



# Data Collection & Quality Supports

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# Data Collection Process and Objectives

- ▶ Cayen AfterSchool21 Database
- ▶ Designated Data Entry Person
  - 10 hours per week, set-up
  - 3-5 hours per week, weekly attendance
- ▶ Data Requirements
  - Daily Attendance
  - Student Demographics (\*SASID's)



# Quality Advising Process

A coaching relationship to develop high quality programming and practices for state-funded After School Grant sites in Connecticut.

Includes grantee meetings, staff training, site visits, observations using the APT tool, email and telephone support.



# What is the APT?

- Two tools which examine program practices to improve quality and reach outcomes
- APT-Q (Questionnaire): reflects on aspects of quality that are not easily observed: “behind the scenes” programming -- planning practices, frequency of offerings, connections with parents/schools
- APT-O (Observation): obtains a snap shot of what afterschool programs look like “in action”



# What are the Benefits?

- ▶ Research-based, scientifically field-tested instruments designed specifically for afterschool programs
- ▶ Helps define and communicate desirable practices to staff
- ▶ Reflect on how program may be contributing to youth outcomes
- ▶ Stimulates discussion regarding strengths and areas needing improvement
- ▶ Guides the creation of program improvement goals



# Program Content

- High quality programs contain the following:
  - Rich content that is engaging
  - Clear linkages to the school (relationships/partnerships)
  - Curriculum that is linked to the CT Frameworks
  - Intentionality in the design and delivery
- High quality programs consider:
  - How the transitions will be handled
  - A balance of academic, enrichment, and recreational activities
  - Effective homework help and tutoring



# Stealth Learning

- After School programs have the unique opportunity to strengthen the learning of the school day through “stealth” learning
  - Core academic competencies are reinforced through hands on, experiential learning
  - These could be theme based with clear linkages to the school day
  - Consider how an “after school style” of learning differs from the school day





# Infusing Academics into Content

- Connections to content strands from the state frameworks/pacing guides
- Infused learning through complimentary lesson planning
- Boosts academic content of the school day by engaging the students as active participants in the learning



# Important Points to Consider

## ► Program Design

- Do you get input from the children?
- Is your schedule balanced (multiple options/activities)?
- Are there opportunities for growth and exploration (for both staff and children)?
- How are you involving families?
- What are you doing for Professional Development?



# What does the CT After School Network offer?

- Annual Fall Conference - November
- Childhood Conversations - April
- CLASP: Coaching and Learning for After School Professionals - 4 full days
- Trainings around the state and at your site available on a large variety of topics
- State budget will determine if any support for grantees will be provided, budget accordingly.



# What does the CT After School Network offer?

- First Fridays, Deep Dives, Double Deep Dives
- Resource Library – sent to you by mail
- Training and Consultation Service – on-site
- Website [www.ctafterschoolnetwork.org](http://www.ctafterschoolnetwork.org)
- *Literacy Strategies Guide* on Resources page



# Staffing After School

- Best practice nationwide for staff to student ratio is 1:10
- Established role of a Site Coordinator
  - Linkages to the school
  - Hiring/firing of staff
  - Connections with parents
- Staff Credentials



# Staffing Considerations

- Does your program have consistent staff?
- Does your program rely on consultants and contractors to deliver the core content of the program? What are their qualifications?
- Does your staff have opportunities to showcase their talents and passions to the children?



# Professional Development

- Are you and your staff current in the field?
  - Professional Development and peer networking helps build leadership capacity and maintain overall program quality
  - Orientation is not enough, linking to school district professional development offerings, getting training in specialized areas that you would like to develop in your program, and attending webinars are some ways to boost the skill set of your staff



# Adequate supervision

- Adequate supervision, training and staff development is essential for ensuring a high quality after-school program.
- The application should include both an organizational chart showing the number of staff to supervisor ratio and a detailed description of plans to provide staff with necessary training.



# Adequate supervision

- Provide a description of the adequacy of supervision and training for all staff that have contact with children
- Grantees must provide training and support for all staff members, including administrators and parents, in developing partnership skills, especially around understanding and appreciating diversity and developing skills to work with people from different backgrounds.



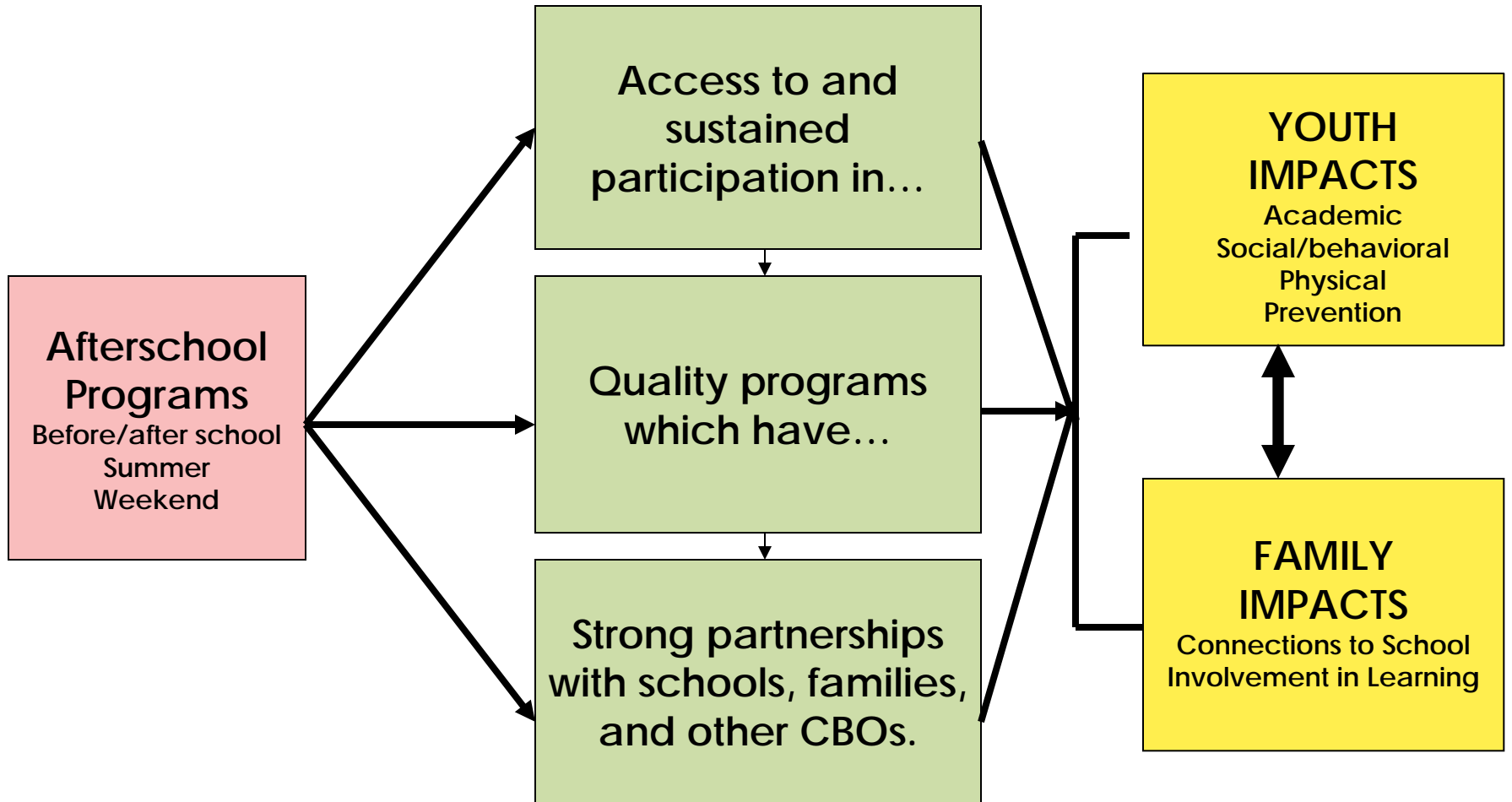


# Adequate supervision

- Quality Advisors will be asking for proof that staff, volunteers and contractors have had all appropriate background checks:
  - FBI Criminal Background
  - State Police
  - DCF Central Abuse Registry
- Request the check within 30 days of the program start
- Be sure to include this cost in your budget



# Conditions for Program Success



# Grant Requirement

- ▶ All grantees must commit a minimum of five percent of their grant budget to support parent involvement activities including staff training to support parent involvement activities
- ▶ Offers parents a broad range of activities to promote parent involvement. (10 pts.)
- ▶  $5\% \times \$200,000 = \$10,000$



# Appropriate uses of funds

- Materials and training to help parents work with their children
- Training for staff on how to reach out to, communicate with and work with parents
- Transportation and child care costs to enable parents to participate in meetings and training sessions.



# Appropriate uses of funds

- Training parents to enhance the involvement of other parents.
- Establishing a parent advisory council.
- Developing appropriate roles for community-based organizations and businesses in parent involvement activities.
- Providing such other reasonable support for parental involvement activities as parents may request.



# Meaningful Partnerships

- Strength-based: Allow partners to do what they do best
- Complementary: Provide services that are not provided by the main partner
- Integrated: Regular meetings and structure that promotes coordination
- Cost-effective: Provides good values for the services provided
- Capacity-building: Strengthens both partners



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