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"This bold initiative provides a road map for improving expanded learning throughout California."

– Tom Torlakson
Superintendent of Public Instruction

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According to the California Department of Education After School Division, "the term Expanded Learning refers to before and after school, summer, intersession learning programs, that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded Learning programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year."[1]

Introduction and Background

The California Department of Education After School Division (CDE-ASD or After School Division) was formed in late 2011, implementing a recommendation from Superintendent of Public Instruction Tom Torlakson's Transition Advisory Team's final report, *A Blueprint for Great Schools*[2]. Since its inception, this new Division has actively engaged multiple stakeholders and practitioners to the state's direction. The Division recently engaged over 100 stakeholders and practitioners in the creation of a new vision and strategic plan for expanded learning in California through 2016. A cornerstone of this strategic plan is new Quality Standards for Expanded Learning Programs. The Quality Standards were developed in two distinct phases (Phase I and Phase II) through a partnership between the After School Division and the California AfterSchool Network Quality Committee.

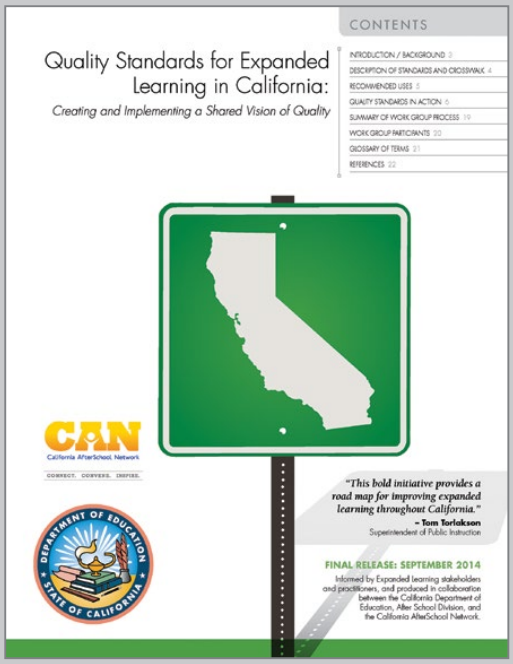
A Vision for Expanded Learning in California

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.[1]

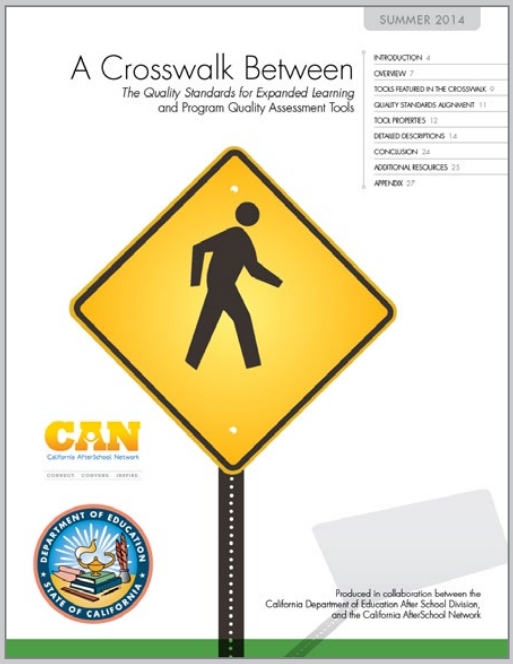


Description of Standards and Crosswalk

The Work Groups on Quality Standards (Phase I and II) created a set of 12 Quality Standards and descriptions of what each Standard should look like in action (Standards in Action). Standards in Action are described at the programmatic, staff, and participant levels. In addition, *A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools (Crosswalk)* was created. This *Crosswalk* outlines a number of available tools that can be used for quality assessment and improvement.



- Outlines California's Quality Standards and what each Standard should look like in action at the programmatic, staff, and participant levels.
- Describes recommended uses of the Standards.



- Outlines multiple quality assessment tools that have significant alignment with the California Quality Standards.
- Provides a detailed description of each tool, its purpose and properties, cost, and training support available.
- Supports programs in the process of continuous improvement.

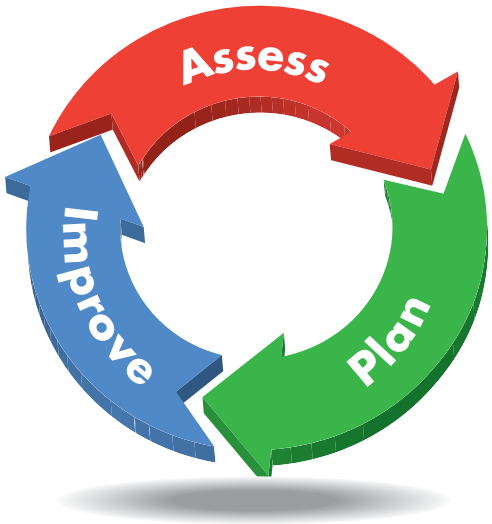
Recommended Uses

The purpose of the Quality Standards is to describe high levels of "Quality" of a program at the programmatic, staff, and participant levels. The quality standards are not intended to serve as a compliance tool, but as the following:

- **A framework** of clear expectations for all stakeholders.
- **A guide** to inform the After School Division's decision-making, e.g., technical assistance decisions, language in requests for application, and policy development.
- **A guide** for program providers to assess their own programs in order to help determine 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, e.g., Learning in After School and Summer, Quality Self-Assessment Tool, Quality Self-Assessment Rubric, Center for Youth Program Quality, etc.

How to use Quality Standards and *Crosswalk* in a continuous improvement process

The Quality Standards are intended to create a framework of clear expectations, and a shared vision of quality among multiple stakeholders. The Standards in Action are intended to provide more detailed information about what the Standards should look like at the programmatic, staff, and student levels. The Quality Standards are a central component of the cycle of quality improvement. They are not assessment or compliance tools, but can be utilized in conjunction with a variety of assessment tools (as outlined in the *Crosswalk*) to plan and assess the quality of expanded learning programs. The *Crosswalk* provides more guidance about the cycle of quality improvement.



Continuous quality improvement cycle

Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

Quality Standards for Expanded Learning Programs

The standards should be considered in the context of the five Learning in After School and Summer Principles[3] which clearly communicate how expanded learning programs contribute to children's learning.

Point-of-Service Quality Standards

Safe and supportive environment

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. Page 7

Active and engaged learning

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. Page 8

Skill building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery. Page 9

Youth voice and leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. Page 10

Healthy choices and behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. Page 11

Diversity, access and equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Page 12

Programmatic Quality Standards

Quality staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. Page 13

Clear vision, mission and purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. Page 14

Collaborative partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. Page 15

Continuous quality improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Page 16

Program management

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. Page 17

Sustainability

The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. Page 18

Safe and Supportive Environment

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

Safe and supportive environment in action

Programmatic Level

- Program directors work closely with school leaders to create school-aligned health and safety procedures for the expanded learning program.
- The program develops policies and procedures to:
  - Clearly communicate health, safety, and behavior procedures with staff, participants, and families.
  - Clearly identify the health and medical needs of participants.
  - Ensure that staff are easily identifiable to participants, families, and other stakeholders (e.g., staff shirts, vests, badges, etc.).
  - Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program.
  - Ensure that staff are trained in safety and first aid.
  - Clearly document and communicate incidents (i.e. written reports and phone records).
  - Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.
- The program connects participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs).

Staff Level



- The staff respectfully welcome and release participants from the program.
- Staff intentionally build and maintain trusting, nurturing, and supportive relationships with participants.
- Staff intentionally identify participant strengths, interests, and learning styles, and encourage participants to develop skills related to their strengths and interests.
- Staff hold participants to high expectations for behavior and achievement by:
  - Actively acknowledging positive behavior and participant accomplishments.
  - Calmly intervening when youth or adults are engaged in physically and/or emotionally unsafe behavior.
- Staff participate in on-going health and safety procedures, trainings, and practice drills with participants.

Participant Level

- Participants and staff share responsibility in building a sense of community and belonging.
- Participants actively co-create behavioral agreements in collaboration with program staff.

Active and Engaged Learning

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

Active and engaged learning in action

Programmatic Level

- The program provides a variety of activities that are hands-on, project-based, and result in a culminating product.
- The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests.

Staff Level

- Staff give participants the experience of learning through multiple senses.
- Staff give participants the opportunity to work in groups that have a clear purpose.
- Staff provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.
- Staff provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also of high interest and relevance to them.



Participant Level

- Participants gather evidence to support their ideas and understand other perspectives.
- Participants use modern technology to support their learning.
- All participants in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another.

Skill Building

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

Skill building in action

Programmatic Level

- The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation.
- The program supports activities in which participants develop and demonstrate 21st century skills.

Staff Level

- Staff select or create projects that relate to young people's lives.
- Staff develop learning goals for each activity and communicate these goals to youth.
- Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.
- Staff use practices that support mastery such as:
  - Providing youth with opportunities to practice skills
  - Sequencing activities to allow participants to build on previously learned skills.
  - Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures
  - Helping youth make links between the activity and their lives outside of the program

Participant Level

- Participants work in groups where they practice skills such as team-building, collaboration, and use of effective communication.
- Participants are involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical-thinking, and information and communications technology).



Youth Voice and Leadership

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

Youth voice and leadership in action

Programmatic Level

- The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies. This includes opportunities that are led by youth.
- The program provides opportunities for participants to actively exercise their leadership skills and address real world problems that they identify in their communities. These are activities that require critical thinking, debate, and action planning.
- The program trains staff to facilitate youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions.

Staff Level

- Staff encourage and engage participants on a regular basis to share their perspectives regarding program design, what they want to learn and the quality of their experience in the program.
- Staff work to recognize the leadership potential in all young people, regardless of their age, and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program.



Participant Level

- Participants engage in authentic and meaningful leadership roles that are supported by staff and celebrated by the program.
- Participants share ownership in the design of program activities.
- Participants take responsibility for completing projects.
- Participants express their opinions and feedback in surveys or group discussions regarding what they want to learn about, what they want to be able to do, and the development of program offerings that respond to their interests.
- Participants reflect on learning experiences (formal and informal) and give their opinion about future learning opportunities.

Healthy Choices and Behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

Healthy choices and behaviors in action

Programmatic Level

- The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.
- The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation.
- The program helps staff promote healthy lifestyles by providing professional development and access to age-appropriate curricula and resources.
- The program incorporates nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, curricula, incentives, etc.).



Staff Level

- Staff provide daily opportunities for participants to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals.
- Staff understand how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional lifestyle.
- Staff model good nutrition and participation in physical activity during the program.

Participant Level

- Participants have a voice and choice in creating and maintaining a healthy culture and environment within their program.
- Participants apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, and community.

Diversity, Access and Equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

Diversity, access, and equity in action

Programmatic Level

- The program actively recruits and hires staff that reflects the community of the students served.
- The program states its explicit commitment to diversity and equity in its outreach materials and/or policies.
- The program is aware of and seeks information and strategies to support all participant needs.
- The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
- The program implements a plan that outreaches to all students at the school site.
- The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

Staff Level

- Staff participate in on-going diversity and sensitivity training.
- Staff adapt activities to accommodate the physical and developmental abilities of all participants, and actively encourage their participation in the program.

Participant Level

- Participants and staff are comfortable sharing, and are given opportunities to share, from their diverse experiences and backgrounds.



Quality Staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

Quality staff in action



Programmatic Level

- The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
- The program provides staff and volunteers with:
  - Clear titles and job descriptions
  - Continuous training and professional development
  - Resources and materials to deliver activities
  - On-the-job coaching
- The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.
- The program supports staff with competitive pay.
- The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.

Staff Level

- Staff demonstrate ability to:
  - Deliver a program that meets grant requirements
  - Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in program planning and activities
  - Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons
  - Welcome and engage volunteers in roles that meaningfully and effectively support student learning
- Staff exhibit:
  - Integrity, professionalism, caring, and competency as a positive role model
  - Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents

Participant Level

- Participants are involved in the staff selection process.
- Participants have trusting and positive relationships with staff.

Clear Vision, Mission and Purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

Clear, vision, mission, and purpose in action

Programmatic Level

- When the program creates its mission, vision, goals, and outcomes, it makes sure all stakeholders participate, including:
  - Youth
  - Families
  - Program staff
  - School site partners
  - Community partners
- The program ensures that its vision and mission complement each other and are reflected in program goals and outcomes.



- The program monitors progress toward its goals and outcomes.
- Based on its vision and mission, the program intentionally aligns goals and outcomes with:
  - Policies and procedures
  - Program plan
  - Budget
  - Staff development
  - Communications and marketing material
- The program informs participants, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program.
- The program regularly communicates, reviews, and makes appropriate changes to goals and outcomes in collaboration with all stakeholders.

Staff Level

- Staff share program's mission, vision, goals, outcomes, and planned activities with families through a variety of strategies (e.g., new family orientations, parent nights, etc.).
- Staff design activities to make progress toward program's goals and outcomes.

Participant Level

- Participants know the goals, and outcomes of the program.
- Participants provide input that is used to impact the program's vision, mission, goals, and outcomes.

Collaborative Partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

Collaborative partnerships in action

Programmatic Level

- The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of communication.
- The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.
- The program actively outreaches and engages potential partners (public and private) in order to sustain program services.
- The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development.
- The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals.
- Decision-making as part of a process of continuous improvement is informed by stakeholders such as:
  - Parents
  - Community partners
  - District leadership
  - County Offices of Education
  - Non-profit organizations
  - Public officials
  - Local businesses
  - Youth
- The program seeks to collaborate with the appropriate school, community, regional, statewide, and national stakeholders in order to leverage resources. Rural and frontier programs may have the necessity to seek resources outside of their community.

Staff Level

- Staff engage, communicate, and connect parents to information and services available to them within their community and school.
- Staff meet regularly, both formally and informally, with partners to discuss data and agree upon program goals and design.
- Staff hold collaborative meetings with both internal and external partners to discuss impact, highlights, and areas of growth.

Participant Level

- Participants share their experiences and feedback about the program to inform program design.



Continuous Quality Improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

Continuous quality improvement in action

Programmatic Level

- The program establishes a clearly defined continuous quality improvement process that:
  - Outlines improvement goals and action steps
  - Includes a timeline with dates for action steps and quality improvement discussions
  - Incorporates feedback from staff, youth, parents, and K-12 partners
  - Describes the information or data needed to assess quality
  - Clearly describes the responsibilities and roles for each person on the improvement team
- The program develops a set of guiding questions that are related to the program design, desired program outcomes, and impact.
- The program creates a plan for how to gather information from multiple sources that will answer the guiding questions and includes:
  - The type of information for each guiding question
  - Whom to collect information from
  - A timeline for collection
- The program establishes a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used.
- The program records and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders.
- The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests their feedback.

Staff Level

- Staff demonstrate their commitment to continuous improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.
- Staff help collect data and are supported in using this data to understand strengths and weakness in programming.
- Staff engage participants in the continuous quality improvement process by regularly soliciting their feedback about program activities.
- Staff share data about the program strengths and challenges with participants, and involve them in program planning and goal setting sessions.
- Staff use outcomes to prioritize future work around program design, professional development, and program practices.

Participant Level

- As age-appropriate, participants are actively engaged in assessing strengths and weaknesses, and provide input for improvement based on quality standards.

Program Management

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

Program management in action

Programmatic Level

- The program creates and annually updates manuals that:
  - Address fiscal management, personnel policies, and program operation
  - Include clearly defined policies, procedures, practices, and staff/partner roles
  - Adhere to federal, state, and local requirements
- The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.
- The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes:
  - Staff job descriptions
  - Lines of supervision
  - Information about who to ask for resources
  - The percentage of direct service and administrative costs that is allocated for each position
- The program has a strong fiscal management system that includes:
  - A well-documented budget with line item expenses and the duration and amount of each revenue source
  - Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year
- The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.
- The program maintains written agreements that define roles and responsibilities of all subcontractors and partners.

Staff Level

- Staff at the program and site level use various well-defined channels of communication, including regular meetings, with all stakeholders.
- Staff at the program and site level keep up-to-date and accessible records on all participants and employees.
- Site coordinators manage site-level budgets, have the flexibility to make site-level decisions about spending, track their expenses using the program's fiscal management system, and have a process for requesting additional funds when needed.
- Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.

Sustainability

The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

Sustainability in action

Programmatic Level:

- The program plans for sustainability in its initial design and evolves its strategies over time.
- The program monitors trends and makes changes in order to adapt to emerging threats, opportunities, and conditions.
- The program communicates its vision and role, and celebrates its impact clearly and regularly across the community and to key stakeholders.
- The program has strong internal systems, with resource development and financial management clearly identified as the responsibility of specific staff members.
- The program secures new resources to maintain a diverse portfolio of sources.
- The program provides staff with an annual overview of the budget and sustainability plan.
- The program meets regularly with a range of public and private partners in order to ensure on-going communication and sharing of resources, as well as a common mission, vision, and goals.

Staff Level

- Staff plan strategically to use current funding efficiently.
- Staff build broad-based community support by providing high-quality programming that is valued by children, families, school, and community.
- Staff cultivate active supporters and honor key champions.

Participant Level:

- Participants are eager and prepared to share their experiences and success with potential supporters and champions.



Summary of Work Group Process

The Work Group on Quality Standards (Phase I) developed 12 Quality Standards for Expanded Learning Programs in California and specific recommendations for Phase II. The Quality Standards Work Group (Phase II) process resulted in the development of Standards in Action at the programmatic, staff, and participant levels, as well as a *Crosswalk* between the Standards and multiple assessment tools. Each phase was informed at multiple instances by public input.

Work Group Process

In the fall of 2012, The California Department of Education After School Division (CDE-ASD) contracted with the California AfterSchool Network (CAN) Quality Committee to recommend a set of clearly defined standards of program quality in California. CAN worked closely with the CDE-ASD (Syma Solovich, CDE, After School Division) and its Quality Committee Co-Chairs (Diego Arancibia, ASAPconnect and Katie Brackenridge, Partnership for Children and Youth) to form the ***Work Group on Quality Standards (Phase I).*** The Work Group, selected through a competitive process, represented a broad and diverse set of stakeholders including program providers, K-12 educators, technical assistance providers, and evaluation experts. The Work Group (Phase I) began their process by reviewing existing quality standards and frameworks. The UC Davis CRESS Center was commissioned to review and summarize after school standards from twelve cities or states.

Based on its analysis of these existing standards and public input, the Work Group (Phase I) recommended eleven key standards of quality. The Work Group (Phase I) submitted their final recommendations to the After School Division in June 2013. Some revisions were made by the After School Division, most significantly the addition of a twelfth standard for Sustainability. The Quality Standards were adopted by the After School Division and released in the winter of 2013.[4]

In early 2014, CAN's Quality Committee created the ***Quality Standards Work Group (Phase II).*** Its charge was to create recommendations for what the approved Quality Standards should look like in action, as well as inform the development of a *Crosswalk* of tools that could be utilized to assess program quality as outlined by the Standards. The Quality Standards Work Group (Phase II) began its work in March 2014. The work group created a draft of Standards in Action based on public input and existing quality frameworks, and then revised this draft multiple times based on public input and suggestions from Work Group members. The Work Group submitted its final recommendations on Standards in Action, as well as the *Crosswalk* to the After School Division, in June 2014.

Public Input Process

Gathering and incorporating public input was an essential step in the process of both work groups. Public input was solicited via online survey and was disseminated by statewide Technical Assistance Providers, including CAN, ASAPconnect, and the Partnership for Children and Youth, as well as Regional Leads. Input was also sought through the facilitation of large groups of stakeholders (i.e. during in-person meetings or conference workshops) addressing the questions outlined in the public input survey. ***In total, over 450 stakeholders informed the development of Quality Standards and Standards in Action over a yearlong process.***

Over 450 responses from the field

- 193 Site Coordinators (oversee single site)
- 85 Program Managers (oversee multiple sites)
- 57 School and/or District Administrators (Grant Managers)
- 29 Front-Line Staff
- 22 CDE Staff Members
- 19 Technical Assistance Providers
- 10 Teachers
- 42 Other

Quality Standards Work Group Chairs

CAN Quality Committee Co-Chairs and Quality Standards Work Group Co-Chairs (Phase I and Phase II)

- Diego Arancibia, ASAPconnect (Phase I and II)
- Katie Brackenridge, Partnership for Children and Youth (Phase I and II)
- Syma Solovich, California Department of Education, After School Division (Tri-chair, Phase I)

Phase I (Developing Quality Standards)

Work Group Members

- Mark Atteberry, Hemet Unified School District
- Kim Boyer, Central Valley Afterschool Foundation
- Mary Jo Ginty, Los Angeles County Office of Education
- Monroe Howard, Sacramento City Unified School District
- Kathy B. Lewis, Center for Collaborative Solutions
- Corey Newhouse, Public Profit
- Sam Piha, Temescal Associates
- Mike Snell, California Teaching Fellows Foundation
- Don Taylor, California Department of Education, After School Division
- Nancy Taylor, San Diego Science Alliance
- Bruno Marchesi, CAN staff support

Special Advisor

- Nicole Yohalem, Forum for Youth Investment

Evaluation Analyst

- Amy Falk Smith, Ph.D, UC Davis CRESS Center, School of Education

Phase II (Developing Standards in Action)

- Roger Adams, Ventura County Office of Education
- Kim Boyer, Central Valley Afterschool Foundation
- Joshua Brady, CDE After School Division
- Tommy Brewer, II, LA's BEST
- Frank Escobar, Visalia Unified School District
- Mary Jo Ginty, Los Angeles County Office of Education
- Keith Herron, Target Excellence
- Melena Kaye, Ukiah Unified School District – Grace Hudson Elementary
- Ian Keiller, A World Fit For Kids
- Patrik Lundh, SRI Education
- Bruno Marchesi, Healthy Behaviors Initiative
- Sam Piha, Temescal Associates
- Jenel Prenovost, THINK Together
- Julie Sesser, Stanislaus County Office of Education
- Harry Talbot, Beyond the Bell – LAUSD
- Mike Snell, California Teaching Fellows Foundation
- Femi Vance, Public Profit
- Jeff Davis, CAN staff support

Glossary of Terms

Accommodate: (see diversity section) To take action with the intent of reasonably meeting the needs of the learner. The term recognizes that all students learn at different rates and in different modalities and that students identified with learning disabilities need additional and intensified, often more frequent supports.

Active: Activities that involve youth doing something through different exposures (ie. seeing, hearing, touching and doing) allowing them to be physically active and/or stimulating their innate curiosity. Being active means youth are physically, emotionally, and intellectually engaged through activities that stimulate their curiosity and internal motivation.

Activities: The things that students engage in that are designed to foster their learning around a particular topic, content area, and/or theme.

Collaboration: The act of working together with others in order to achieve or do something. Collaboration can enhance the quality and sustainability of a program by maximizing financial resources and blending multiple sources of support. For youth, collaboration activities in a program help build team skills and allow for youth to be accountable to each other.[3,5]

Community Partners: Non-profit organizations, faith-based organizations, city or county agencies, individuals, volunteer groups, and businesses that demonstrate commitment to the same or similar mission of the expanded learning program.

Curriculum: Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers/staff teach; the assignments, projects and activities students do; the books, materials, videos, presentations, and readings used; and the assessments, and other methods used to evaluate student learning. An individual teacher or staff person's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course or subject.[6]

Diversity: When something is diverse, it consists of different forms and types. Diversity in the expanded learning world often refers to the varied characteristics of people involved in a program, including for example, variations around race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

Engaging: Learning experiences that tap into a youth's natural curiosity and interest in discovery while at the same time motivating, rather than discouraging their eagerness to try new activities.[7]

English Language Learners (ELL): Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.[6]

Equity: In education, the term equity refers to the principle of fairness. While it is often used interchangeably with the related principle of equality, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It is has been said that "equity is the process; equality is the outcome," given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.[6]

Expands Horizons: Activities that provide learning opportunities that take youth beyond their current experiences. Activities that expand horizons also allow youth to learn new things and discover new opportunities.[7]

Goals: What the program ultimately hopes to achieve.

Learn by doing: Program activities where youth participate in hands-on, project-based learning and where they are actively experiencing something.

Learn through multiple senses: Program activities that allow opportunities for youth to learn through their senses (touch, feel, smell, see, say) as well as through different multiple learning styles (visual/spatial, auditory/musical, verbal/linguistic, physical/kinesthetic, logical/mathematical, inter/intrapersonal).

continued on next page

Glossary (continued)

Meaningful: Program activities that involve youth taking some ownership of the learning topic where the content is relevant to their own interests, experiences, and the world in which they live.[3]

Mission: A statement describing how the organization or group will contribute to the fulfillment of their vision.

Outcomes: A description of progress made toward a program's stated goals at a given point in time.

Project-Based: Activities where youth explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they are studying.[8]

Service-Learning: A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service-learning, young people-from kindergarteners to college students use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform.[9]

Shared accountability: A shared obligation or willingness to accept responsibility for outcomes and consequences (and account for one's actions).

Stakeholders: Those who hold a vested interest in the program. They include anyone who is interested in or will benefit from knowing about the program's progress, such as board members, funders, collaborators, program participants, families, school staff (e.g., teachers, principals, and superintendents), college or university partners, external evaluators, someone from the next school level (e.g., middle school staff for an elementary school-age program), and community partners.

Strategies: Methods used to make progress toward goals, inclusive of activities

Vision: The overarching purpose of the organization, program, or project.

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