Recommendation 1: Survey Site Coordinator Needs and Demographics

Additional Considerations

- This survey would:
  - Gather information about a Site Coordinator's TA needs, including leadership skills, in order for the SSEL to support Site Coordinator growth
  - Gather demographic information about Site Coordinators
  - Provide an adequate sample of sites across the following dimensions (could be done through a stratified sampling method):
    - Each of the regions
    - Rural v. urban
    - Small v. large organizations (count of sites)
  - Possibly include other questions determined at the time
  - Would ask some questions that require a narrative answer (even though this will require more analysis time)
  - Would be short enough to prevent survey fatigue
- In order to ensure an adequate response rate (30-50 surveys per dimension above)
  - The EXLD would hold sites accountable to complete the survey (such as by having the EXLD analysts disseminate the survey at program manager meetings within each region, or similar).
  - It would be clear to programs how taking the survey would benefit them (such as by returning aggregated data to organizations and/or regions, or similar).
- In order to ensure up-to-date data, we recommend this survey be administered periodically such as every two to three years. While a complex project, it is probably the most crucial information needed to make any real effective moves forward with this work in supporting the Site Coordinators.
- The California AfterSchool Network (CAN) survey may be modified/supported to meet this need.
- The EXLD may need to contract with an organization to provide survey administration, analysis, and reporting support, including reporting back to organizations or regions.
- The entity developing and administering the survey may want to work with an advisory group in the initial stages of development and after administration. This may include approximately three sessions: two design sessions and one session on making meaning of the data after initial data analysis.
- Data files should be housed at the EXLD or another organization that can store the data for reference. The report of the findings could be posted in the same place as the competencies (see Recommendation 2a) and disseminated by organizations such as CAN, California School-Age Consortium (CalSAC), ASAPConnect (Afterschool Assistance Providers Connect), Partnership for Children and Youth (PCY), and the EXLD.
- Ideally the data is reported through an online dashboard where it is filterable by the predetermined dimensions and geographies. This should include feedback loops:

Recommendation 1: Survey Site Coordinator Needs and Demographics

- A comment feature on the dashboard where viewers provide feedback or requests for future data collection and identify how they are using the data or what they need it for.
- Data is in some way distributed back to the participating programs.

Recommendation 2a: Identify and Define Site Coordinator Leadership Competencies

Recommendation

Clearly identify a set of leadership competencies for EXLP Site Coordinators that are defined in context to that role. This should be done by a workgroup/committee that includes Site Coordinators and program managers.

Rationale

The desired Leadership Competencies that are foundational to be an effective EXLP Site Coordinator would be the starting point and basis from which a Site Coordinator would be selected to be hired, initially trained, and then continuously professionally developed to reach their full potential and advance quality programs. Once a Site Coordinator becomes proficient in those determined competencies, they will model CQI in their own development that will then empower them to best serve and support their students and achieve all desired and expected outcomes.

Resources

- Employment Development Department – To look for relative and/or equivalent job competencies.
- Rancho Santiago Community College District - Orange County Teacher Pathway Partnership- "Preparing Future Educators: Identifying Necessary Soft Skills Development".
- ASAP Core Competencies
- Information and feedback from Regions that are already using the ASAP Connect/Technical Assistance for Program Effectiveness (TAPE)[12] Core Competencies and data from the completed core competency surveys
- CalSAC LDI - evaluation report https://www.calsac.org/approach-to-leadership-development
- The Bridgespan Groups "A Framework for Great Nonprofit Leadership"
- Additional leadership development programs that focus on site coordinators
- Additional leadership development frameworks that focus on principals (a group with comparable leadership competency needs) such as:
    - How Leadership Influences Student Learning (2004: Wallace Foundation commissioned study)
    - Preparing School Leaders (2007: Wallace Foundation, WestED, Stanford)
    - KIPP Leadership Framework and Competency Model
    - Others (Public Profit has additional if more are needed)

Category

[12] California Core Competencies for Before/After School Professionals- a comprehensive list of skills/knowledge and associated levels required for Grant Managers, Program Directors, Site Coordinators, and Frontline Staff: http://www.asapconnect.org/tape/

Recommendation 2a: Identify and Define Site Coordinator Leadership Competencies

- TA
- PD

Targeted Audience

- Human Resources Departments within the Expanded Learning field
- PD and TA Providers
- Direct Supervisors of Site Coordinators
- Site Coordinators
- CAN Site Coordinator Workgroup
- All stakeholders disseminate

Suggested Timeline

- To begin in FY 18–19 Q1

This is a foundational recommendation for implementation of Recommendation 2b.

Additional Considerations

- This recommendation raised these questions:
  - Once the competencies are identified, whose role is it to coach and add to the skill set, mind-set, and tool kit of the expanded learning Site Coordinators?
  - What is the method of assessment to determine Site Coordinator proficiency competency that they needed to bolster or were lacking?
  - Will there be a competency progression at each level (recruitment, training)?
- These questions are addressed by Recommendations 2b and 3 below.
- This should this be housed by a centralized location (same place as products of other recommendations are housed; that combines flexibility and permanence; ease of access; has visibility, easily updated) and that entity should be responsible for a website.

Recommendation 2b: Prioritize and Map the Incremental Steps for Competency Trainings and Development

Recommendation

Once the Site Coordinator competencies are selected (Recommendation 2a), Site Coordinator competencies should be prioritized and then intentionally mapped into a developmental progression to attain proficiency in those competencies. This will assure that the training and development plan for a Site Coordinator is a scaffolded continuum that incorporates clear expectations and measures of performance that builds upon the individual needs of Site Coordinators.

Rationale