

CIPAS: A Model for After School Program Self Assessment and Program Improvement

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History

- Originally developed by the National Community Education Association (NCEA)
- Contained 7 program assessment rubrics (program administration, financing, family and community relations, and more)
- April 2005, WI DPI and 80 directors of programs developed 8 additional rubrics to address program elements such as math and literacy programming

Original Implementation Process

- November 2005, select sites piloted the rubrics resulting in some refinements
- Spring 2006, select sites piloted the assessment and were visited by mentors to evaluate the results
- The pilot resulted in another adjustment to the rubrics and mentoring model

Implementation Process Continued

- 2007, DPI entered into a contract with the University of Wisconsin-Milwaukee (UW-M) to evaluate and refine the process
- 2007 Learning Point Associates (LPA) with funding from the W.T. Grant Foundation begins Part 1 of a comprehensive study of the tool and process
- UW-M revised the rubrics using research based strategies for effective afterschool programs, resulting in 21 rubrics, guide to rubrics, and mentor model

Implementation Process Continued

- 12 school and community based afterschool programs were trained in using CIPAS
- Fall 2007, coaches were introduced to the process and a coaching guide developed
- Spring 2008 Coaching model is further refined
- LPA begins Part 2 of pilot study

How it Works

- Programs recruit a team and are trained in the CIPAS process
- Program teams include program directors, staff, school principals, and other appropriate program stakeholders
- Teams jointly apply the rubrics in the initial assessment and collect evidence to justify the ratings
- Teams draft a report and submit to their assigned coach

How it Works

- Coaches meet with the teams to review the results and develop a comprehensive action plan to address areas identified for improvement
- Coaches work closely with the teams to apply the action plan

The Coaches

- In partnership with the Cooperative Education Services Agency 1 (CESA 1) professionals in the education field are identified and trained to coach the programs with the Critical Friend model
- Coaches include district administrators, retired principals, retired teachers, etc

Coach Characteristics

- Professionals in the education field
- Coach use the “Critical Friend” model
 - Coach shares goal of program improvement
 - Does not judge the program or validate evidence of program performance
 - Provides an outside perspective
- Knowledge of strategic planning and best practices for afterschool
- Coaches on strategies and resources to improve program delivery and performance

The Tool

- 8 Administration rubrics
 - Program goals, management, sustainability, policy & advocacy, financing, staff capacity & development, research & evaluation, and resources
- 7 Programming rubrics
 - Homework & academic support, literacy, math, social studies/science, health & safety, arts, and recreation

The Tool Continued

- 3 Supportive Environment rubrics
 - Youth engagement, youth leadership, and program climate
- 3 Partnership rubrics
 - Community, schools, and families
- 4-point rating scale from “basic” to “exemplary”

Self-Assessment Report

- Summary of ratings for each rubric level
- Compilation of supporting evidence
 - Documents-physical evidence of a rubric level element
 - Narratives-an explanation of systems, policies or practices where physical evidence is not available
 - Both documents and narratives

The Action Plan

- It should...
 - Identify 3-4 priority rubric areas that reflect the consensus of the team
 - Have clear objectives and action steps
 - Contain action steps that result in program improvement
 - Assign roles to individual team members
 - Include a timeline for completion

Program Perspective

Youth Net

Continuous Improvement for After School Programs (CIPAS)

Why We Chose to Do It?

- Research Based
- Program Improvement
- Accountability to Ourselves, Funders, and Participants
- Better Outcomes
- Validity
- Expanded Opportunities

Center for Community Outreach



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Program Perspective

Youth Net

Continuous Improvement for After School Programs (CIPAS)

How Did It Challenge Us?

- **Taking a Risk**
- Forced Us to Objectively Look At the Program
- Developing a Diverse Team
- Time Commitment
 - * Scheduling
 - * Documentation
 - * Doing Daily Work
 - * Follow-up Work
 - * Continue Process

Program Perspective


Youth Net

Continuous Improvement for After School Programs (CIPAS)

How Did It Help Us?

- Recognize what we are doing well.
- Establish priorities.
- Develop action plan/move into the future.
- Provided framework to mobilize staff efforts.
- Good communication tool.
- Prepares us to provide technical assistance in Marshfield Clinic Service Area. [Outreach Plan]

Center for Community Outreach

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Initial Study Results

- Learning Point Associate conducted an evaluation of the rubrics in 07-08
- Rubrics were measured against the Youth Program Quality Assessment (YPQA) and LPA developed survey
- The rubrics were deemed a valid instrument for measuring quality
- The rubrics assessing youth engagement were least likely to yield a negative assessment

Initial Study Results

- Rubrics chosen did not necessarily reflect where they rated the poorest
- Administration rubrics were targeted by nearly all of the piloted sites

Where We Are Now

- Further developing the coaching role
- Involved in Phase 2 of the study with LPA and the WT Grant Foundation
- Working with Milwaukee Public Schools to incorporate CIPAS into District Improvement Plan

Thanks

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