



Reaching the **WHOLE CHILD**

COMPASS CONVENING SERIES

DYCD | **NYC**

The Department of Youth & Community Development

Reaching the Whole Child



Every young person in a COMPASS program deserves to feel safe, supported, and able to grow.

This convening is for the leaders responsible for building organizations that make that possible.

Reaching the Whole Child

- Build genuine understanding of the three priority areas in the new COMPASS RFP: **Mental Health Infrastructure**, **SEL Implementation**, and **Inclusion and Accessibility**
- Create space for EDs and PDs to **assess where their organizations stand** across all three areas: what they know, what they have in place, and what they need to build
- Solicit **candid feedback from the field** that will directly inform how TA providers design ongoing capacity-building support
- Understand and catalog the **distinct needs** of new providers launching COMPASS for the first time, organizations scaling to additional sites, and established providers navigating new requirements
- **Open the door to the peer learning and TA relationships** that will carry leaders through implementation

Reaching the Whole Child

By the end of the week, we hope to support you by...

- ☐ Improving your understanding across the key areas (MH, SEL, and Inclusion and Accessibility)
- ☐ Improving your understanding of the requirements for your specific organization
- ☐ Providing clarification on at least one concrete next step for your organization
- ☐ Providing clarification on where to focus given competing priorities
- ☐ Connecting you with your peers
- ☐ Introducing our plan for ongoing capacity building support and how to access it
- ☐ Hearing your feedback to best support you beyond this week's convening

Leading COMPASS through Observation Data



Building Roles, Routines, and Data Flow



Leading COMPASS through Observation Data

By the end of this session, you will leave with a **Program Observation Plan** that:

- Aligns to positive youth development best practices
- Adjusts to your organization's COMPASS readiness
- Outlines roles, timelines, and coverage

Leading COMPASS through Observation Data

- Introduction
- Quality in Youth Programs
- System Scan
- Observer Roles, Coverage, Evidence
- Data Path and Leadership
- Pressure Test // Checklist
- Closing



8RES works to strengthen and empower leaders.

We collaborate to answer the toughest questions and solve big problems by blending academic rigor and practical experience. 8RES guides organizational improvement that is intentional, effective, and enduring.



INTRODUCTION



INTRODUCTION

HOUSEKEEPING



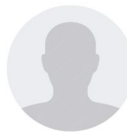
Listen carefully to what is being said.



Mute unless you're speaking. One mic.



We invite you to participate in reflections, discussion, groups. If you can, take part in the session.



It's nice to see you. If possible, show your face!

INTRODUCTION

ICEBREAKER

A horizontal teal brushstroke underline.

Think of something you do (or have done) exceptionally well.

Why?

How did you get to the point you could do it well?

Take 30 seconds to reflect.

INTRODUCTION

ICEBREAKER

Think of something you do (or have done) exceptionally well.

Why?

How did you get to the point you could do it well?

SHARE

Leading COMPASS through Observation Data

- Introduction
- Quality in Youth Programs

High Quality Program Basics

High-quality programs don't happen because a tool exists.
Or just because someone is hard working and clever.
They don't just happen.

QUALITY IS LEARNED AND PRACTICED!

High Quality Program Basics

Positive Youth Development

What are observable practices or indicators that demonstrate a high-quality program?

Reflect and enter your responses into the chat.

High Quality Program Basics

What are the
observable practices or
indicators that
demonstrate a high-
quality program?

High Quality Program Basics

Are there other COMPASS considerations?

Anything specific to your program/organization that you would look for?

High Quality Program Basics

Look at the Quality Factors handout.

Select one program quality practice and write down what you would want to see "on the ground" from staff? What would you want to see from youth?

High Quality Program Basics

DYCD is developing their COMPASS Assessment and review the tool before any site visits. There will, most likely, be a rollout and training in September.

Regardless of what DYCD focuses on, regularly assessing and improving PYD in your program can only improve your program quality and increase the likelihood of positive reviews from DYCD.

Leading COMPASS through Observation Data

- Introduction
- Quality in Youth Programs
- System Scan

Quality Observations, Quality Programs

After you have determined what you are looking for, a system is needed to ensure cycles of intentional learning and program improvement are happening.

Leaders must determine the key system elements. There are 5:

1. Standards
2. Coverage
3. Data Flow
4. Review Cadence
5. Coaching and Action

1. Standards

What observers look for and how evidence is defined.

This is your tool/rubric that defines what quality is and what it looks like “on the ground” for youth and staff.

2. Coverage

Who observes whom, how often, and on what schedule. We will work through a template to identify coverage.

3. Data Flow

A horizontal teal brushstroke underline.

Where observation findings go after observations and who receives them.

4. Review Cadence

When and how observation data is reviewed.

5. Feedback and Action

How feedback gets back to staff and leads to improvement.

Quick Scan

Where does your current observation system have gaps?

Quick Scan

What is your highest-risk gap? That should be your first priority.

Role Clarity. Primary and backup observers are named for each observation.

Observation Frequency. A schedule exists and is followed.

Tool Use. An approved observation tool is used with a shared understanding of quality.

Data Entry. Observation findings are accurately entered into the system in timely way.

Leadership Review. Observation results reach the right staff regularly and according to the plan.

Staff Feedback. Observers review specific, evidence-based feedback to staff and generate improvement plans.

Follow-Up. Coaching and action is provided based on action plan to convert observation into improvement.

Leading COMPASS through Observation Data

- Introduction
- Quality in Youth Programs
- System Scan
- Roles, Coverage, Evidence

Building a Coverage Plan

Begin focusing on a single site to get the hang of the planning.

PROGRAM	SITE	PRIMARY OBSERVER	BACKUP OBSERVER	FREQUENCY	OBSERVATION PRIORITY

Building a Coverage Plan

SHARED EVIDENCE

Observation systems break down when quality is interpreted differently. How can you ensure that multiple observers see the programs in the same way? Try the following with a single observation area.

- Norm with a shared example

- Double score a small sample

- Hold short post-observation debriefs

- Develop/Use clear scoring anchors/rubrics

- Require evidence for ratings (observer documents exactly what they heard/saw)

Building a Coverage Plan

REALITY CHECK

Consider, after first round, whether specific staff or activities need more frequent observation.

Think of this as a pilot. You're testing something out and getting the hang of it. What does a realistic schedule look like given other demands?

Consider only focusing on a single program area at a time, this will make the observations shorter and clearer, in terms of improvement.

Leading COMPASS through Observation Data

- Introduction
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- Observer Roles, Coverage, Evidence
- **Data Path and Leadership**

Where the Data Goes

WHO SEES THE DATA? WHEN

Who is responsible for data entry, and what is the deadline after each observation?

Which existing meeting/s will observation data be reviewed in? Who sets the agenda?

What are the standing questions leadership asks every review cycle?

Coach to Action

Observations don't improve programs. Feedback does.

Who gives feedback after each observation?

Is it always the observer, or does the feedback loop involve a supervisor?

Within what timeframe is feedback delivered?

Best practice: within 48 hours of the observation. What is your commitment?

In what format is feedback given?

Brief written summary? One-on-one conversation? Structured coaching form?

How is follow-up tracked?

Where is it documented that coaching happened and what was committed to?

Coach to Action

PREPARING FOR THE DEBRIEF

After an observation is completed, utilize the information on the tool to prepare for the discussion.

It should not be the intent to bring the observation tool to the coaching meeting, but rather to use it to help the coach do the following:

1. Prioritize a narrow area of focus.
2. Prepare reflective questions to guide the conversation.
3. Plan how to support implementation of specific suggestions.

Coach to Action

DEVELOPING A PLAN FOR IMPROVEMENT

1. Prioritize a narrow area of focus

- It is motivating to achieve a specific goal in a short period of time.
- Consider the clarity of evidence collected, facilitator's current skill level and the likelihood of driving improvement in multiple areas.
- The focus area may or may not be the lowest rated, but should be an area where a SMART action step can build up to impacting the lowest rated.

Coach to Action

DEVELOPING A PLAN FOR IMPROVEMENT

2. Prepare reflective questions to guide the conversation

- Examples

- What's another way you might...?

- What would it look like if...?

- What do you think would happen if...?

- What sort of impact do you think...?

- How did you decide...?

- What criteria do you use to...?

- What might you see happening in the room if...?

Coach to Action

DEVELOPING A PLAN FOR IMPROVEMENT

3. Plan how to support implementation of specific suggestions.

Prior to the debrief, consider specific action steps and how you can support the instructor to implement them.

Action Steps are:

Measureable

Bite-sized

Precise

Data & Goal Driven

Outcome Oriented

Sample Action Steps:

- Clearly state instructions. Have youth repeat in their own words.
- Develop procedures; write and rehearse minute-by-minute prior to the session.
- Narrate the positive. Describe what youth are doing well, not what they are doing wrong.
- Use a strong yet warm voice. Establish authority.
- Establish the right session objective. Write precise learning objectives in the lesson plan.
- Encourage critical thinking by asking open ended questions about the objective. Practice developing open-ended questions and get feedback from peers.
- Encourage youth engagement by sitting in a circle shape.

Coach to Action

DEVELOPING A PLAN FOR IMPROVEMENT Ways to Increase Receptivity

Start with goals and agenda. “I want to point out some things that went well, go over areas I think we can work on, and see how I can help you try some new ideas.”

Ask what the staff thought went well. This signals interest in their views.

Avoid accusatory language. Instead of “What you didn’t do was...” try “What you can also do in that situation is...”

Use plural forms. Instead of “Why did you do X” try “What might be some of the reasons you did X?”

Use positive suppositions. “Based on your past successful experience...”

Shift the focus to youth. Instead of “Your lesson objective needs a clear outcome” say “The youth seemed to have difficulty saying what they would be able to do”

Consider seating arrangements. Sitting across from staff may imply confrontation. Sitting side-by-side can enhance the sense of collaboration.

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- **Pressure Test // Checklist**

Pressure Test

Scenarios

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An observer documents excellent youth-staff interaction at Site A. How does the finding reach leadership? How does the staff member hear about it?

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An observer documents excellent youth-staff interaction at Site A. How does the finding reach leadership? How does the staff member hear about it?

An observer documents a serious supervision gap — youth left unattended for several minutes. What happens in the next 24 hours? Who is notified?

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An observer documents a serious supervision gap — youth left unattended for several minutes. What happens in the next 24 hours? Who is notified?

At the end of the first quarter, leadership reviews strong-looking observation scores across sites but finds vague evidence, inconsistent scoring between observers, and staff concerns about fairness, raising the question of whether the data can be trusted for coaching, reporting, or quality improvement.

PRESSURE TEST / CHECKLIST

Checklist



Complete the Checklist and Reflect on your Next Steps

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Closing

Remember:

- The goal is not a perfect observation system immediately. Start small with something critical!
- Test the system in the first 30 days. Revise it based on what you learn.

What is your next step in standing up program observations at your COMPASS site?



THANKS!

Survey Link

CLOSING