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National Level Standards

National level standards are those developed by a national organization and used for either large scale program replication, to influence policy, research and the program quality overall.

Organization	Description	Intended Use	Indicator Categories
National Afterschool Association (formerly NCASA)	<i>The NAA Standards for Quality School-Age Care</i> is based on standards developed jointly by the National Afterschool Association (NAA), formerly the National School-Age Care Alliance, and the National Institute on Out of School Time (NIOST). The NAA Standards are based on ASQ (Advancing School-Age Quality), a self-study guide written by Susan O’Conner from NIOST. These Standards are the foundation for the ARQ System, the basis of the self-study process, and are used to evaluate programs applying for Accreditation.	Intended for out-of-school programs for children and youth between the ages of five and fourteen. These standards are used by NAA endorsers as a checklist during their site visits.	The 144 Standards For Quality School-Age Care are separated into 36 KEYS of quality and organized under six categories: <ul style="list-style-type: none"> • Human Relationships • Indoor Environment • Outdoor Environment • Activities • Safety, Health, and Nutrition • Administration
National Institute on Out-Of-School Time (NIOST)	“Understanding Basic Standards for a Quality Out-of-school Program.” As above these standards are developed with NAA. http://www.niost.org/publications/making_an_impact.html	Intended as a guideline for out of school time programs	<ul style="list-style-type: none"> • Positive Human Relationships • Effective Programming • Appropriate Environments • Strong partnerships with young people, families, schools, and communities • Effective Staff and Administration
National Association of Elementary School Principals (NAESP)	Originated in 1993 and revised in 1999, these standards were developed to provide assistance to principals in planning, administering, and programming for afterschool programs. Includes a checklist for program evaluation and improvement planning.	For use at the school level by K-8 principals and administrators.	<ul style="list-style-type: none"> • Afterschool programs promote knowledge, skills and understanding through enriched learning opportunities that complement the school day. • Actively seeks and promotes the involvement and support of the entire community in program planning and implementation. • Policies and procedures support high quality afterschool programs. • Procedures are in place to ensure the safety and security of children. • The program is supported with adequate financial and material resources. • Afterschool programs are supported by provision of professional development opportunities for staff. • The school supports safe transportation to and from afterschool programs. • School and afterschool staffs demonstrate respect for importance of school and afterschool experiences in children’s development. • The School supports families’ choice of afterschool arrangements by

<p>National Youth Employment Coalition PEPNet</p>	<p>“Criteria for Effective Practices.” These criteria were developed in 1996 by a national working group of youth development practitioners, policy makers, and researchers. http://www.nyec.org/_vti_bin/shtml.exe/EDNet_registration.html</p>	<p>Intended for use in youth development programs by PEPNet to identify effective programs.</p>	<p>communicating and cooperating with community-based programs.</p> <ul style="list-style-type: none"> • Purpose and Activities • Organization and Management • Youth Development • Workforce Development • Evidence of Success
<p>Child Development Institute</p>	<p>SCHOOL-AGE CARE ENVIRONMENT RATING SCALE (SACERS) by Thelma Harms, Ellen Vineberg Jacobs, and Donna Romano. The SACERS is an adaptation of the Early Childhood Environment Rating Scale (ECERS) (Harms & Clifford, 1980) and contains 43 key indicators grouped into 7 categories. http://www.fpg.unc.edu/~ecers/sacersdevelopment_frame.html</p>	<p>SACERS was designed to be used by classroom staff as a self-evaluation, by agency staff in supervision and monitoring, and for researchers who may wish to include a measure of global quality in their school-age child care projects.</p>	<ul style="list-style-type: none"> • Space and Furnishings • Health and Safety • Activities • Interactions • Program Structure • Staff Development • Special Needs

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State Regulations and Quality Indicators for School-Age Programs

Listed below are selected examples of states that have either developed standards, a rating system, or an accreditation process for school age childcare programs most often in conjunction with the state’s child care licensing authority. These regulations can be viewed as a floor to ensure minimum program and safety measures are in place, but with additional quality indicators .

State	Description	Primary Purpose	Indicator Categories
South Carolina	Palmetto STARS—Rating system based on child care licensing regulations but that has a five tiered quality rating system. The fifth tier embraces the standards of the NAEYC and additional criteria have been added. Program largely focuses on early child care but may apply to programs that include school age children.	Used for accrediting child care programs	???
North Carolina	North Carolina has developed a 5 star quality rating system as part of its child care licensing system. In September 2000, the Division of Child Development issued star rated licenses to all eligible Child Care Centers and Family Child Care Homes. One star is achieved by compliance with licensing regulations 2 – 5 start ratings are voluntary. http://ncchildcare.dhhs.state.nc.us/providers/pv_sn2_ov_sr.asp	School-age child care programs K-8	<p>Program Environment</p> <ul style="list-style-type: none"> • Sufficient space for activities • Variety of play materials • Clean and comfortable play area • Number of Staff per Child <p>Interactions Between:</p> <ul style="list-style-type: none"> • Adults and children • Children with other children • Children with activities and materials <p>Education Standards</p> <ul style="list-style-type: none"> • The education and experience levels of the administrator • The number of lead teachers with child care credentials • The number of lead teachers with more early childhood education and experience • The number of teachers with formal education and/or experience
Tennessee	Tennessee’s Star-Quality Initiative. Providers can receive 1, 2 or 3 stars as they meet increasingly higher standards	Standards used to rate programs serving birth to 12 yrs.	<p>Family and Group Homes:</p> <p>The caregiver's training and education Compliance history Parent and family involvement Business management practices Program assessment (on-site observation)</p> <p>Centers:</p> <ul style="list-style-type: none"> • The director's qualifications or experience, education, and training • The education, training, and previous work experience of teaching staff • Compliance history

			<ul style="list-style-type: none"> • Parent and family involvement • Ratios and group sizes • The center's pay and benefit plans for staff • Program assessment (on-site observation)
Missouri	Missouri Accreditation (MOA). A school age care program may reach the highest level of quality in MO by becoming accredited by MOA.	For programs serving birth to age 12	<p>Accreditation involves a thorough evaluation of all aspects of program quality:</p> <ul style="list-style-type: none"> • a safe, healthy environment • a developmentally appropriate and sound program for children • proper class size for age groups • positive relationships between children and staff • sufficient staff-to-child ratios • strong communication between staff and parents • suitable equipment and supplies. <p>Areas which accreditation might cover include:</p> <ul style="list-style-type: none"> • current and developmentally appropriate instructional materials • ample employee qualifications • communication regarding, and genuine concern for, the progress of the child • fair admission policies and practices • negotiating differences between program staff and families • easily understood tuition and refund policies • financial stability and responsibility • an easily understood enrollment agreement
California	Desired Results for Children and Families. Desired results is a comprehensive program evaluation system designed to measure California Department of Education (CDE) funded child development contractor effectiveness. It included standards for literacy, problem solve and math skills.	CDE uses this to monitor funded child care programs.	<ul style="list-style-type: none"> • Children are personally and socially competent. • Children are effective learners. • Children show physical and motor competence. • Children are safe and healthy. • Families support their children's learning and development. • Families achieve their goals.
Alaska	Alaska has included language for school-age child care programs as part of its child care facilities licensing requirements. http://nrc.uchsc.edu/STATES/states.htm		<p>“A facility providing care for school-age children shall provide:</p> <ul style="list-style-type: none"> • a program that supplements rather than duplicates the child's school activities, providing a change of pace and interest between school and the child care program; • freedom appropriate to the age of the child and opportunities for self-reliance and social responsibility; (• opportunities for school-age children to participate in the selection and planning of their own activities; • in centers, separate space, equipment, and supplies for the school-age children.” (<i>Alaska Administrative Code, Chapter 62: Child Care Facilities Licensing, Section 4 AAC 62.420, 12/6/02</i>)

<p>Delaware</p>	<p>Delaware has included language for school-age child care programs as part of its child care facilities licensing requirements.</p> <p>http://nrc.uchsc.edu/STATES/states.htm</p>		<p>“Children shall be given opportunities to experience a diversity of activities within the Center, the Center neighborhood, and the total community.” (<i>Delaware Code, Title 31, Subchapter II, Subsections 341-344, 300d: Child Care Activities, 9/1/1988</i>)</p>
<p>Rhode Island</p>	<p>Rhode Island has included language for school-age child care programs as part of its child care facilities licensing requirements.</p> <p>http://nrc.uchsc.edu/STATES/states.htm</p>		<p>“The program provides enrichment for all areas of a child's development - physical, emotional, social and cognitive.” The regulations offer guidelines in six areas:</p> <ul style="list-style-type: none"> • program, • daily schedule, • program flexibility • developmentally appropriate activities • homework • program planning. (<i>Child Day Care Center, School Age Child Day Care Program Regulations for Licensure, 1993</i>)
<p>South Dakota</p>	<p>South Dakota has included language for school-age child care programs as part of its child care facilities licensing requirements.</p> <p>http://nrc.uchsc.edu/STATES/states.htm</p>	<p style="text-align: center; opacity: 0.5; font-size: 48px;">DRAFT</p>	<p>“Activities must: Foster a positive self-concept and sense of independence; encourage children to think, reason, question and experiment; enhance physical development, academic achievement, cultural enrichment, cooperation, and promotion of a healthy view of competition; ... Encourage awareness of and involvement in the community at large; include ideas and plans for activities suggested by the children in care and their parents.” (<i>South Dakota Administrative Rules, 27 SDR 63, Chapter 67:42:14 – Before and Afterschool Care (2001).67:42:14:15, Center Activities.</i>)</p>
<p>Pennsylvania</p>	<p>Pennsylvania implemented its voluntary four-star child care quality system, Keystone STARS (Standards, Training-Professional Development, Assistance, Resources, and Support), in 2003. Many school/community-based and school/community-administered afterschool programs have opted to seek higher star levels and improve quality. Department of Public Welfare state certification of the School Age Child Care program serves as the foundation on which the STARS program is built. For more information, visit http://www.dpw.state.pa.us/child/childcare/keystonestarchildcare/default.htm</p>		<p>Programs receive support from STARS managers about resources, STARS process, and interpretation of the standards and can also request on site technical assistance. Eligible programs can receive financial awards including support grants, merit awards and education/retention awards for highly qualified staff, to support quality improvement efforts. The afterschool community has participated in STARS implementation discussions to suggest ways the incentive program can align with the unique needs of afterschool programs. Initial steps have focused on training and professional development requirements for school-age staff seeking increasing star levels. For example, if staff work in a program fewer than 500 hours per year, they only have to complete two thirds of the training hours required for those who work full time. Because the system is coordinated by staff who serve in the education department and public welfare department, increased levels of system alignment are anticipated as the program moves forward.</p>
<p>Illinois</p>	<p>Illinois has convened an After-school Initiative Task Force to improve their after-school programs. The Task Force spent considerable time understanding the</p>		<p>The Task Force agreed:</p> <ul style="list-style-type: none"> • Ongoing Staff Training and Development • Safe and Appropriate Program Environment

<p>elements of high-quality out-of-school-time programs. The Task Force explored research and regional and national resources, such as the North Central Regional Educational Laboratory, Forum for Youth Investment, the National School-Age Care Alliance and the National Institute for Out-of-School-Time, and drew upon participants' own program knowledge to develop a set of core elements of quality programs. http://www.icvp.org/downloads/execsumm.pdf</p>		<ul style="list-style-type: none"> • Consistent and Defined Program Management • Sustainability • Transportation • Community Collaboration • Program Monitoring and Evaluation • Family Involvement <p>...are crucial to the effectiveness of out-of-school-time programs. In addition to these core elements, the Task Force agreed that successful programs provide:</p> <ul style="list-style-type: none"> • Academic Enrichment Opportunities • Social-Emotional and Life-Skills-Building • Opportunities and Enrichment Activities • Cultural and Artistic Enrichment • Healthy Lifestyle Promotion • Opportunities to Develop Positive Relationships
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State Self-Assessment Tools for Afterschool Programs

Many states use self-assessments to monitor and improve extended learning programs. These assessments contain standards as the indicators of quality and are used to rate the program as it progresses toward a standard ideal of program quality.

State	Description	Primary Purpose	Indicator Categories
North Carolina	Self-Assessment and Planning for Quality tool developed by		<ul style="list-style-type: none"> Active Engagement of Participants in Learning Balance of Academics and Enrichment Consistent Participant Attendance Dynamic, Qualified, and Caring Staff Participant and Staff Interactions Orderly, Safe, and Healthy Environment Active Family, Community, and School Partnership
South Carolina	Developed by the SC Afterschool Alliance the document “Standards of Excellence in Afterschool” sets standards through an assessment tool to measure degree to which standards are being met.	For use by Afterschool programs for K-8 for continuous improvement	<ul style="list-style-type: none"> Physical Plant Management and Admin. Program Structure/Content Health and Safety Staff qualifications and professional development Evaluation
New York	“Program Quality and Self-Assessment Tool” developed by New York State Afterschool Network (NYSAN).	For all school age afterschool programs. Can be used for planning and continuous improvement	Environment/Climate Administration/Organization Relationships Staffing/Professional Development Programming/Activities Linkages between school day and afterschool Youth Participation and Engagement Parent/Family/Community Partnerships Program Sustainability/Growth Measuring Outcomes/Evaluation
Washington	Developed by Highline Community College ?		Ensure Health and Safe Environment Support each child Development and Implement Program Curriculum Support Families Build Community Support and Resources Develop and support staff Management Support Children’s Success in Learning
Vermont	“Vermont 21 st Community Learning Centers Standards Site Improvement Process” developed by the VT Dept. of Education	Assessment used on 21 st CCLCs and is conducted by 21 st CCLC monitoring and evaluation team during site visit	Program and Need: Program meets needs of students and families. Safety policies are articulated and implemented Programs enhance learning and developmental growth. Management: Leadership, qualified staff and governance Evaluation: objectives are well articulated and realistic, quality data collected to support objectives Sustainability: Plan, Partners and participation of stakeholders

Program Level Assessments

Similar to state assessments described above, there are many assessments developed by programs to assess and improve program quality.

State	Description	Primary Purpose	Indicator Categories
Los Angeles	<p>“Quality Review for Beyond the Bell Partnerships” . This review focuses on measuring how well the partnership works but assesses all program components as well.</p>	<p>Used to evaluate Beyond the Bell Partnerships’ programs</p>	<p>Safety Connection Nutrition Equity in Participation Relationships Participation in Planning Agency Capacity Sustainability Continuous Improvement Collaboration</p>
Boston	<p>Achieve Boston’s Competency Framework. Developed as a framework for program implementation to integrate competencies for both afterschool and youth work.</p>	<p>For use by program staff as a guide for establishing quality programs.</p>	<p>Activities/Curriculum Building Caring Relationships Child and Youth Development Safety/Health/Nutrition Cultural Competence Environment Families and Schools Professionalism Program Management Workers as Community Resources Building Leadership Advocacy</p>
Kansas City	<p>Kansas City Youth Program Standards of Quality Performance were developed by 24 local youth-serving agencies that volunteered their time and best thinking to the project in the winter of the year 2000. The process was facilitated by YouthNet of Greater Kansas City.</p>	<p>For use by all program staff and stakeholders for continuous program improvement</p>	<p>Human Relationships Indoor Environment Outdoor Environment Activities Safety, Health & Nutrition Administration</p>
Baltimore	<p>Standards for Baltimore’s Afterschool Opportunities. These standards of practice and performance were developed by the Safe and Sound Campaign in 1999 using the NCASA standards as a basis, to build capacity, ensure accountability, evaluate results, and link funding to performance. A policy match has been established requiring all newly funded as well as currently-funded after-school/out of school programs (public or non-profit), to comply with Standards for Baltimore Out-of-School Opportunities in Youth Places.</p>	<p>To be used by program staff to conduct programmatic and organizational assessment</p>	<p>Organizational Standards: Human Relationships, Indoor Environment, Outdoor Environment, Safety, Health & Nutrition, Administration, Program Standards: Activities, Cognitive Development, Recreation, Workforce Development, Artistic Development, Civic Development, Open Time</p>

<p>St. Louis</p>	<p>The St. Louis Metropolitan Agenda for Children and Youth, task force on non-school hour programs (Strategy 19 Task Force) in partnership with St. Louis for Kids, developed the Quality Standards for non-school-hour programs. The Standards provide a framework for assessing how well an organization is doing with respect to health and safety, staffing, program activities and administration.</p>	<p>To be used by programs for self assessment and continuous improvement</p>	<p>Basic Minimum Community Standards for Youth Programs Staffing Physical Facility-Space, Safety and Sanitation Developmental Program Offerings Quality Indicators/Self-Assessment Staff-Youth Relationships Developmental Programming Administration of Programs</p>
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Other Program Tools

<p>C. S. Mott Foundation</p>	<p>The C.S. Mott Foundation Committee on After-School Research and Practice, has worked toward developing a framework for afterschool programs that includes recommendations for quality program components. The document is titled <i>Moving Towards Success: A Framework for After-School Programs</i>, (Washington, DC: Collaborative Communications Group, 2005). Available at: http://www.publicengagement.com/Framework</p>	<p style="text-align: center; opacity: 0.5; font-size: 48px;">DRAFT</p>	<p>Underlying the recommendations is a shared understanding of the operational conditions essential to sustain effective afterschool programs to better ensure optimal success:</p> <ul style="list-style-type: none"> • effective partnerships to promote learning and community engagement; • strong program management, including adequate compensation of qualified staff; • qualified afterschool staff and volunteers with regular opportunities for professional development and career advancement; • enriching learning opportunities that complement school-day learning and use project-based learning and exploration to learn new skills and knowledge and that are provided by well-trained staff and volunteers; • linkages between school-day and afterschool staff, including coordinating and maximizing the use of resources and facilities; • appropriate attention to safety, health, and nutrition issues; • strong family involvement in participants’ learning and development; • adequate and sustainable funding; and • evaluation for continuous improvement and assessing program effectiveness.
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