

QUALITY STANDARDS WORKGROUP

MAY 4, 2013

BOOST

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What

should the Quality Standards for expanded learning programs in California include?



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Recommendations for the
California Department of Education
After School Division

Quality Standards Work Group

Definition and Purpose of Quality Standards

The California Department of Education’s program quality standards for expanded learning programs describe high levels of performance of a program at the point of service and in program management.

- The standards align with the After School Division’s expanded learning vision - “California’s Expanded Learning programs are an integral part of young people’s education, engaging them in year-round learning opportunities that prepare them for college, career, and life.”
- They are intended to apply to CDE grantees and to be useful to the expanded learning field in general.
- They are intentionally short, simple and descriptive.
- They include the five LIAS principles - learning is active, collaborative, meaningful, supports mastery, and expands horizons.
- They will inform the work of the ASD’s four strategic initiative teams.

The standards are intended to serve as:

- A framework of clear expectations for all stakeholders.
- A guide to inform the After School Division’s decision-making - in, for example, technical assistance decisions, language in requests for applications, policy and regulatory processes.
- A guide for program providers to assess their own programs in what they are doing well and what needs improvement.
- A guide for parents and youth to identify quality programming.
- A guide for school principals and district superintendents to reinforce and advance key priorities.
- A complement to other standards in the State of California focused on quality improvement— LIAS, Quality Self Assessment Tool, Quality Self Assessment Rubric (ASSETs), Center for Youth Program Quality, etc.
- They are not intended as a compliance tool.

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Recommended Standards for After School Programs

DRAFT 4.0

Safe and supportive climate

The program provides a safe and nurturing environment that supports the developmental, emotional and mental health needs of all students.

Active and engaged learning

Program design and youth activities reflect active, meaningful, and engaging learning methods that expand student horizons.

Skill building

The program maintains high expectations for all students, intentionally links program goals and curricula with development of 21st-century skills and designs activities to help students achieve mastery.

Healthy choices and behaviors

The program provides all students with the opportunity to learn about and practice healthy eating and physical activity in an environment that supports a healthy life style.

Collaborative relationships

The program intentionally builds and leverages collaborative relationships among internal and external stakeholders to achieve program goals.

Continuous quality improvement

The program continuously utilizes a variety of information to improve its outcomes and the quality of its design, activities, and management.

Youth voice and leadership

The program provides and supports intentional opportunities for youth to play a meaningful role in program design and implementation, and sustains youth access to authentic leadership roles.

Quality Staff

The program recruits and retains staff and volunteers who are focused on creating a positive learning environment, and provides on going performance feedback and continuous professional learning experiences.

Program management and sustainability

Program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements and support sustainability.

Clear vision, mission and purpose

The program has clearly defined vision, mission, goals, and measurable outcomes that are shared and supported by stakeholders, and are understood and used by the program at all levels to drive program design, implementation and improvement.

Diversity, Access and Equity

The program policies, procedures and services create an environment that values and embraces diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

Your input is valued and wanted!

Thank you for taking the time to provide input to the draft program quality standards developed by CAN's Work Group on Quality Standards.

The online feedback will be open until May 8, 2013

On-line instrument to gather feedback at:

<http://www.afterschoolnetwork.org/qualitystandards>

Or by scanning QR Code below.

Timeline

Work Group Meeting 1.0	2/25
Quality Committee Call 1.0	3/5
Work Group Conference Call 2.0	3/11
Work Group Meeting 2.0	4/11
Quality Committee 2.0	4/17
Work Group Conference Call 3.0	4/25
BOOST Conference	5/4
Work Group Conference Call 4.0	5/13
Quality Committee Call 3.0	5/24
Final Recommendation to CDE	6/14



SCAN HERE TO
GIVE FEEDBACK!