

Contributing to the Research

Participation in out-of-school time programming can make a difference in a young person's health and ability to succeed in school and beyond:

Physical Health

- Regular participation in organized activities during the summer has been shown to lower the risk for obesity for youth.
- Obesity rates have been found to be significantly lower for afterschool program participants (21 percent) compared to nonparticipants (33 percent) - controlled for baseline obesity, poverty status, race and ethnicity (2005).²⁰



Contributing to the Research Continued

Academic Success

- Good nutrition is linked to improved student behavior, lower absenteeism and reduced tardiness.¹
- Physical activity can positively affect concentration, memory and classroom behaviors.^{13, 14, 15}

Positive Youth Development

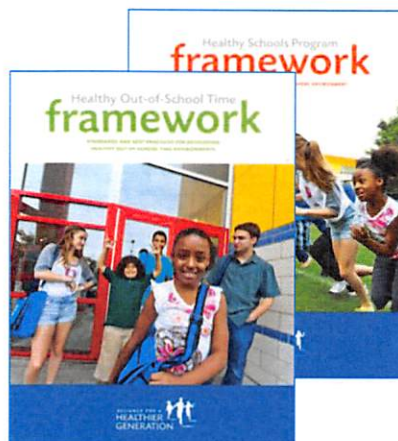
- The benefits of a physically active lifestyle include social and psychological life skills (e.g., interpersonal skills, resistance skills) and improving developmental outcomes such as confidence, self-regulation, character, motivation, and perseverance – All of which make up positive youth development.²³





A Framework for Change

- Outlines best practice guidelines for out-of-school time settings developed by national experts
- Approved by the National AfterSchool Association



Healthy Eating and Physical Activity (HEPA) Standards

Healthy Eating (HE)	Physical Activity (PA)
HE 01. Content and Quality (of foods served)	PA 01. Content and Quality (of physical activity offered)
HE 02. Staff Training	PA 02. Staff Training
HE 03. Nutrition Education Curriculum	PA 03. Social Support
HE 04. Social Support	PA 04. Organizational Support
HE 05. Organizational Support	PA 05. Environmental Support
HE 06. Environmental Support	



Alignment with CDE Standards and new requirements for Continuous Quality 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 review 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, reassess and update the action plan accordingly.

6 QUALITY STANDARDS FOR EXPANDED LEARNING

Quality Standards for Expanded Learning Programs

The standards should be considered in the context of the two [Learning in After School and Summer \(Learners\)](#), which clearly communicate how expanded learning programs contribute to children's learning.

Point-of-Service Quality Standards

- 1 **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](#)
- 2 **Active and engaged learning**
Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. [Page 8](#)
- 3 **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](#)
- 4 **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 students' feedback. [Page 10](#)
- 5 **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](#)
- 6 **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

- 7 **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](#)
- 8 **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](#)
- 9 **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](#)
- 10 **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](#)
- 11 **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](#)
- 12 **Sustainability**
The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. [Page 18](#)

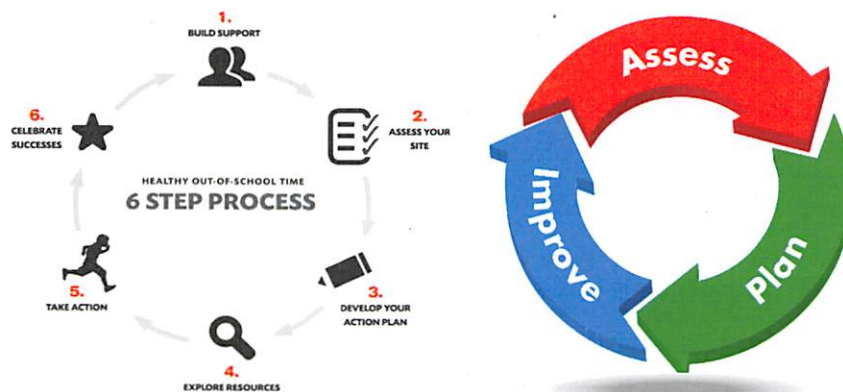


Quality Standards for Expanded Learning Programs



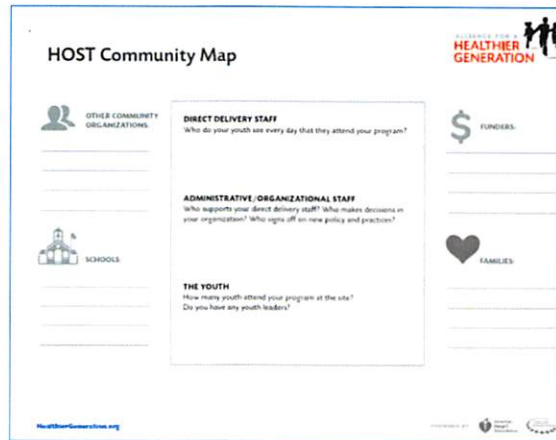
Healthy choices and behaviors

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.



Assess: Step 1 - Build Support

- Establish a Wellness Team for the whole 6 step process.
- Involve multiple stakeholders: youth, parents, community.



The form is titled "HOST Community Map" and is part of the "Alliance for a Healthier Generation" initiative. It is designed to map the support structure for a program. The form includes several sections with icons and questions:

- OTHER COMMUNITY ORGANIZATIONS:** Represented by a group of people icon, with three lines for input.
- SCHOOLS:** Represented by a schoolhouse icon, with three lines for input.
- DIRECT DELIVERY STAFF:** Represented by a person icon, with the question "Who do your youth see every day that they attend your program?" and three lines for input.
- ADMINISTRATIVE, ORGANIZATIONAL STAFF:** Represented by a person icon, with the question "Who supports your direct delivery staff? Who makes decisions on your organization? Who signs off on new policy and practices?" and three lines for input.
- FUNDERS:** Represented by a dollar sign icon, with three lines for input.
- FAMILIES:** Represented by a heart icon, with three lines for input.
- THE YOUTH:** Represented by a person icon, with the question "How many youth attend your program at the site? Do you have any youth leaders?" and three lines for input.

The form also includes the "Alliance for a Healthier Generation" logo in the top right corner and the website "HealthierGeneration.org" in the bottom left corner.



Assess: Step 2 - Assess Your Site

- Assign Wellness Team Members and Fans on HOST website.
- Online Assessment (derived from HOST Framework)
- 11 HEPA standards
- Includes 90+ best practices



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.

HEPA Standards:

- Programmatic Level
- Staff Level
- Participant Level

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<http://host.healthiergeneration.org>

- Meeting the practice
- Not meeting the practice

