

**Guide:**

**Quality Improvement Plan**

**Colorado Department of Education**

**201 East Colfax Ave.**

**Denver, CO 80203**

[www.cde.state.co.us/21stCCLC](http://www.cde.state.co.us/21stCCLC)

**I** **ntroduction**

*Be the change that you want to see. . .*

Continuous quality improvement of programming for 21st Century Community Learning Centers (21st CCLC) demonstrates both accountability for use of public funds and responsiveness to the needs of students, families, and communities served. Each year, 21st CCLC subgrantees are required to submit a Quality Improvement Plan (QIP) to CDE-21st CCLC.

As a self-assessment tool, program leaders and key staff, in collaboration with other stakeholders, apply a common set of quality indicators to identify program strengths as well as opportunities for improvement. At the conclusion of the self-assessment process, program staff integrates, prioritizes, and refines the improvement goals for the required *Quality Improvement Plan (QIP)* report that is submitted annually to CDE 21st CCLC. The process allows subgrantees to learn from and take ownership for the ongoing quality of their programs.

The *Monitoring and Quality Improvement Tool* (MQI) is used as a self-assessment tool in the development of the QIP report. In the self-assessment process, the MQI is a tool that supports subgrantee efforts to identify specific compliance, program, management or, plan and implement strategies for ongoing program improvement.

Implementation of the most recent QIP reports is reviewed during the next site monitoring visit by CDE-21st CCLC staff.

There are four key steps to the quality improvement process:

Figure 1: Quality Improvement Process

This guide provides additional information to support the successful completion of the process and report of the *Quality Improvement Plan*.

1. **Step One: Self Assessment**

Assessment of program implementation, performance and compliance is the first step in the quality improvement process. This process reviews specific criteria and measures found in the *Monitoring and Quality Improvement* tool (QIP).

Figure 2: Self Assessment Process

* Begin the process by identifying key staff, program leaders and other stakeholders who should be involved in this initial self assessment.
* Schedule a series of meetings to complete the self assessment.
* Provide this team with information and tools, including:
* Program Goals from the grant application;
* Current documentation and data related to the goals, which could include assessment data, attendance records, and survey responses; and,
* *Monitoring and Quality Improvement Tool (MQI)*
* Meet to review, discuss, and score the criteria in the *Monitoring and Quality Improvement Tool (*MQI). Be sure to review data and documentation to support your scoring of criteria. For example:

*Example: Indicator A.6 the grantee is addressing the transportation needs of children as described in the original grant application (or approved amendments).*

*Step 1. Identify from the original grant application how transportation will be provided. In this case, the example will be: “The Center will provide daily transportation home for all students attending the afterschool program.”*

*Step 2. Identify current transportation patterns. Sample questions to ask include:*

* + - *Is transportation provided on a daily basis to all students?*
    - *How many students are taking advantage of the transportation? Why or why not?*
    - *Does program staff hear information from students or parents about transportation needs?*

*Step 3. Is data indicating that the Center is meeting the expectations described in the grant?*

* *If yes, use data as evidence towards meeting the indicator.*
* *If no, use data to determine alternative solutions, or basis for addressing needs.*
* Analyze the scoring recorded on the MQI.

Step 1: Identify those areas of strength. Do you observe any pattern amongst those criteria that scored “Compliant?”

Step 2: Identify those areas that need improvement.

Step 3: Do you identify any common clusters or patterns? Are there several criteria that require “quality improvement" in the same area, for example in Programming or Operations or Evaluation? Do you recognize any root causes? As a result of the analysis, you may find that several criteria with low scores could be corrected by a coordinated action.

* Select and prioritize 4-5 criteria from those that have been identified for quality improvement. During the first year of the grant the focus is on

Section I: Compliance. Any criterion scored at less than compliant should be included. If there are 5 or more criteria scored below compliance, select the 5 that have priority status. If less than 5, include those Section I items and then add items from other sections, for a maximum of 5 total. For years 2-4 of the grant select the 4-5 criteria in need of improvement from the entire MQI.

1. **Develop a Plan**

Develop acomprehensive project plan that addresses each of the priority criteria that were identified during the self assessment.

Figure 2: Project Plan Components

* Summarize your findings:
* Re-state the MQI criteria that were selected as priorities
* Provide a narrative description of the problem for each criterion based upon reference to the data and documentation that supports your conclusions.
* Develop a plan of action that is based on data and research based best practice.
* Propose a specific set of activities or strategies that, in your best judgment, will resolve the problems that are identified.
* Provide specific references to data, policies and procedures, and evidence based research.
  + The federal 21st CCLC department provides a technical assistance website (Y4Y.ed.gov) that provides professional development courses and a “Learn More Library” with research, media and web based resources for the following areas:
    - Project Based Learning
    - Aligning with the School Day
    - STEM
    - Strengthening Partnerships
    - Family Involvement

Additional resources on this website include the SEDL AfterSchool Toolkit, Programming Tools, and Lesson plans & Activities (select the Resources tab)

* Discuss the feasibility of proposed actions, including resources, time required, and staff expertise.
* Identify who is responsible for implementation.
* Provide a timeline for implementation.
* Identify the measures used to assess the success of the proposed action.

There are a number of sources of data to be considered when conducting a self-assessment and plan for improvement. Potential sources of data include:

* Academic Indicators
  + Colorado Student Assessment Program (CSAP)
  + All subject areas appropriate for each grade
  + Breakdown by race/ethnicity, special education, low income, English Language Learner (includes separating by Non-English proficient, limited English proficient, and fluent English proficient), gender, and Title I for each grade and subject area
  + District/School Assessments
  + Colorado Basic Literacy Act (CBLA) Body of Evidence
  + Attendance Rates
  + Suspension/Expulsion Rates
* Other indicators
  + District/School Climate indicators
  + Parent Involvement and/or Engagement (participation rates, volunteer rates, in-kind contributions)
  + Parent/Community Satisfaction (surveys, focus groups, staff reports)
  + Staff Quality/Engagement/Satisfaction (surveys, evaluations, participation rates, observations, focus groups, parent surveys, annual reviews)
  + Depth and Quality of Relationship with Program Partners (surveys, meeting participation, in-kind contributions, parent feedback)
  + Youth Engagement indicators (surveys, participation rates, enrollment rates, staff reports)

Complete the Quality Improvement Plan (QIP) report using the forms in the Appendix. Submit the completed report to CDE 21st CCLC by the announced deadline. CDE 21st CCLC staff review and approve the QIP plans; plans may also be returned for revision. Revisions must be completed by assigned deadlines.

1. **Implementation**

Once your Quality Improvement Plan is approved by CDE 21st CCLC staff, begin implementing your Plan. Maintain documentation of implementation for the next site monitoring visit.

1. **Evaluation**

Based upon the completion date in your timeline, evaluate the effectiveness of your Quality Improvement Plan. Maintain documentation of the evaluation for the next site monitoring visit.

We invite your feedback to improve this tool. This resource has recently gone through revisions to better support the Colorado subgrantees. Your feedback, along with new research and developments in the out of school time field, will continue to inform CDE-21st CCLC efforts to provide the necessary tools to support quality 21st CCLC Programs.

Please contact Tom Denning, 21st CCLC State Coordinator ([denning\_t@cde.state.co.us](mailto:denning_t@cde.state.co.us)).

**Appendix A**

**QIP Reporting Forms**

After completing the quality improvement self-assessment process, submit the QIP report using the following forms.

* QIP Cover sheet (one copy)
* Priority Criteria and Action Plan (complete and submit one copy for each criterion identified for improvement; maximum of 5 pages).

An example is provided in Appendix B. This is intended to demonstrate the detail required for each criterion. It is not intended to represent the “approved” resolution or action for a specific criterion.

Submit the QIP report electronically to: Tom Denning, 21st CCLC State Coordinator ([denning\_t@cde.state.co.us](mailto:denning_t@cde.state.co.us)).

**Quality**

**Improvement Tool**

QIP Coversheet

|  |  |
| --- | --- |
| Program name, eligible school, district: |  |
|  |  |
| Program Director (name): |  |
|  |  |
| Date of Completion of MQI Review: |  |
|  |  |
| Name(s) of individual(s) completing MQI review with titles/relation to grant: |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Signature for completed QIP report  (chair of review group): |  |
| Printed name: |  |
| Title: |  |
| Date: |  |
| Contact information: |  |

|  |  |
| --- | --- |
|  | **Quality Improvement Plan: Action Item** |
| **Identify One Priority Criterion**  **(Use Criterion #, e.g. a4, and restate the criterion in full)** |  |
| **Provide a brief discussion of the problem(s) found**  **2**  (include reference to data and/or **documents)** |  |
| **Describe the specific action steps**  **3**  (activities, strategies) that will resolve the identified problem(s)) |  |
| **Identify the data, policies and procedures, and/or research that supports these steps**  **4** |  |
| **Discuss the feasibility of proposed actions, including resources, time required, and staff expertise.** |  |
| **Identify who is responsible for implementation.** |  |
| **Provide a timeline for implementation with specific benchmarks and dates.** |  |
| **Identify the measures used to assess the success of the proposed action.** |  |

**Appendix B**

QIP Reporting Forms: Examples

The following example is intended to demonstrate the detail required for each criterion. It is not intended to represent the “approved” resolution or action for a specific criterion.

|  |  |
| --- | --- |
|  | **Quality Improvement Plan: Action Item (EXAMPLE)** |
| **Priority Criterion**  **(Use Criterion #, e.g. a4, and restate the criterion in full)** | A.5. The grantee is implementing the parent/family programming or activities described in the original grant application (or approved amendments). |
| **Provide a brief discussion of the problem(s) found**  **2**  (include reference to data and/or **documents)** | The original grant included GED classes, computer café, and parenting classes for parent of student participants. Programs were advertised by flyers. Attendance ranged from 3-8 for GED and parenting. The computer café was not regularly attended, sometime no one at all. |
| **Describe the specific action steps**  **3**  (activities, strategies) that will resolve the identified problem(s)) | Review programming to better align with grant goals and to meet parent/family identified needs  Begin w/ PD for staff to increase professional knowledge: Complete y4y.ed.gov course on family Involvement to focus on strengthening interaction w/ families, selecting activities that engage families, and exploring how to target hard to reach families.  Establish a written review and implementation plan based on research base of Y4Y course. |
| **Identify the data, policies and procedures, and/or research that supports these steps**  **4** | SEDL (2008) *After School, Family and Community* ; Afterschool Alliance (2008),*Afterschool: Supporting Family Involvement in Schools*  Other Y4Y.ed.gov, family involvement, Learning library resources  Surveys and discussion/focus groups with families. |
| **Discuss the feasibility of proposed actions, including resources, time required, and staff expertise.** | Will require regularly scheduled staff PD time, establishment of a staff project team with advisors (parents, district family liaison).  Staff expertise: can build but also use community/district specialist (may require stipend)  PD and planning 1 semester. First stage implementation second semester. Full program implementation following year. |
| **Identify who is responsible for implementation.** | Project Director will facilitate PD and establishment of staff project team. Staff project team is responsible for developing a plan in consultation with parents, other specialists. |
| **Provide a timeline for implementation with specific benchmarks and dates.** | Month 1 (due 2/28/12): Completion of 4 modules in y4y Parent Involvement Training. Project director uses PD to observe and recruit staff for project team.  Month 2-4 (begin 3/1/12): Project team meets every other week, with assigned tasks for in between weeks. Reviews additional research and resources on Y4Y site/Parent Involvement Course. Conducts formal and informal surveys about parent/family interests . . . Identify practices to offer and/or expand. Build programming based in the following areas: *developing their own skills and talents, engaging in fun and educational activities with their children, participating in running afterschool programs, and connecting with schools and with community resources* (from Y4Y.ed.gov*).*  Month 4 (due 6/15/: Plan 2-3 specific programming activities for following semester, including an outreach plan. Identify other providers that the program can tie into (e.g. migrant education, McKinney-Vento homeless education)  Months 5-11 (summer school time frame or fall semester based upon input from parents): offer programming.  Review programming. Revise. full programming with offering in each of the following categories: *developing their own skills and talents, engaging in fun and educational activities with their children, participating in running afterschool programs, and connecting with schools and with community resources* (from Y4Y.ed.gov*).* |
| **Identify the measures used to assess the success of the proposed action.** | 1. Staff completion of PD/attendance. 2. Establishment of project team/meeting agenda and minutes. 3. Development of initial programming/schedule, resources and partners identified, outreach plan. 4. Summative participant evaluation of activity (at end of each program activity series). 5. Informal, formative evaluation steps during programming to assist with strengthening programming (attendance, discussion/informal conversations with participants, input from parent advisors). |