

**Region 11 Frontline Staff Self-Assessment Survey
(Survey Closed 12/4/2018)**

N= 1283	Core Competency Description	Self-Identified CC Level (Mode)	CC Target Level	Difference	Focus (√)
Child and Youth Development					
CYD1	Develops program goals that support the social and emotional development of all students.	2	3	1	
CYD2	Designs lessons/activities aligned with program goals that support the social and emotional development of all students.	2	3	1	
CYD3	Conducts lessons/activities aligned with program goals that support the social and emotional development of all students.	2	1	-1	√
CYD4	Supports positive relationships between adults and students.	1	1	0	
CYD5	Supports positive relationships between students.	1	1	0	
CYD6	Promotes a sense of physical and emotional safety among students at the site.	1	1	0	
CYD7	Promotes a meaningful engagement and leadership of the students.	1	1	0	improved
CYD8	Respects and honors cultural and human diversity among students.	1	2	1	
CYD9	Has an understanding of child and youth development principles.	1	2	1	
Families and Communities					
FC1	Informs, shares information, and collaborates with students' families.	2	2	0	
FC2	Advocates for individual students' needs, providing referral information when appropriate.	2	3	1	
FC3	Has a working knowledge of and abilities to use resources within the broader community.	2	3	1	

Curriculum and Learning Environment					
CLE1	Creates and ensures an ongoing program environment that is student-centered.	2	2	0	
CLE2	Communicates, shares information, and collaborates with school district administrative staff.	2	3	1	
CLE3	Communicates, shares information, and collaborates with school site administrators and instructional day staff.	2	2	0	
CLE4	Develops program goals that ensure the academic success of all students.	2	3	1	
CLE5	Designs or selects lessons/activities aligned with program goals that ensure the academic success of all students.	2	3	1	
CLE6	Conducts lessons/activities aligned with program goals that ensure the academic success of all students.	2	1	-1	√
CLE7	Designs activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.	2	3	1	
CLE8	Conducts activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.	2	2	0	
CLE9	Uses strategies to promote student learning.	2	2	0	
Health and Safe Environment (HSE)					
HSE1	Ensures the health and safety of students.	1	2	1	
HSE2	Follows safety and emergency procedures.	1	2	1	
HSE3	Maintains accurate program records and follows reporting procedures.	1	2	1	
HSE4	Ensures that the program incorporates activities to promote physical fitness and health.	1	2	1	

Professionalism (P)					
P1	Strives for self-improvement including knowledge and skill development.	1	2	1	
P2	Demonstrates a positive work and team ethic.	1	2	1	
P3	Communicates with staff and stakeholders.	1	2	1	
Program Management (PM)					
PM1	Manages program staff.	Not Applicable to Frontline Staff			
PM2	Promotes the professional growth and development of staff.	Not Applicable to Frontline Staff			
PM3	Engages and supports staff in the implementation of program activities to achieve program goals.	Not Applicable to Frontline Staff			
PM4	Gathers, reviews, and uses program data for timely program improvement.	2	3	1	
PM5	Understands and complies with the federal and state mandates for before and/or after school programs.	2	3	1	
PM6	Uses a variety of tools, documents, and resources that impact before and/or after school program quality and compliance (e.g., California Quality Self-Assessment Tool (QSAT), Categorical Program Monitoring (CPM), grant assurances).	2	3	1	
PM7	Manages fiscal resources, financial and other program records at the program or site level.	4	3	-1	√

KEY:

1-Mastery-the ability to teach or demonstrate to others

2-Application-can demonstrate by action, ongoing work

3-Awareness-general knowledge

4-Not Applicable

**Region 11 Site Coordinators Self-Assessment Survey
(Survey Closed 12/4/18)**

N=540	Core Competency Description	Self-Identified CC Level (Mode)	CC Target Level	Difference	Focus (√)
Child and Youth Development					
CYD1	Develops program goals that support the social and emotional development of all students.	2	2	0	
CYD2	Designs lessons/activities aligned with program goals that support the social and emotional development of all students.	2	1	-1	√
CYD3	Conducts lessons/activities aligned with program goals that support the social and emotional development of all students.	2	1	-1	√
CYD4	Supports positive relationships between adults and students.	1	1	0	
CYD5	Supports positive relationships between students.	1	1	0	
CYD6	Promotes a sense of physical and emotional safety among students at the site.	1	1	0	
CYD7	Promotes a meaningful engagement and leadership of the students.	1	1	0	
CYD8	Respects and honors cultural and human diversity among students.	1	1	0	
CYD9	Has an understanding of child and youth development principles.	2	1	-1	√
Families and Communities					
FC1	Informs, shares information, and collaborates with students' families.	1	1	0	improved
FC2	Advocates for individual students' needs, providing referral information when appropriate.	2	2	0	
FC3	Has a working knowledge of and abilities to use resources within the broader community.	2	2	0	

Curriculum and Learning Environment					
CLE1	Creates and ensures an ongoing program environment that is student-centered.	2	2	0	
CLE2	Communicates, shares information, and collaborates with school district administrative staff.	2	2	0	
CLE3	Communicates, shares information, and collaborates with school site administrators and instructional day staff.	2	1	-1	√
CLE4	Develops program goals that ensure the academic success of all students.	2	2	0	
CLE5	Designs or selects lessons/activities aligned with program goals that ensure the academic success of all students.	2	1	-1	√
CLE6	Conducts lessons/activities aligned with program goals that ensure the academic success of all students.	2	1	-1	√
CLE7	Designs activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.	2	1	-1	√
CLE8	Conducts activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.	2	1	-1	√
CLE9	Uses strategies to promote student learning.	2	1	-1	√
Health and Safe Environment (HSE)					
HSE1	Ensures the health and safety of students.	1	1	0	
HSE2	Follows safety and emergency procedures.	1	1	0	
HSE3	Maintains accurate program records and follows reporting procedures.	1	2	1	
HSE4	Ensures that the program incorporates activities to promote physical fitness and health.	1	2	1	
Professionalism (P)					
P1	Strives for self-improvement including knowledge and skill development.	2	2	0	
P2	Demonstrates a positive work and team ethic.	1	2	1	
P3	Communicates with staff and stakeholders.	1	2	1	

Program Management (PM)					
PM1	Manages program staff.	1	2	1	
PM2	Promotes the professional growth and development of staff.	2	2	0	
PM3	Engages and supports staff in the implementation of program activities to achieve program goals.	1	2	1	
PM4	Gathers, reviews, and uses program data for timely program improvement.	2	2	0	
PM5	Understands and complies with the federal and state mandates for before and/or after school programs.	2	2	0	
PM6	Uses a variety of tools, documents, and resources that impact before and/or after school program quality and compliance (e.g., California Quality Self-Assessment Tool (QSAT), Categorical Program Monitoring (CPM), grant assurances).	2	2	0	
PM7	Manages fiscal resources, financial and other program records at the program or site level.	2	2	0	

KEY:

1-Mastery-the ability to teach or demonstrate to others

2-Application-can demonstrate by action, ongoing work

3-Awareness-general knowledge

4-Not Applicable

**Region 11 Program Directors Self-Assessment Survey
(Survey Closed 12/4/2018)**

N=58	Core Competency Description	Self-Identified CC Level (Mode)	CC Target Level	Difference	Focus (√)
Child and Youth Development (CYD)					
CYD1	Develops program goals that support the social and emotional development of all students.	2	1	-1	√
CYD2	Designs lessons/activities aligned with program goals that support the social and emotional development of all students.	2	2	0	
CYD3	Conducts lessons/activities aligned with program goals that support the social and emotional development of all students.	2	3	1	
CYD4	Supports positive relationships between adults and students.	1	1	0	
CYD5	Supports positive relationships between students.	1	1	0	
CYD6	Promotes a sense of physical and emotional safety among students at the site.	1	1	0	
CYD7	Promotes a meaningful engagement and leadership of the students.	1	1	0	
CYD8	Respects and honors cultural and human diversity among students.	1	1	0	
CYD9	Has an understanding of child and youth development principles.	1	1	0	
Families and Communities (FC)					
FC1	Informs, shares information, and collaborates with students' families.	1	2	1	
FC2	Advocates for individual students' needs, providing referral information when appropriate.	2	1	-1	√
FC3	Has a working knowledge of and abilities to use resources within the broader community.	2	1	-1	√

Curriculum and Learning Environment (CLE)					
CLE1	Creates and ensures an ongoing program environment that is student-centered.	2	1	-1	√
CLE2	Communicates, shares information, and collaborates with school district administrative staff.	1	1	0	no longer focus
CLE3	Communicates, shares information, and collaborates with school site administrators and instructional day staff.	2	1	-1	√
CLE4	Develops program goals that ensure the academic success of all students.	2	1	-1	√
CLE5	Designs or selects lessons/activities aligned with program goals that ensure the academic success of all students.	2	2	0	
CLE6	Conducts lessons/activities aligned with program goals that ensure the academic success of all students.	2	3	1	
CLE7	Designs activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.	2	1	-1	√
CLE8	Conducts activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.	2	2	0	
CLE9	Uses strategies to promote student learning.	2	2	0	
Health and Safe Environment (HSE)					
HSE1	Ensures the health and safety of students.	1	2	1	
HSE2	Follows safety and emergency procedures.	1	2	1	
HSE3	Maintains accurate program records and follows reporting procedures.	1	1	0	
HSE4	Ensures that the program incorporates activities to promote physical fitness and health.	2	2	0	

Professionalism (P)					
P1	Strives for self-improvement including knowledge and skill development.	2	2	0	
P2	Demonstrates a positive work and team ethic.	1	2	1	
P3	Communicates with staff and stakeholders.	1	2	1	
Program Management (PM)					
PM1	Manages program staff.	1	2	1	
PM2	Promotes the professional growth and development of staff.	1	2	1	
PM3	Engages and supports staff in the implementation of program activities to achieve program goals.	1	2	1	
PM4	Gathers, reviews, and uses program data for timely program improvement.	1	1	0	improved
PM5	Understands and complies with the federal and state mandates for before and/or after school programs.	2	1	-1	√
PM6	Uses a variety of tools, documents, and resources that impact before and/or after school program quality and compliance (e.g., California Quality Self-Assessment Tool (QSAT), Categorical Program Monitoring (CPM), grant assurances).	2	1	-1	√
PM7	Manages fiscal resources, financial and other program records at the program or site level.	2	1	-1	√

KEY:

1-Mastery-the ability to teach or demonstrate to others

2-Application-can demonstrate by action, ongoing work

3-Awareness-general knowledge

4-Not Applicable

**Region 11 Grant Managers Self-Assessment Survey
(Survey Closed 12/4/2018)**

N=41	Core Competency Description	Self-Identified CC Level (Mode)	CC Target Level	Difference	Focus (√)
Child and Youth Development					
CYD1	Develops program goals that support the social and emotional development of all students.	2	2	0	
CYD2	Designs lessons/activities aligned with program goals that support the social and emotional development of all students.	Not Applicable			
CYD3	Conducts lessons/activities aligned with program goals that support the social and emotional development of all students.	Not Applicable			
CYD4	Supports positive relationships between adults and students.	1	3	2	
CYD5	Supports positive relationships between students.	2	3	1	
CYD6	Promotes a sense of physical and emotional safety among students at the site.	1	3	2	
CYD7	Promotes a meaningful engagement and leadership of the students.	1	3	2	
CYD8	Respects and honors cultural and human diversity among students.	1	3	2	
CYD9	Has an understanding of child and youth development principles.	1	3	2	
Families and Communities					
FC1	Informs, shares information, and collaborates with students' families.	Not Applicable			
FC2	Advocates for individual students' needs, providing referral information when appropriate.	Not Applicable			
FC3	Has a working knowledge of and abilities to use resources within the broader community.	2	1	-1	√

Curriculum and Learning Environment					
CLE1	Creates and ensures an ongoing program environment that is student-centered.	2	1	-1	√
CLE2	Communicates, shares information, and collaborates with school district administrative staff.	2	1	-1	√
CLE3	Communicates, shares information, and collaborates with school site administrators and instructional day staff.	2	3	1	
CLE4	Develops program goals that ensure the academic success of all students.	2	2	0	
CLE5	Designs or selects lessons/activities aligned with program goals that ensure the academic success of all students.	Not Applicable			
CLE6	Conducts lessons/activities aligned with program goals that ensure the academic success of all students.	Not Applicable			
CLE7	Designs activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.	Not Applicable			
CLE8	Conducts activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.	Not Applicable			
CLE9	Uses strategies to promote student learning.	Not Applicable			
Health and Safe Environment (HSE)					
HSE1	Ensures the health and safety of students.	1	2	1	
HSE2	Follows safety and emergency procedures.	1	2	1	
HSE3	Maintains accurate program records and follows reporting procedures.	1	1	0	
HSE4	Ensures that the program incorporates activities to promote physical fitness and health.	2	2	0	

Professionalism (P)					
P1	Strives for self-improvement including knowledge and skill development.	2	2	0	
P2	Demonstrates a positive work and team ethic.	1	2	1	
P3	Communicates with staff and stakeholders.	1	3	2	
Program Management (PM)					
PM1	Manages program staff.	2	2	0	
PM2	Promotes the professional growth and development of staff.	2	2	0	
PM3	Engages and supports staff in the implementation of program activities to achieve program goals.	2	2	0	
PM4	Gathers, reviews, and uses program data for timely program improvement.	2	1	-1	√
PM5	Understands and complies with the federal and state mandates for before and/or after school programs.	2	1	-1	√
PM6	Uses a variety of tools, documents, and resources that impact before and/or after school program quality and compliance (e.g., California Quality Self-Assessment Tool (QSAT), Categorical Program Monitoring (CPM), grant assurances).	2	1	-1	√
PM7	Manages fiscal resources, financial and other program records at the program or site level.	2	1	-1	√

KEY:

- 1-Mastery-the ability to teach or demonstrate to others
- 2-Application-can demonstrate by action, ongoing work
- 3-Awareness-general knowledge
- 4-Not Applicable

2018-19 Region 11: Core Competencies

...a high level overview of findings.

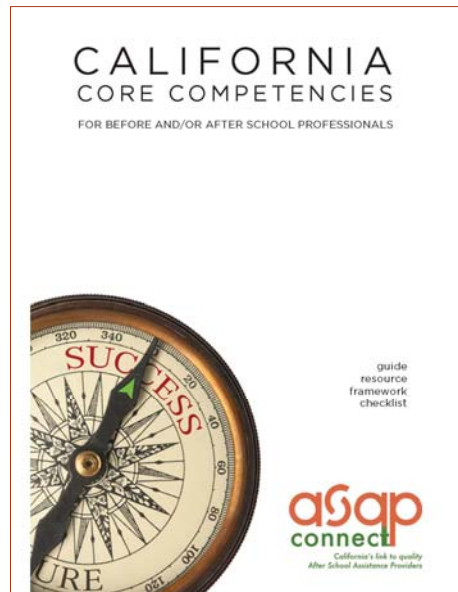
Presented by: Sue Gevedon
Program Activities Specialist
January 25, 2019
LA County Expanded Learning Advisory Committee Meeting

Four stakeholder groups:

- Grant Manager
- Program Director
- Site Coordinator
- Front Line Staff

Six Categories:

- Child and Youth Development (CYD)
- Families and Community (FC)
- Curriculum and Learning Environment (CLE)
- Healthy and Safe Environment (HSE)
- Professionalism (P)
- Program Management (PM)



http://aspire.lacoe.edu/resource_files/resource_1248_1495484492.pdf

2018-2019 Participation...

Stakeholder Group	Number of Responses
Frontline Staff	1283
Site Coordinators	540
Program Directors	58
Grant Managers	41

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Region 11 Frontline Staff Self-Assessment Survey (Survey Closed 12/4/2018)

How to read
the reports...

1=Mastery
2=Application
3=Awareness
4=N/A

N=1283	Core Competency Description	Self-Identified CC Level (Mode)	CC Target Level	Difference	Focus (√)
Child and Youth Development					
CYD1	Develops program goals that support the social and emotional development of all students.	2	3	1	
CYD2	Designs lessons/activities aligned with program goals that support the social and emotional development of all students.	2	3	1	
CYD3	Conducts lessons/activities aligned with program goals that support the social and emotional development of all students.	2	1	-1	√
CYD4	Supports positive relationships between adults and students.	1	1	0	
CYD5	Supports positive relationships between students.	1	1	0	
CYD7	Promotes a meaningful engagement and leadership of the students.	2	1	-1	√

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Skill Levels

- 1 = MASTERY OF SKILL (How do I teach others?) refers to the Competency Indicators in which before and/or after school program stakeholders **consistently demonstrate expertise**. The **ability to teach and demonstrate to peers** is a hallmark of the Mastery level.
- 2 = APPLICATION OF SKILL (How do I do it?) refers to Competency Indicators that comprise a stakeholder's **ongoing work**. These competencies are essential to their job and require deeper knowledge than awareness. **They are demonstrated by action**. They are acquired through ongoing professional development and on the job work experience.
- 3 = AWARENESS (What is it?) refers to Competency Indicators where **general information or a basic level of information** is sufficient for a stakeholder. The stakeholder can describe the skills associated with the competency in general terms. It is worthwhile for the stakeholder to be familiar with the knowledge underlying the competency but deeper knowledge and application are not essential to his/her job
- 4 = N/A (NOT APPLICABLE) refers to Competency Indicators that, given the diversity of the before and/or after school program field, **may not apply** to some.

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Child and Youth Development

	Core Competency Description	Front Line	Site Coord	Program Director	Grant Manger
CYD1	Develops program goals that support the social and emotional development of all students.			√	
CYD2	Designs lessons/activities aligned with program goals that support the social and emotional development of all students.		√		N/A
CYD3	Conducts lessons/activities aligned with program goals that support the social and emotional development of all students.	√	√		N/A
CYD4	Supports positive relationships between adults and students.				

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Child and Youth Development – continued

	Core Competency Description	Front Line	Site Coord	Program Director	Grant Manger
CYD5	Supports positive relationships between students.				
CYD6	Promotes a sense of physical and emotional safety among students at the site.				
CYD7	Promotes a meaningful engagement and leadership of the students.	improved			
CYD8	Respects and honors cultural and human diversity among students				
CYD9	Has an understanding of child and youth development principles.		√		

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FAMILY AND COMMUNITIES

	Core Competency Description	Front Line	Site Coord	Program Director	Grant Manger
FC1	Informs, shares information, and collaborates with students' families.		Improved		N/A
FC2	Advocates for individual students' needs, providing referral information when appropriate.			√	N/A
FC3	Has a working knowledge of and abilities to use resources within the broader community.			√	√

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CURRICULUM AND LEARNING ENVIRONMENT

	Core Competency Description	Front Line	Site Coord	Program Director	Grant Manger
CLE1	Creates and ensures an ongoing program environment that is student-centered.			√	√
CLE2	Communicates, shares information, and collaborates with school district administrative staff.			Improved	√
CLE3	Communicates, shares information, and collaborates with school site administrators and instructional day staff.		√	√	
CLE4	Develops program goals that ensure the academic success of all students.			√	

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CURRICULUM AND LEARNING ENVIRONMENT-Con't

	Core Competency Description	Front Line	Site Coord	Program Director	Grant Manger
CLE5	Designs or selects lessons/activities aligned with program goals that ensure the academic success of all students.		√		N/A
CLE6	Conducts lessons/activities aligned with program goals that ensure the academic success of all students.	√	√		N/A
CLE7	Designs activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.		√	√	N/A
CLE8	Conducts activities that expand the students' knowledge and understanding of their own immediate community and the larger global community.		√		N/A
CLE9	Uses strategies to promote student learning.		√		N/A

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HEALTH AND SAFE ENVIRONMENT

	Core Competency Description	Front Line	Site Coord	Program Director	Grant Manger
HSE1	Ensures the health and safety of students.				
HSE2	Follows safety and emergency procedures.				
HSE3	Maintains accurate program records and follows reporting procedures.				
HSE4	Ensures that the program incorporates activities to promote physical fitness and health.				

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PROFESSIONALISM

	Core Competency Description	Front Line	Site Coord	Program Director	Grant Manger
P1	Strives for self-improvement including knowledge and skill development.				
P2	Demonstrates a positive work and team ethic.				
P3	Communicates with staff and stakeholders.				

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PROGRAM MANAGEMENT

	Core Competency Description	Front Line	Site Coord	Program Director	Grant Manger
PM1	Manages program staff.	N/A			
PM2	Promotes the professional growth and development of staff.	N/A			
PM3	Engages and supports staff in the implementation of program activities to achieve program goals.	N/A			
PM4	Gathers, reviews, and uses program data for timely program improvement.			improved	√

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PROGRAM MANAGEMENT-Continued

	Core Competency Description	Front Line	Site Coord	Program Director	Grant Manger
PM5	Understands and complies with the federal and state mandates for before and/or after school programs.			√	√
PM6	Uses a variety of tools, documents, and resources that impact before and/or after school program quality and compliance (e.g., California Quality Self-Assessment Tool (QSAT), Categorical Program Monitoring (CPM), grant assurances).			√	√
PM7	Manages fiscal resources, financial and other program records at the program or site level.	√		√	√

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WHAT HAS CHANGED FROM LAST YEAR

	Core Competency Description	Frontline Staff	Site Coords	Program Director
	<u>CHILD AND YOUTH DEVELOPMENT</u>			
CYD7	Promotes a meaningful engagement and leadership of the students.	Improved	Improved	Improved
	<u>CURRICULUM AND LEARNING ENVIORNMENT</u>			
CLE2	Communicates, shares information, and collaborates with school district administrative staff.		Improved	
FC1	Informs, shares information, and collaborates with students' families.		Improved	
PM 4	Gathers, reviews, and uses program data for timely program improvement.			Improved

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COMPARISON WITH INDIVIDUAL REPORTS

	Core Competency Description	Collective	CBO 1	CBO 2	District
CYD1	Develops program goals that support the social and emotional development of all students.				
CYD2	Designs lessons/activities aligned with program goals that support the social and emotional development of all students.				
CYD3	Conducts lessons/activities aligned with program goals that support the social and emotional development of all students.	√	√	√	√
CYD4	Supports positive relationships between adults and students.		√		√

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COMPARISON WITH INDIVIDUAL REPORTS – con't

	Core Competency Description	Collective	CBO 1	CBO 2	District
CYD5	Supports positive relationships between students.				
CYD6	Promotes a sense of physical and emotional safety among students at the site.		√		√
CYD7	Promotes a meaningful engagement and leadership of the students.	improved	√	√	√
CYD8	Respects and honors cultural and human diversity among students				
CYD9	Has an understanding of child and youth development principles.				

Where can I find this report?

The four stakeholder group survey reports and the power point presentation can be found at the following Dropbox link:

<https://www.dropbox.com/s/qfcxi4wqsw0sjvs/2019%20Core%20Competency%20presentation%20-%20advisory%20mtg%20Jan%202019.pptx?dl=0>

