

Quality Committee Call—3.5.2013

Introductions

- Facilitators: Katie & Diego

Norms of conference calls

- Use mute button or *6=mute, *7=unmute
- Don't use hold (we can hear the hold music)
- Utilize raise hand function or use chat box for questions

Update on Quality Standards Work Group Progress

- What is the Work Group?
 - The goal is to develop **recommendations** of the CDE's After School Division to clearly defined quality standards.
- Role of the Quality Committee:
 - To support the development of the **recommendations** to CDE's After School Division for clearly defined quality standards of expanded learning programs.
 - To all CDE grantees—the hope is that they are useful to all OST programs.
 - This is a sub-group of system of support implementation team: goal 1.1
- Timeline:
 - Deadline: June 14, 2013
 - 2 in person Work Group meetings
 - 3 Work Group phone calls
 - 3 Quality Committee calls
- Opportunities for input
 - Quality Committee calls
 - 3/5, 1-3pm
 - 4/17, 12-2pm
 - 5/24, 10-12pm
 - BOOST Conference workshop
 - 5/4 Morning Workshop
 - On-line at CAN
 - Visit the website at: www.afterschoolnetwork.org
 - Reflect on the working titles and standards—respond in a survey type format—for those who are unable to attend the calls or face-to-face meetings.
- Dissemination of Updates
 - Statewide Organizations
 - CAN, CASRC, ASAPconnect, CalSAC, Partnership of Children and Youth, Learning in Afterschool and Summer (LIAS)
 - Others?
 - Regional Leads
 - To disseminate the information to grantees and contractors.
 - Given that these are the three arenas for input, there is a concern because a lot of people will not be able to attend the BOOST workshop and are also unable to go online and provide feedback.
 - What else is there? Is there a possibility to create an additional arena where we could have conversations and discussions with

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people and think together as a group about the work group recommendations? Are we financially able to do this? Travel possibly required for reaching out and coordinating these efforts.

- Suggestions:
 - Schedule more call-in sessions to get more people involved in the conversation
 - Schedule calls at a time when after school professionals are able to attend, currently they are scheduled when many people in the field are working with kids
- Resolution: We currently do not have the time or resources to do a “roadshow” type of communication/discussion to those out in the field
- There is another call with the Work Group members scheduled next week (3/11) to get more input.
 - We will be thinking of putting in more call-ins and give more options after the update is out to those involved.
- Want to reach out to more members, not just quality committee members
 - We need through the work group members—they are supposed to be reaching out with the updates to let people know if they want to be on the call and give input through the quality committee calls they have to sign up and attend the committee meeting calls. This call was scheduled quickly after the work group meeting.
- Meeting 1: Process/Product
 - Review definition and purpose of the quality standards
 - Discussed after school quality standards report
 - Consensus workshop to draft “broad titles”
 - Question asked: What should the quality standards include?
 - Definition:
 - Describe high levels of performance of program at the point of service and in program management
 - Align with ASD expanded learning vision
 - Apply to CDE grantees; useful for the expanded learning field in general
 - Short, simple and descriptive
 - Purpose:
 - A guide:
 - To set clear expectations for all stakeholders
 - For the after school division’s decision-making
 - For program providers to assess and improve
 - For parents and youth to identify quality
 - For school principals and superintendents to reinforce and advance key priorities
 - To complement other standards in the State of California focused on quality improvement
 - *They are not intended as a compliance tool

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- Additional Parameter
 - Learning In Afterschool and Summer (LIAS) principles
 - Learning that is:
 - Active
 - Meaningful
 - Collaborative
 - Supports Mastery, and
 - Expands Horizons
 - www.learninginafterschool.org
- After School Quality Standards Report
 - 12 sets of standards cities, states and exemplary practices
 - Organized by areas
 - Learning and Activities
 - Human Relationships and Climate
 - Safety, Health and Nutrition
 - Physical Environment
 - Program Administration
 - Detailed by standards

Input on draft quality standards titles

- Broad Titles:
 - What should the quality standards for California include?
 - a. Clear vision and purpose
 - b. Healthy choices and behaviors
 - c. Program management*
 - d. Collaborative relationships
 - e. Youth leadership
 - f. Active and engaged learning
 - g. Continuous quality improvement
 - h. Skill building
 - i. High quality staff *
 - j. Safe and supportive climate
 - Part of the process moving forward is to adjust the titles based on input from committee members then add descriptors and provide detail about what each standard should include.
 - Questions:
 - Which, if any, broad categories of quality are not covered by these titles?
 - What suggestions do you have for modifying the wording or language of the broad titles
 - Within each broad title, what else should be included?
- Discussion:
 - Conversation around creating a “culture” around STEM learning?
 - Talked about specific content area, seeing a lot of types of learning in the titles—no matter what content you are doing, you need to be doing it well in all of these areas. No necessarily being content specific, any content you provide should include these standards.
 - Regardless of the content, it needs to be delivered in a high quality manner. Don’t want to get into the “flavor of month”.

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- Content area vs. best practice
 - Is there any discussion around how to integrate the parents and community members in the after school program?
 - Included in the safety and supportive climate and collaborative relationships
 - Does PD fit into high quality staff bucket?
 - Yes, it includes all processes that are in place in order to have a staff that are skilled and effective in working with young people.
- Broad Titles (detail, not prioritized in order)
 - a. Clear vision and purpose
 - Clear vision for student outcomes
 - Programs have a mission statement
 - *Focus on equity and diversity, as the core of the program culture/mission—not just underserved communities.*
 - *Academic as well as developmental, socio-emotional piece*
 - *Outcomes: how would the outcomes be measured? The need for an evaluation system within each program.*
 - b. Healthy choices and behaviors
 - Supporting and promoting healthy choices and behaviors (nutrition and physical activity)
 - c. Program management*
 - Sustainability and diversified funding
 - Strong program management, including recordkeeping and fiscal
 - *Program planning, developing learning objectives, setting aside the time to plan high quality programs.*
 - d. Collaborative relationships
 - Collaboration with school day personnel
 - Alignment with the school day
 - Collaboration with community
 - Family partnerships
 - *Communication between staff: within line staff and management—healthy communication between the top and in the field within the organization.*
 - *Alignment: not all programs are located in schools; if this is the case the focus should be on engaging and inspiring students in learning that the students would then take with them to their school day. You'll find those students who learn to love learning do better than those who have alternative experiences that are reinforcing what is happening in the school day. Question/concern to this comment: Is inspiring a standard or outcome?*
 - e. Youth leadership
 - Structured opportunities for youth leadership
 - Service learning and youth engagement
 - Student-led inquiry based learning that promotes critical thinking
 - *Ensure youth leadership is coming from all different types of participants—not just those who are leading in the school day, different groups of students get opportunities to lead*

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- *Opportunities for youth to engage in their communities, civic engagement*
- *Authentic youth choice*
- *Youth being involved in decision making—both in program and organization wide*
- f. Active and engaged learning
 - Active learning opportunities for youth
 - Learning is collaborative
 - Learning broadens horizons
 - Meaningful connections of learning to the real work (authentic learning)
 - Activities/projects are relevant to students (culture, interest, needs, meaningful)
- g. Continuous quality improvement
 - Program evaluation and data
 - Program engages in continuous quality improvement
- h. Skill building
 - Staff have high expectations for students
 - Intentionally designed activities that support mastery
 - Development of 21st century skills (common core, technology, career explanation)
- i. High quality staff *
 - Ongoing skill building for staff based on need
 - Well developed staff recruitment, hiring and professional development and evaluation system
 - Ongoing staff evaluation
 - *Staff reflective of the communities and participants in program—based on culture and increased diversity*
 - *Volunteers*
- j. Safe and supportive climate
 - Students are/feel physically and emotionally safe
 - Promote relationships and warm welcoming climates
 - Physical, emotional, mental health, and safety needs are addressed
 - Promotes strong and positive staff and peer relationships
 - Diversity and equity
 - *Youth feeling valued and honored*
 - *Involve and engage students in various diversity and cross cultural skill building—alignment with 21st Century skillset*
- *Should we include equity and diversity bucket rather than just an indicator/detail?*
 - No conversation on matching people based on background but rather bringing different people into the programs to increase diversity—not based on better lesson delivery

Next Steps

- Work group call 3/11—review input
- Work group meeting 4/11—continue defining standards
- Quality committee call 4/17—another round of input