



Let's Talk: Out-of-School Time (OST) Programs in a Quality Improvement System

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Host:
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Speakers



Susan
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Monica
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NCASE Goal



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The broad goal of NCASE is to ensure that school-age children in families of low-income have increased access to afterschool and summer learning experiences that contribute to children's overall development and academic achievement.



Presenters



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- Susan O'Connor, NCASE
- Monica Logan, NCASE

Session Goal



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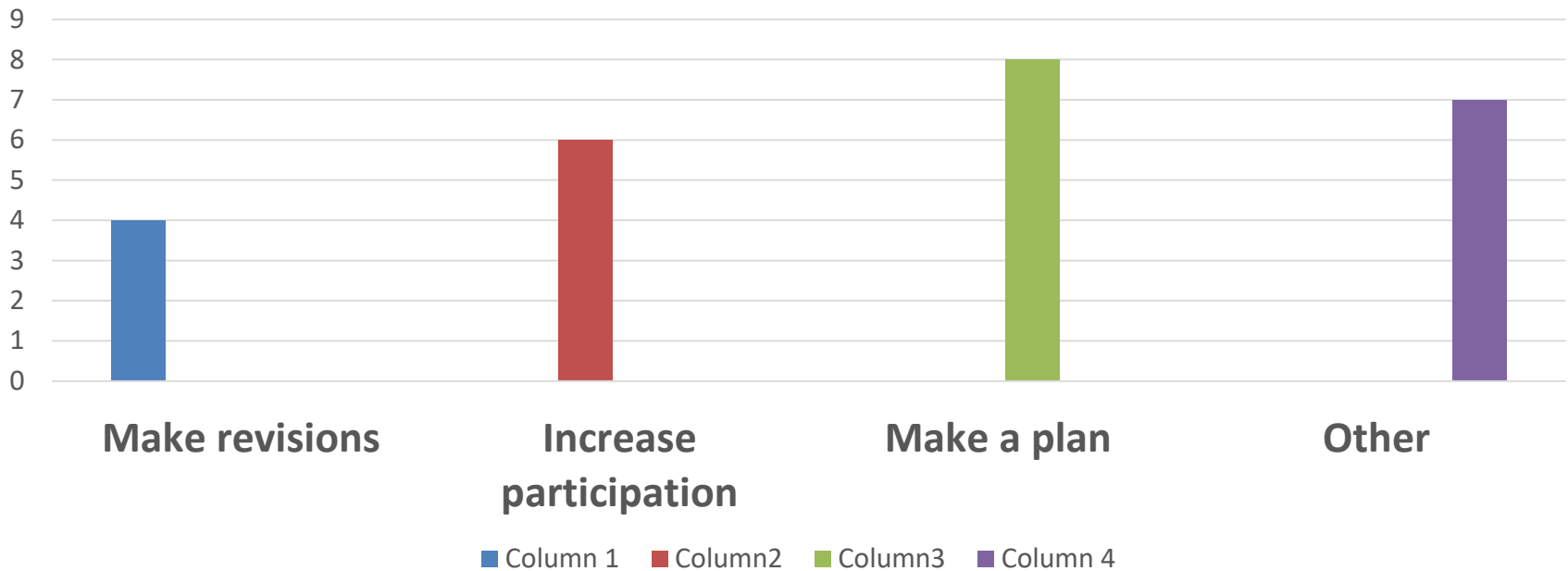
Participants will explore strategies for creating a successful plan to incorporate out-of-school programs in quality improvement and quality improvement systems (QRIS) and the lessons learned from a Peer Learning Community.

What You Said....



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Why We Are Attending



This is What You Said: **LESSONS LEARNED**



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- Quality improvement is an ongoing process
- Stakeholder involvement and buy-in is critical
- Use language that responds to the field
- Provide supports at all levels (skilled leader and new staff)

This is What You Said: **CHALLENGES**



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- Meeting needs of varied models and broad age range in designing QRIS (CCDF, 21st CCLC, youth development, summer) 5 states
- Recruiting and retaining for part-time jobs (4 states)
- Turnover makes quality improvement and PD hard
- How to financially support quality improvement
- Requiring OST to be licensed when most are not

Agenda



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- Overview of Afterschool and Summer Quality Improvement Systems
- Let's Talk

History of Quality Improvement Systems



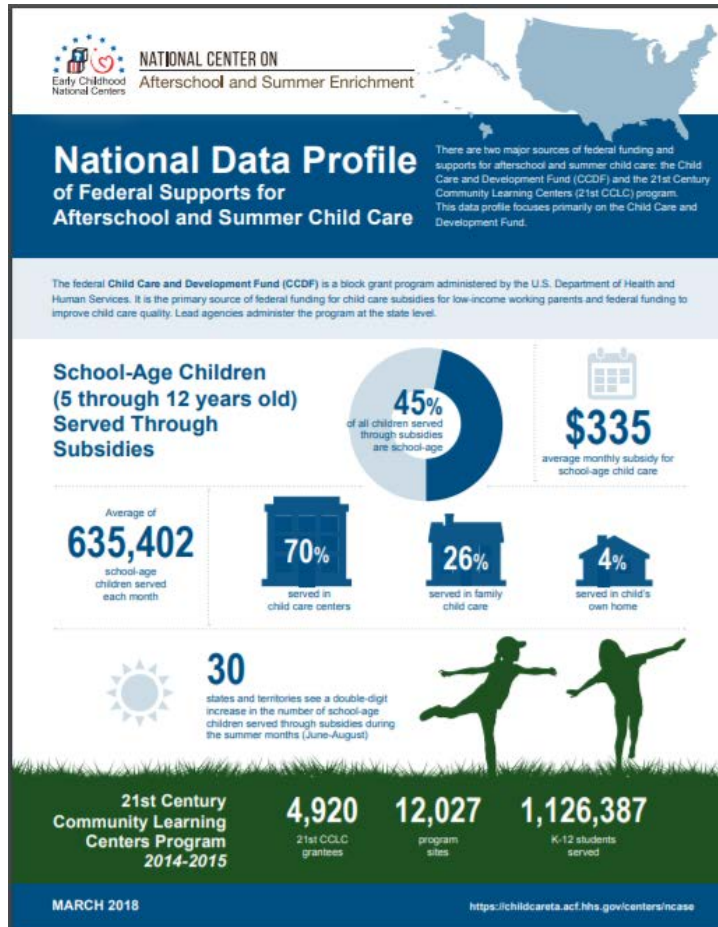
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- NIAS-National Improvement and Accreditation Study (1991-1995)
- School-age Care Environment Rating Scale (1996 and 2014)
- National Afterschool Assn. Accreditation System, now with Council on Accreditation (1998)
- Center for Summer Learning at Johns Hopkins (2001)
- Wallace Foundation City System-Building Initiative (2003)
- 29 states have standards and 6 states in process (2014)

National Data Profile



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What is OST Quality?



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- Low child-to-staff ratios
- A positive social-emotional climate
- A clear program structure/supervision
- Autonomy and choice for children and youth
- Continuity with the regular school day
- Strong staff management and business practices
- Data collection and evaluation



Afterschool Alliance (2013). *Evaluations background: A summary of formal evaluations of afterschool programs' impact on academics, behavior, safety and family life*. Washington, DC: Afterschool Alliance. Retrieved September 9, 2016 from http://www.afterschoolalliance.org/documents/evaluations_background_2013.pdf.

Unique Issues to Address for OST Programs



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- Part-time staff
- Turnover rates
- Building capacity of leaders
- Needs of license-exempt programs
- Instructional practices
- Summer needs separate focus



Engagement in Learning



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Instructional Practice Priorities

- Youth voice and choice
- Youth engagement in activities
- Youth leadership and community connections
- Developmentally appropriate curriculum
- Homework support and school coordination

School-age Program Standards



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- School-age embedded in early childhood standards
- School-age stand-alone standards
- Standards developed by others (e.g. state afterschool networks, city intermediaries)

A Guide to Program Assessment Tools



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Tool	For Grades	Developed by	Improve	Monitor	Evaluation
APT	K-8	NIOST	X	X	
CORAL	K-5	P/PV		X	X
OST	K-12	Policy Studies			X
POT	K-8	NAA	X	X	
PQO	1-5	Vandell/Pierce			X
PQSA	K-12	NYS	X		
PPRS	K-8	Policy Studies			X
QAS	K-12	Foundations	X		
SACERS	K-6	Frank Porter Graham	X	X	X
YPQA	4-12	Weikart	X	X	X

Questions? Comments? Let's Talk!



Summer Learning Loss Research



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- Summer learning loss in **elementary school years alone** accounts for at least half of the ninth-grade reading achievement gap
- Research suggests:
 - » three to four consecutive summers of high-quality learning beginning in pre-kindergarten can get kids reading on grade level by third grade
 - » making them four times more likely to graduate from high school

Summer Learning Loss Research *(cont.)*



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- Only 1 in 8 children who qualify for free or reduced-price meals access them in the summer months
- Regular attendance in high-quality summer learning programs has been shown to improve:
 - » attachment to school
 - » motivation
 - » self-esteem
 - » Leadership
 - » relationships with adults and peers



Chaplin, D., & Capizzano, J. (2006). Impacts of a summer learning program: A random assignment study of Building Educated Leaders for Life (BELL). Washington, DC: The Urban Institute/Mathematica Policy Research. Bialeschki, M.D., Henderson, K.A., & James, P.A. (2007). Camp experiences and developmental outcomes for youth. *Child and Adolescent Psychiatric Clinics of North America*, 16, 769–788. Granger, R., Durlak, J. A., Yohalem, N., & Reisner, E. (April, 2007). Improving after-school program quality. New York, NY: William T. Grant Foundation.

Tips for Strengthening Summer Access and Quality



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- Map where high-need neighborhood and summer options are to ensure families with low incomes have access to high quality
- Create state grants and contracts for summer only slots
- Blend, braid, and layer funding
- Increase focus on summer consumer education
- Promote standards that are inclusive of specific realities for summer programs (maybe put link for NSLA tool)
- Strengthen PD and TA to be responsive to summer needs

Building Summer Learning Systems



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NSLA's Community Indicators of Effective Summer Learning Systems

1. **Shared Vision and Citywide Coordination** – A shared vision for summer learning, guided by a multi-year action plan.
2. **Engaged Leadership** – Work that is led by a diverse stakeholder group including the city, schools, funders, and programs.
3. **Data Management System** – Adopting a system for data sharing, collection, and analysis across key summer learning stakeholders.
4. **Continuous Quality Improvement** – Action plan includes a process for quality improvement of the system and for programs.
5. **Sustainable Resources** – Having an action plan that includes funding targets and strategies for scaling.
6. **Marketing & Communications** – Having an action plan with strategies to understand demand, build awareness, & drive participation.

National Summer Learning Association Community Indicators of Effective Summer Learning Systems Quick Reference Guide

Quality and Out-of-School Time Peer Learning Community



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- December, 2016 through March, 2017
- Active collaboration with Regional Offices and State CCDF Administrators to identify participants
- Twenty-three state teams from nine of ten regions
- Cross-sector teams: State Administrator, State Afterschool Network, Quality Rating & Improvement System (QRIS), Licensing, providers

Targeted Outcomes:

- Strengthen collaboration within each State – especially across government agencies and State Afterschool Networks
- Create a team action plan to move this work forward

Resources



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The Forum for Youth Investment (2012). *Continuous quality improvement in afterschool settings: Impact findings from the Youth Program Quality Intervention Study*. Smith, C., Akiva, T., Sugar, S., Lo, Y.J., Frank, K.A. Peck, S.C, Cortina, K.S. & Devaney, T. Washington, DC.

From Soft Skills to Hard Data: Measuring Youth Program Outcomes (January 2014).

Measuring Youth Program Quality: A Guide to Assessment Tools, Second Edition (January 2009). Yohalem, N. and Wilson-Ahlstrom, A. The Forum for Youth Investment.

National Center on Afterschool and Summer Enrichment (December 2017). Voices from the Field: Creating a Successful Formula to Engage OST Programs in Quality Improvement Systems.

https://childcareta.acf.hhs.gov/sites/default/files/public/practicebrief2_ostquality_dec2017_508c.pdf

National Center on Afterschool and Summer Enrichment (2016). NCASE Summer Learning Brief. <https://childcareta.acf.hhs.gov/sites/default/files/public/ncase-summer-learning-brief.pdf>

Resources



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National Summer Learning Association (2016). STEM in the Summer: The Joy of Meaningful Learning. <https://www.summerlearning.org/knowledge-center/stem-summer-joy-meaningful-learning/>

Starr, E., Stavsky, S., and Gannett, E. (June 2016). Strengthening and Safeguarding Continuous Quality Improvement Systems: Lessons from Afterschool System Builders. National Institute on Out-of-School Time, Wellesley College. <https://www.wcwoonline.org/pdf/nioست/CQISpaperFeb2017.pdf>

Washington State Department of Early Learning and Office of Superintendent of Public Instruction (September, 2017). Expanded Learning Opportunities Quality Initiative: Report to the Legislature. <https://del.wa.gov/sites/default/files/public/QRIS/expanded-learning-opportunities-quality-initiative.pdf>

Young, Billy (June 2017). Continuous Quality Improvement in Early Childhood and School-age Programs: An Update From The Field. <https://grisnetwork.org/sites/all/files/session/resources/Continuous%20Quality%20Improvement%20in%20Early%20Childhood%20and%20School%20Age%20Programs%20-%20An%20Update%20from%20the%20Field.pdf>



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RESOURCE LIBRARY



The NCASE Resource Library connects you with tools, profiles, and information on a range of key topics in Out-of-School Time.

FEATURED RESOURCES

State Early Care and Education Updates for 2015

This brief provides a state-by-state update on budget changes that will impact access to affordable, high quality early care and education.

Afterschool Programs Close Achievement Gap

This infographic summarizes Dr. Vandell's research that shows afterschool is linked to narrowing the gap in math achievement by Grade 5.

What makes a quality summer reading program?

This issue brief identifies the practices associated with program quality in both formal and informal summer learning programs. It includes basic tips on summer reading and links to related research.

SEARCH FOR RESOURCES

Apply

Reset Selections

TOPICS/SUBTOPICS +

RESOURCE TYPE +

RECENTLY ADDED

Can After-School Programs Help Level the Playing Field for Disadvantaged Youth?

This journal article explores afterschool access and program outcomes for youth from disadvantaged backgrounds. It outlines recommendations for policymakers, administrators, and staff on ways to increase access and improve program quality for this population. It includes an extensive literature review and outlines a research agenda for the future.

Visit the NCASE Resource Library:
<https://childcareta.acf.hhs.gov/ncase-resource-library>

Contact Information

Visit the NCASE website at:

<https://childcareta.acf.hhs.gov/national-center-afterschool-summer-enrichment>

To contact NCASE, please email us at:

ncase@ecetta.info

Thank You!



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Questions? Comments? Let's Talk!



For More Information

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