

**Work Group on Quality Standards (of the CAN Quality Committee)
Update on Progress – April 25, 2013 Conference Call**

This document describes the progress of the Work Group on Quality Standards on a conference call to follow up on the second of two in-person meetings. Input about this information and attachments is welcome through the venues described below.

The Work Group on Quality Standards is a subgroup of the CAN Quality Committee. Its members were selected through an application process. The Work Group will meet from February through June, 2013. The timeline and list of members is available upon request.

- 1) The Work Group had a conference call on April 25, 2013. Participants included:

Mark Attebery
Kathy Lewis
Monroe Howard
Nancy Taylor
Kim Boyer
Mike Snell
Corey Newhouse
Mary Jo Ginty
Sam Piha

Facilitators:
Diego Arancibia
Katie Brackenridge
Syma Solovitch

Observers:
Bruno Marchesi

- 2) The focus of the call was to continue developing the 6 remaining standards to be shared with the field.
- 3) The eleven draft standards – in response to our guiding question: ***What should the Quality Standards for expanded learning programs in California include?*** – are listed below. The Work Group agreed that all of the standards should be considered in the context of the five Learning In After School and Summer principles which clearly communicate how expanded learning programs contribute to children’s learning. These principles are that: learning in after school and summer is *active, collaborative, and meaningful, promotes skill building and expands horizons*. For more information, visit www.learninginafterschool.org.

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.

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.

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.

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.

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

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.

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.

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.

4) The Work Group also drafted the outline for the final report:

A. Introduction

- Brief Description
- Task Assigned
- Work group definition of quality program standards
- How this works fits within overall strategic improvement plan of ASD

B. Methodology and Lessons Learned

- Preliminary research
- Work Group and meeting structure
- Strategies for soliciting feedback
- Lessons learned

C. Recommended Standards for After School Programs

- Context of LIAS principles
- List final set of all standards here

D. Recommended Use of the Standards

E. Recommended Next Steps

5) We agreed on 6 recommendations – in addition to the standards – to include in the report.

These are that the After School Division should:

- Clearly communicate purpose of standards.
- Continue the process of developing “descriptors.”
- Link the standards to existing assessment tools, rather than creating a separate tool for these standards alone.
- Take into consideration that the standards apply to elementary, middle and high school programs, as descriptors and assessment tools are identified.
- Support grantees in using an on-going quality improvement cycle, that involves assessment, planning and implementation of intentional strategies to improve quality.
- Ensure that the standards are incorporated in the work of the Implementation Teams.

These will be more flushed out in the final report.

6) We also discussed our BOOST presentation – 9:30 to 11:30 am on Saturday, May 4. Join us!

7) Upcoming opportunities to provide input include:

- a. BOOST Conference Workshop (5/4 9:30 to 11:30am)
- b. CAN Quality Committee Calls (5/24 10 am to 12 pm) – *open to all - you do not have to be a Quality Committee member*
- c. On-line instrument to gather feedback at <http://www.afterschoolnetwork.org/qualitystandards>