ☐ List resources to support further learning and use of the Quick CASP

Agenda at a Glance:

- I. Welcome (5 min)
- II. Seeing Quality (10 min) OR Word Association Carousel (5 min)
- III. Quality Improvement Cycle (20 min)
- IV. Quick CASP (30 min)
- V. Using the Observation Tool (30-45min)- if time allows
- VI. Close (10min)

Materials:

- | | |
|---|---|
| <input type="checkbox"/> Markers for each table | <input type="checkbox"/> Copies of the Quick CASP |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Downloaded videos
(see links below) |
| <input type="checkbox"/> Chart paper with title: Quality
(if doing word association) | <input type="checkbox"/> Speakers (if doing observation tool) |
| <input type="checkbox"/> Chart paper with title: Improve
(if doing word association) | <input type="checkbox"/> Internet access
(if doing observation tool) |
| <input type="checkbox"/> Chart paper with title: Plan | <input type="checkbox"/> Copies of workshop evaluations |
| <input type="checkbox"/> Chart paper with title: Train | <input type="checkbox"/> Chart paper for each small group/
table (depends on participant #s) |
| <input type="checkbox"/> Chart paper with title: Assess | <input type="checkbox"/> PowerPoint Slides |
| <input type="checkbox"/> Chart paper with title: Reflect | |

Video Links

Summer Matters and Common Core:

<https://www.youtube.com/watch?v=agfpN8hEak0&feature=youtu.be>

Observations (if time permits observation practice):

Disk One (Dream Academy Intro, Language Arts, Model UN):

<https://www.dropbox.com/sh/91chl1aum237w3w/UOVZjiA7A3/Disk1HiRes.mp4>

Disk Two (Hip Hop and Gathering Time):

<https://www.dropbox.com/sh/91chl1aum237w3w/pghBTQWGM1/Disk2HiRes.mp4>

Agenda Process:

I. Seeing Quality (OR Word Association Carousel option below)

- a. Introduce Common Core/Summer Learning video
 - i. Frame = This video is actually about how summer learning supports CCSS skills. We use it to show school leaders how summer learning fits with their goals and priorities. For this workshop, though, I'm showing it to highlight some quality practices that are demonstrated by teachers/staff in interactions with kids. So I want you to pay attention specifically to what those practices are. Make a list of at least 5 practices that you see.
- b. Show video
- c. Popcorn out best practices from the video
- d. After: Great. You already KNOW a lot about what quality is and how to identify it. What we're talking about today is a process and tool that will help you be more systematic about building quality into your programs.

I. Word Association Carousel: Quality, Improve

- a. Process for Carousel:
 - i. Ask for people to individually, quietly with a marker go to each chart paper write a short phrase that comes to mind when they hear each word "Quality" & "Improve"
 - ii. After everyone has gone to each word, ask people to go back and silently read what others wrote.
- b. Debrief for both- In pairs answer:
 - i. What surprised you?
 - ii. What were some similarities, if any?
 - iii. What were outliers, if any?
 - iv. What do you know about quality improvement?
 - v. What do you hope to learn about quality improvement today?

II. Quality Improvement Cycle

- a. *Introduce QIC (refer to Addendum 1 at end of this guide for talking points)*
- b. "4 Corners" Each corner has phase of QIC (use TA manual description)
 - i. Divide big group into 4 or 8 smaller groups, depending on # of participants.
 - ii. Assign each group to a different phase of the cycle to begin gallery walk.
 - iii. Gallery walk- spend 3 minutes at each corner
 1. When at station group identifies and writes on chart paper the when and what of the phase and
 2. Then discuss in triads:
 - a. Why is this phase important?
 - b. Describe an experience you've had with this phase, if any.
- c. Debrief:
 - i. Where would you begin tomorrow? Why?

- ii. Why is this a cycle and not something that you do once and done?

III. Introduction to the Quick CASP

- a. Introduce Quick CASP covering key talking points (refer to addendum 2 at the end of this guide)
- b. Jigsaw of Components: Each table gets assigned a component and copies of the Quick CASP. Discuss questions and prepare a presentation on chart paper
- c. Participants read their assigned component and consider the questions:
 - i. How, when, and why is this component used?
 - ii. What are questions you have about this component?
 - iii. Group synthesizes discussion to share responses to each question on chart paper.
 - iv. Each group reports out. Ask that everyone turn to pages of component being described.
 - v. Make sure each group has hit the bullet points of each component (refer to addendum 3 of this guide). If not, fill them in for group after each component is described.
- d. Debrief:
 - i. What is similar between the components?
 - ii. What is different between components?
 - iii. Why is it important to use all 3?

*Remember that The Quality Improvement Cycle is the process of planning, delivering and improving summer learning programs on a **continuous** basis. (refer to addendum 4 of this guide) for guidelines.*

IV. Using the Observation Tool

- a. Orient staff to the format and standards of the Quick CASP observation tool
- b. Show 1 video asking participants to take notes and provide ratings based on what they see. Choose 5-10min section of video if you have less time, each video is 15 min.
- c. Discuss in small groups their notes, ratings and rationale
- d. Use NSLA Summer Quality Training Videos
 - i. Links to the videos:
 - 1. Disk One (Dream Academy Intro, Language Arts, Model UN):<https://www.dropbox.com/sh/91chl1aum237w3w/UOVZjiA7A3/Disk1HiRes.mp4>
 - 2. Disk Two (Hip Hop and Gathering Time):
<https://www.dropbox.com/sh/91chl1aum237w3w/pghBTQWGM1/Disk2HiRes.mp4>
- e. Debrief:
 - i. Did you have similar ratings? If so, when/ where?
 - ii. Did you have similar notes and rationale? If so, when/ where?

- iii. What did you learn about this tool from this exercise?
- iv. Questions?

V. Close

- a. Debrief: Reiterate objectives, why QIC is important, and the idea that Quick CASP is a tool. Ask to share answers in triads or big group, depending on # of participants, time, and how talkative group has been. Choose 1 or 2 of the following questions:
 - i. How can the Quality Improvement Cycle support your program's quality?
 - ii. What are your next steps?
- b. Resources
 - You can access the Quick CASP tool, user's guide and 4 instructional videos by visiting the [Summer Matters Website](#).
 - You can download the tool to a .pdf and print it out, or to your computer or smart device (phone, pad).
 - i. The Observation Assessment component of the Quick CASP may also be accessed by your smart device so you can conduct your observation real time and type in your observations real time as you're observing them.
- c. Close: Go around room and ask each person to quick share 1 word that reflects the process of providing a high-quality program.
- d. Provide time for workshop evaluation to be completed.

Addendum 1

The core of a high quality summer learning program is the The Quality Improvement Cycle for summer programs. The Quality Improvement Cycle is the process of planning, delivering and improving summer learning programs on a **continuous** basis.

Here are some guidelines and timing for the cycle:

- ❖ You should start **PLANNING** for next year's summer program in the fall. At the National Summer Learning Association, our motto is "Summer Starts in September", a reminder that just as your summer program ends, planning for the next year should begin.
- ❖ **TRAINING** your staff should occur in the spring, somewhere in the January through May timeframe.
- ❖ In the summer you should **ASSESS** program quality.
- ❖ Then immediately after summer ends, you should collect data and decide in which program areas you want to focus improvements based on strengths and weaknesses you uncover. This **POST-SUMMER REFLECTION** will help you in building a plan to start improvements for the next year!

Addendum 2

Quality Improvement in Summer Learning Programs:

- CA has been building quality summer programs for the past several years via the Summer Matters Campaign. This campaign has worked to develop and enhance high quality summer learning programs across the state in different types of organizations, demographics, regions, etc.
- One of the outcomes of the campaign has been helping programs assess the quality of their programs with the Comprehensive Assessment of Summer Learning Programs, an evidence-based tool of 80 indicators developed by the National Summer Learning Association. The result is a tool called the CASP which is intended to be assessed by a trained CASP Assessor.
- While the CASP tool is an extremely high quality summer learning assessment, the campaign realized that other districts and programs may want to also start or improve a summer learning program but have limited resources. As a result, the NSLA created a lighter version of their CASP tool which they call the "Quick CASP".

How is the Quick CASP different than the CASP?

The indicators in this assessment are drawn from a different summer quality assessment tool called the CASP which stands for Comprehensive Assessment of Summer Programs. The CASP has a set of 80 research-based indicators of program quality. The CASP is very in-depth assessment tool that requires assessor training. It's an excellent tool for summer programs that are more advanced and have been imbedding quality indicators into their programs for some time.

*The Quick CASP was developed as a lighter touch self-assessment tool for programs that may not be ready for the full CASP assessment. Instead of 80 indicators, the 36 selected indicators in the Quick CASP been identified as **crucial** to improving summer program quality, and therefore priority areas for planning and quality improvement.*

Overview of the Quick CASP

- *The Quick CASP is not an evaluation tool of staff or the program. It is quality self-assessment tool that can be used to help program managers and staff understand what quality indicators are critical to start building in to develop a high quality summer learning program over time.*
- *It's free*
- *It doesn't require assessor training*
- *It's very intuitive and requires no training, however, there is a User's Guide and 4 instructional videos that have been created to help programs better understand how to use the tool.*

Components of the Quick CASP

There are two pieces to the Quick CASP, both of which are available as free downloads from the Summer Matters website.

1) The quality assessment tool is composed of 3 parts:

- *A Planning & Management Assessment*
- *An Observation assessment*
- *A Quality Improvement Plan template*

2) And a User's Guide that explains what the tool is and how to use it.

Addendum 3

3 Components of Quick CASP

Component 1: Planning & Management Assessment

- *The Planning and Management Assessment is one component of the Quick CASP. It's a self-assessment that focuses on infrastructure components that are integral to a high-quality summer program.*
- *This assessment should be completed by the Program Director or Manager before summer programming starts, ideally in the fall, but at minimum before summer programming begins.*
- *The scores produced from this assessment are transferred into the Planning and Management Assessment Data Tracker which is located immediately following the tool on page 10.*
- *The data from this tool will help inform and prioritize which program improvements should be planned over the next year.*

Component 2: Observation Assessment

- *The Observation Assessment is the second component of the Quick CASP. It focuses on the point-of-service quality of the program, what someone would actually see and hear if they went to visit the program.*
- *This assessment should be completed by a Site Supervisor.*
- *The Site Supervisor will use the tool to collect evidence by observing at least 3 varied activities during the summer program, however, only one score should be given for each indicator that uses evidence from all three of the observations.*
- *The evidence collected is used to rate each point of service quality indicator, and is transferred into the Observation Assessment Data Tracker.*
- *The goal is to use this data to help inform which program improvements should be prioritized over the next year.*
- *If this is your first time conducting formal observations of your summer program, you should use the Observation Assessment as a reference in planning for the next summer in addition to the data produced from your Planning and Management Assessment.*
- *All of the Quick CASP indicators are important for developing a high quality summer program, regardless of when you conduct your formal observation. It's recommended that programs complete both assessments, but at different points in time.*

Component 3: Quality Improvement Plan

- *The third component of the Quick CASP consists of developing a Quality Improvement Plan for the summer program.*
- *Those who are assessing the program should review and consider the scores from both the Planning and Management Assessment and the Observation Assessment.*
- *After reviewing the two sets of data, it will be important to write at least 3 but no more*

than 5 quality improvement goals for the upcoming year into a Quality Improvement Plan.

Addendum 4

Here are some guidelines and timing for the cycle:

- ❖ You should start **PLANNING** for next year's summer program in the fall. We recommend that the Program Manager or Director completes the Planning and Management Assessment in the fall.
- ❖ **TRAINING** your staff should occur in the spring, somewhere in the January through May timeframe.
- ❖ In the summer you should **ASSESS** program quality by observing your program using the Observation Assessment. Remember, the Site Supervisor should complete this assessment.
- ❖ Data from both the Planning & Management Assessment and Observation Assessment can be used to inform which quality improvement areas you want to focus on for next year, and write those into 3-5 quality improvement goals in your Quality Improvement Plan. Remember this **POST-SUMMER REFLECTION** will help you in building a plan to start improvements for the next year!