**VOLUNTARY QUALITY STANDARDS TRAINING SESSION FACILITATION GUIDE**

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| **Meeting Goals** | 1. Attendees will be able to identify the benefits of adopting quality standards for their local network.​
2. Attendees will be able to use the quality standards to support collective and individual program improvement efforts.​
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| **Facilitation Considerations** | This facilitation guide assumes that the training session will run for two hours and feature 25-30 attendees. The training session may be adjusted as needed by increasing time (as less time will likely be insufficient to introduce attendees to the Voluntary Quality Standards) or tweaking the learning activities to suit the attendees. In addition, this session may be run virtually using breakout rooms and jamboards (or shared Google Slides) for small groups to work together even if they are not physically proximate. The session has an established flow that begins with the establishment of a need for or benefit from the introduction of the Voluntary Quality Standards before introducing the standards themselves. Then there are a series of group learning activities in which attendees may learn how to read the standards and how to assess out-of-school time programs using the standards. Finally, attendees will conclude with an activity or discussion about how the standards will be used locally. |
| **Materials**  | * Voluntary Quality Standards Training Session Slideshow
* Chart Paper
* Assorted and Multi-Colored Markers
* Voluntary Quality Standards One-Pager
* Voluntary Quality Standards
* Post-It Notes
* Off-the-Clock Kids Case Study
* Post-Session Survey
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| **Time** | **Agenda Item** | **Facilitation Notes** | **Materials** |
| 10 min | Welcome and Purpose Setting | * The facilitator will welcome attendees and prompt them to introduce themselves to the group:​
	+ Sharing of names, roles, and organizations​
	+ Welcoming question (e.g., background photo on your phone, favorite children’s book, etc.)​
* The facilitator will introduce the following goals for the training session:​
	+ Attendees will be able to identify the benefits of adopting quality standards for their local network.​
	+ Attendees will be able to use the quality standards to support collective and individual program improvement efforts.​
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| 15 min | Discussion about the Benefits of Quality Standards | * The facilitator will introduce the concept of quality standards and provide attendees with private think time to identify some potential benefits of quality standards for out-of-school time providers.​ The list will potentially include the use of the standards to:
	+ Engage in self-assessment
	+ Increase enrollment, attendance, and retention
	+ Align with providers locally or regionally across Tennessee
	+ Set goals for improvement
	+ Collect data and communicate impact
	+ Secure funding
* Attendees will engage in a turn-and-talk with their neighbor to share their thinking.​
* The facilitator will use a whip-around protocol (i.e., partners share their ideas one-by-one around the room quickly) to collect ideas from partners until there are no new ideas remaining. The facilitator will chart these ideas on a public record and ask attendees to identify any themes that emerge from the responses.​
 | * Chart paper
* Marker
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| 15 min | Introduction to Voluntary Quality Standards | * The facilitator will introduce attendees to the voluntary quality standards developed by TAN and share the one-pager featuring all of the standards.
	+ The facilitator will share a capsule history of the standards.​
	+ The facilitator will provide an overview of the 6 domains of the standards and then the individual standards within each domain.​
	+ The facilitator will explain the structure of the rubric for each standard.​
	+ The facilitator will discuss local use of the standards (e.g., fidelity vs. flexibility, focus standards, logistics of implementation).
* The facilitator will pause to take questions from attendees.​
 | * Voluntary Quality Standards One-Pager
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| 35 min | Voluntary Quality Standards Rubric Gallery Walk | * The facilitator will divide the attendees into small groups and provide them each with a standard and its rubric. (If there are not enough people for 19 groups, the facilitator will create as many groups as possible with 3-4 people in each group. Un-assigned standards will simply be posted without accompanying group interpretation.)​
* Groups will affix their assigned standard and rubric to a piece of chart paper and analyze the rubric. They will discuss the standard using a Notice and Wonder protocol with the facilitator providing timekeeping.​
* Following their discussion, the groups will use art supplies to design a creative accompaniment to the rubric of the standard (e.g., pictures or poems).​
* Once group complete their interpretation of their assigned standard, they will participate in a gallery walk during which they use post-it notes to write their noticings and wonderings at each standard. ​
 | * Copies of Voluntary Quality Standards (1 standard per group)
* Chart Paper
* Markers
* Post-It Notes
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| 25 min | Voluntary Quality Standards Case Studies | * The facilitator will introduce a fictional out-of-school time program named Off-the-Clock Kids and direct attendees to read a case study related to the program’s implementation of standard 1 within the Relationships domain or standard 5 within the Programming domain of the Voluntary Quality Standards.
* In small groups, attendees will discuss how Off-the-Clock Kids meets or does not meet indicators associated with the standard before assigning it a numerical score of 1, 2, 3, or 4 for the relevant standard. Then the group should make recommendations about specific actions Off-the-Clock Kids can take to improve its quality with regard to the relevant standard.
* The facilitator will invite a representative for each small group to share their group’s assessment and recommendations.
* Then the facilitator should lead a whole group discussion about how they were able to use the standards for the benefit of the Off-the-Clock Kids program, taking care to connect the discussion to the earlier activity in which attendees identified benefits of the Voluntary Quality Standards.
 | * Copies of Off-the-Clock Kids Case Study (1 per attendee)
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| 15 min | Application of Voluntary Quality Standards | * The facilitator should use this time to support or guide implementation of the Voluntary Quality Standards at the local level.
* This activity should be focused on how the standards will be used locally. It may consist of identification of focus standards for future professional learning, completion of a self-assessment to guide and measure implementation, or simply a discussion about next steps.
 | * TBD
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| 5 min | Closing | * The facilitator will thank attendees for their active participation and direct attendees to complete a survey providing feedback about the training session.​
* The facilitator should collect any questions, comments, or requests for further support as necessary.
 | * Survey (created by the facilitator)
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