

**Expanded Learning in California  
Grantee Orientation Video  
Quality Standards  
Audio Transcript**

Hello and welcome to the Expanded Learning in California, Grantee Orientation Video on the Quality Standards.

Brought to you by the California Department of Education Expanded Learning Division and California AfterSchool Network.

This video will examine the background and description of the Quality Standards for Expanded Learning in California. How to use the Quality Standards in your Continuous Quality Improvement process. And how to select an assessment tool or instrument to support your Continuous Quality Improvement process.

Let's begin by discussing the development of the Quality Standards for Expanded Learning in California, with Jessica Hay, Program Director for the California AfterSchool Network.

The Quality Standards were created in September 2014. They were created by the field, for the field. In partnership with the California Department of Education, Expanded Learning Division, and the California AfterSchool Network, Quality Committee.

The Quality Committee workgroups did not create the content of the standards in a vacuum. They consulted program quality research and evaluation experts, reviewed a variety of youth program quality standards and assessment tools from across the country as part of their process, and gathered input from stakeholders in California's Expanded Learning field.

Over a two-year period, stakeholders from across the field generated recommendations to the CDE on the content of the Quality Standards. In total, more than 450 stakeholders from the field informed the development of the Quality Standards. These stakeholders included Teachers, Principals, School and District Grantees, Technical Assistance Providers, Program Managers, Frontline Staff, California Department of Education Staff, and most importantly, input from close to 200 Site Coordinators.

Through this process, the Quality Committee's Quality Standards workgroup created the 12 Quality Standards for Expanded Learning, the Standards in Action, and a Crosswalk between the standards and a variety of assessment tools.

On your screen now you will see the covers of the Quality Standards for Expanded Learning and the Crosswalk.

Michael Funk California Department of Education's Expanded Learning Division Director is here to discuss why the Quality Standards for Expanded Learning were developed.

In 2011 Tom Torlakson was elected the State Superintendent of Public Instruction for the State of California. His vision and passion were that the Department and After School Programs across the state, would be high-quality for all kids and so, he charged me with developing a plan and a process where the Department and the whole System of Support in the field in California, could focus on quality. And so we gathered people from across the state, to work on our strategic plan, to work on various elements of the plan, and that is why we worked so hard to make sure we have Quality Standards and have something that all of us can align to a north star to help us understand when we're doing the right thing for children.

What are the Quality Standards for Expanded Learning in California?

So what are the Quality Standards?

The Quality Standards are not a compliance tool. We're not going to show up at your site with a clipboard and a pencil, and grade you, or judge you on how you're doing. These Standards are for you to embrace, for you to call your own, for you to reflect on. They're going to look different from school to school, the program is going to look different by what you choose, but the Quality Standards are your aspirational guideline for what you aspire to achieve, working together as a team.

There are twelve Quality Standards; six Point of Service Quality Standards and six Programmatic Quality Standards.

The Point of Service Quality Standards are:

Safe and Supportive Environments

Active and Engaged Learning

Skill Building

Youth Voice and Leadership

Healthy Choices and Behaviors

Diversity, Access, and Equity

The Programmatic Quality Standards are:

Quality Staff

Clear Vision, Mission, and Purpose

Collaborative Partnerships

Continuous Quality Improvement

Program Management

Sustainability

The Quality Standards describe high levels of program quality.

On your screen is the Healthy Choices and Behaviors standard.

Each standard provides a general description and how the standard looks in action at the Programmatic, Staff, and Student levels. The Programmatic Level describes what a program should look like in practice and the actions Program Leaders can take to create a program design that supports Site Level quality. The Staff Level describes what the staff should be doing each and every day, and the actions staff can take to support site level Program Quality. And the Participant Level describes participant experiences and actions to inform program quality.

While there are 12 Quality Standards they're not meant to be siloed. You can have an activity that's Active in Engaged Learning, showcases Youth Voice and Leadership, and incorporates Healthy Choices and Behaviors all at the same time.

Using the Quality Standards to educate and inform stakeholders.

The Quality Standards are intended to create a framework of clear expectations and a shared vision of quality among multiple stakeholders. The Standards can also be used as a resource to support collaborative efforts for stakeholders that are unfamiliar with After School and Summer Learning programs. For example, if you use the phrase or term after school or summer learning with a potential local business partner, that might invoke an image or feeling of child care or supervised recreation.

In these cases, you can use the Standards to educate and inform those stakeholders that these programs are active places of engaged and meaningful learning, skill building, and leadership development where youth practice healthy choices and behaviors in a safe, supportive environment, for all students.

If a program is attempting to strengthen their partnership with the core instructional day, they might share the Collaborative Partnership section of the Quality Standards with the school Principal and outline that in an effort to improve program quality and meet the quality standards, they'd like to examine this section together and continue to strengthen their partnership.

The Quality Standards can also be used as a way of integrating with other standard areas such as California State Educational Standards, and are an effective way to partner with K-12 stakeholders.

The Quality Standards and the Continuous Quality Improvement Process.

The Quality Standards for Expanded Learning in California were created in September 2014. In that same month, Governor Jerry Brown signed SB 1221 into law, which created a new requirement for after school programs to implement a continuous quality improvement process.

This new requirement can be found in Education Code 8484 (a)(2), which states, Programs shall provide evidence of a data-driven program quality improvement process based on the department's guidance on program quality standards. Simply put, programs must show proof that they are implementing a continuous quality improvement process while actively engaging with the quality standards.

To begin the CQI Process, programs assess their program quality by collecting data from multiple stakeholders using a variety of tools and strategies. It's really important that programs get diverse perspectives in their assessment.

On the screen is a page right out of the Quality Self-Assessment Tool User Guide.

An example of stakeholders to use during this process include; Principals and Teachers, Program Managers and Administrators, Parents, Youth, and K-12 Community Partners. Different tools and strategies for collecting data about program quality can include; surveys, interviews, observations, and also focus groups.

Creating and Using a CQI Plan Aligned with the Quality Standards.

Based on the assessment data collected, programs identify a quality standard to improve on. Programs then create a Program Improvement Plan to focus strategies and direct organizational resources.

Creating a goal that is aligned with the quality standards doesn't have to be difficult, in fact, CDE recommends that you take language directly out of the Standards in Action description when creating your goal for your improvement plan.

Program Improvement Plans are created specifically for each site and are kept on-site for review and reflection. Programs are not required to use this template in implementing a CQI Plan. Remember, the improvement plan you initially create, can be changed or adapted at any time to fit your needs.

While programs are not required to submit improvement plans to CDE in order to meet the requirement for engaging in a CQI Process, grantees are asked to submit data regarding their CQI plans, in an Annual Outcome Based Data Report, each October.

This data informs CDE,

What Quality Standard was identified for improvement?

What phase of the CQI process was the program able to achieve?

What stakeholders were involved in the CQI process?

How has the CQI process helped improve program quality?

The information provided in the data report will let CDE know what sort of technical assistance and additional resources are needed for grantees to be successful.

The Quality Standards were created for you to help you create the best high quality program possible to serve the youth and families in your communities. You are likely doing many of the things outlined in the standards very well.

An Executive Director from the California AfterSchool Network, Jeff Davis, has a special message just for you.

All of us, from the state level to the site level are working to get better at what we do each and every day. Because no matter your role in the Expanded Learning ecosystem, your commitment to quality matters. We have the unique resource of three hours a day and those long summer days to make a profound impact on the children and youth that we serve. Our Expanded Learning programs impacted close to eight hundred and sixty thousand kids last year, and all of those kids deserve our best each and every day. Thank you, for what you do, to serve the children, families, and communities of California.

This video is one of four videos providing information regarding Program Requirements and Expectations. Other Expanded Learning in California topics that you can access include, Grants 101, Federal Program Monitoring, and Continuous Quality Improvement.

Thank you for watching. This video has been brought to you by the California Department of Education, Expanded Learning Division, and the California AfterSchool Network.