



QUALITY STANDARDS

for Expanded Learning
in Public and Affordable Housing

HOUS|ED

Housing and Education

Creating Educational Opportunities
Where Kids Live



INTRODUCTION



PARTNERSHIP FOR CHILDREN & YOUTH

Educators, families, and policymakers have known for some time that the academic achievement gap is in large part due to an opportunity gap. Experts agree that accessible, high quality after school

and summer learning programs are an essential set of opportunities that can help to close the achievement gap and create more equitable educational outcomes for kids where differences in race, culture, and family income have too often been predictive of acute disparities. For after school and summer programs to do their work, they need to meet kids where they are: in schools, and where kids live, play, and socialize. Right now, some of the most important work to meet kids where they are with expanded learning opportunities is happening where they live, in affordable and public housing settings.

The Partnership for Children & Youth (PCY), through our HousED Initiative, has spent years working with housing providers throughout California, enhancing the quality of learning in programs that collectively serve over 40,000 kids. HousED has also partnered with visionary leaders in housing to plan the future of capacity building, quality improvement, and enhanced public support for housing's role in building greater equity in academic and life outcomes for young people from under-resourced families.

In 2015, we brought together a diverse group of housing agencies and educators to meet an ambitious goal: establish standards for quality expanded learning programs that speak to the unique needs and challenges of providing services to youth in public and affordable housing communities. The Quality Standards for Expanded Learning in California produced by the California Department of Education and the California Afterschool Network served as a strong foundation for us and our early partners; the National Afterschool Association, Council of Large Public Housing Authorities, The David P. Weikart Center for Youth Program Quality, and the Housing Development Consortium to use, adapt, and share our work.

These standards are a groundbreaking step forward. We are already seeing the impact these ideas are having on expanded learning programs in housing, and we look forward to hearing how you will use them. Every program is different, and we believe that these standards will serve as a guide that staff at each program will adapt to meet their unique needs.

We hope you will join us, and make these standards your own. Together, we will change the lives of youth in expanded learning programs across the country. Together, we will build pathways out of poverty.

CLPHA

Strengthening Neighborhoods.
Improving Lives.



HOUSING DEVELOPMENT consortium



DAVID P. WEIKART
CENTER FOR YOUTH PROGRAM QUALITY

NATIONAL
AfterSchool
ASSOCIATION

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PROGRAMMATIC STANDARDS



CLEAR VISION, MISSION, PURPOSE, AND MANAGEMENT

The program has clearly defined their vision, mission, goals, and measurable outcomes that respond to the needs of the community, reflect broad stakeholder input, and drive program design, implementation, and improvement. It demonstrates sound fiscal and administrative practices that are supported by, and communicated to, staff and stakeholders.



CONTINUOUS QUALITY IMPROVEMENT

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



QUALITY STAFF

The program recruits and retains high quality staff and volunteers. It provides a safe and supportive environment for staff and ongoing professional development based on assessed staff needs and the organization's vision, mission, and goals.



COLLABORATIVE PARTNERSHIPS

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



FAMILY ENGAGEMENT

The program uses strength-based strategies to partner with families to manage and sustain their children's learning and healthy development.



SUSTAINABILITY

The program builds enduring partnerships with property stakeholders, internal and external organizations, agencies, neighbors, and the community to secure monetary and in-kind contributions.

POINT-OF-SERVICE STANDARDS



DIVERSITY, ACCESS, AND INCLUSIVITY

The program fosters an inclusive environment in which each participant's individuality will be respected, understood, and embraced regardless of socioeconomic status, culture, ethnicity, religion, sex, age, national origin, medical conditions, physical ability, sexual orientation, and gender identity and/or expression.



SAFE AND SUPPORTIVE ENVIRONMENT

The program provides a safe and nurturing environment that supports the developmental, social-emotional, physical, and personal well-being of all children and youth.



ACTIVE AND ENGAGED LEARNING

The program design and activities utilize meaningful and engaging learning methods that promote collaboration and expand opportunities for children and youth.



SKILL BUILDING

The program maintains high expectations for all children and youth, intentionally links program learning goals with state and other standards, and provides activities to help participants achieve mastery.



YOUTH VOICE AND LEADERSHIP

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



HEALTHY CHOICES AND BEHAVIORS

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



RECOMMENDED USES AND EXPANDED LEARNING DEFINITIONS

Recommended Uses

The Quality Standards for Expanded Learning in Public and Affordable Housing were developed to describe features of a high quality expanded learning program within the unique context of public and affordable housing.

The standards are not meant to be a checklist, but should instead be used in the following ways:

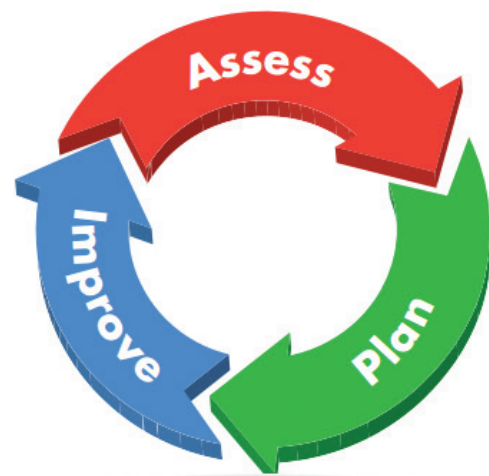
- ▶ A framework of clear expectations for all individuals involved.
- ▶ A blueprint to inform decision-making for housing agencies looking to start or improve expanded learning programs.
- ▶ A guide for youth and families to identify quality programming and to learn about the roles they can play in ensuring it.
- ▶ A foundation for program providers to use as a starting place and adapt as needed.

Every program is different – we believe that these standards will serve as a guide that staff at each program will adapt to meet their individual needs.

We hope you will join us, and make these standards your own. Implement a cycle of continuous improvement, and look for ways to integrate these standards into your professional development, policies, procedures, activities, and programming.

What is Expanded Learning?

The term **Expanded Learning** refers to before-and after-school, summer, and 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. Children and youth spend more time out of school than in, and learning is not restricted to the classroom.



The Cycle of Quality Improvement



CLEAR VISION, MISSION, PURPOSE, AND MANAGEMENT

The program has clearly defined their vision, mission, goals, and desired outcomes that respond to the needs of the community, reflect broad stakeholder input, and drive program design, implementation, and improvement. It demonstrates sound fiscal and administrative practices that are supported by, and communicated to, staff and stakeholders.

Programmatic Level

- ▶ The program involves all stakeholders in the creation of its vision, mission, goals, and desired outcomes. Participating stakeholders may include:
 - › Youth
 - › Families
 - › Program staff
 - › School site partners
 - › Community partners
 - › Property management
- ▶ The program ensures that its vision and mission complement each other and are reflected in program goals and outcomes.
- ▶ The program intentionally aligns the following with its vision, mission, goals, and outcomes:
 - › Policies and procedures
 - › Program plan
 - › Budget
 - › Staff development
 - › Communications and marketing materials
- ▶ The program co-creates the roles and responsibilities in advancing its vision, mission, and goals with participants, families, staff, and partners.
- ▶ The program regularly communicates, reviews, and makes appropriate changes to goals and outcomes in collaboration with all stakeholders.
- ▶ The program creates and annually updates manuals that address fiscal management, personnel policies, and program operation, and adhere to federal, state, local, grant, and other revenue requirements.
- ▶ The program creates and distributes user-friendly family handbooks that describe policies and procedures.
- ▶ 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
 - › Flexibility at the program and site level for managers to make budgetary decisions throughout the year
 - › A policy that allows managers to develop and utilize skills to manage the budget



Staff Level

- ▶ Staff design activities to advance the program's goals and outcomes.
- ▶ Staff share program goals and outcomes with youth, families, and other stakeholders.
- ▶ Staff take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.
- ▶ Staff at the program and site level keep up-to-date and accessible records on all participants, employees, and volunteers.
- ▶ 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.

Participant and Family 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.

“ WITH THIS PLATFORM OF AFFORDABLE HOUSING, WE HAVE A WINDOW OF OPPORTUNITY WHERE WE CAN ENGAGE WITH FAMILIES AND INVEST IN THE RESOURCE THAT THEY CARE ABOUT THE MOST, WHICH IS YOUNG PEOPLE.

-Housing Organization President



CONTINUOUS QUALITY IMPROVEMENT

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

Programmatic Level

- ▶ The program establishes a clearly defined process for continuous quality improvement, which:
 - Determines the information or data that will be collected and how it will best support program quality, align to goals and outcomes, and meet participant needs
 - Identifies and uses credible assessment tools
 - Incorporates feedback from staff, youth, families, and K-12 partners
 - Keeps the program informed about best practices and new research in the expanded learning field and uses this information to inform quality improvement
 - Includes a timeline with dates for action steps and quality improvement discussions
 - Clearly describes the roles and responsibilities for each person on the improvement team
- ▶ The program develops a set of guiding questions that are related to the program design, desired outcomes, and impact.

- ▶ The program creates a plan for gathering information from multiple sources to answer the guiding questions, determine who should be asked, and set a timeline for collecting responses.
- ▶ The program establishes a clear procedure for getting consent to collect information from stakeholders, which addresses the purpose of collecting information and how it will be used.
- ▶ The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests feedback.

“ WE ARE USING PROGRAM DATA TO MEASURE IMPACT OF OUR AFTERSCHOOL PROGRAMMING. THIS INCLUDES COLLECTING AND MEASURING DAILY ATTENDANCE, COLLECTING REPORTS CARDS TO MEASURE PARTICIPANT PROGRESS IN SCHOOL, AND ANNUAL ON-SITE PROGRAM ASSESSMENTS. WE SHARE PROGRAM DATA WITH POTENTIAL FUNDERS, DEVELOPERS, COMMUNITY STAKEHOLDERS, AND ON GRANT APPLICATIONS.

-Resident Services Manager

CONTINUOUS QUALITY IMPROVEMENT

Continued

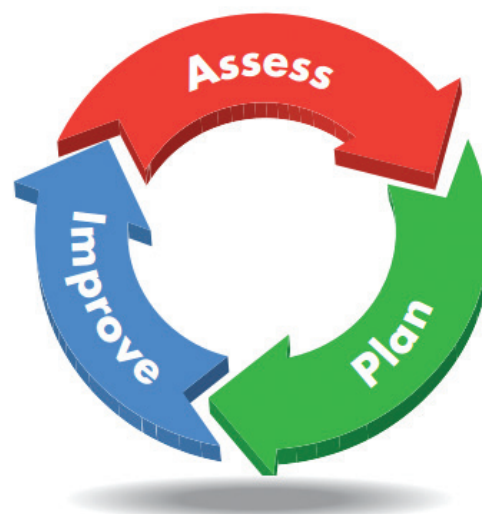


Staff Level

- ▶ 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's strengths and challenges with participants, and involve them in program planning and goal setting sessions.
- ▶ Staff meet regularly to discuss team and participant performance and use outcomes to prioritize future work around program design, professional development, and program practices.

Participant and Family Level

- ▶ Participants are actively and age-appropriately engaged in assessing strengths and opportunities for development, as well as providing input for improvement based on quality standards.



The Cycle of Quality Improvement



QUALITY STAFF

The program recruits and retains high quality staff and volunteers. It provides a safe and supportive environment for staff and ongoing professional development based on assessed staff needs and the organization's vision, mission, and goals.

Programmatic Level

- ▶ The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, diversity, ability to create and sustain a safe environment, and capacity for engaging children in age-appropriate and meaningful learning.
- ▶ The program provides staff and volunteers with:
 - Clear titles and job descriptions
 - Regular professional development and resource building opportunities to support professional growth within their programs
 - Resources and materials to facilitate activities
 - On-the-job coaching and opportunities to provide feedback to program managers
 - Encouragement and support for self-care and wellness
- ▶ The program supports staff with information regarding grant requirements, budgets, and any other information that affects the day-to-day operations of the program.
- ▶ The program supports staff with competitive compensation to attract and retain qualified staff, and reflect the importance of their work.
- ▶ The program creates opportunities for participants and other stakeholders (such as families, property management, and partners) to provide feedback on staff and volunteer quality.

Staff Level

- ▶ Staff demonstrate ability to:
 - Operate a program that meets grant requirements and the program vision, mission, and goals
 - Facilitate and incorporate research-based youth development principles and practices in program planning and activities
 - Facilitate activities that engage students in active and meaningful experiences that build mastery
 - Welcome and engage volunteers in roles that meaningfully and effectively support student learning
- ▶ Staff exhibit integrity, professionalism, care, commitment, and competency as positive role models.
- ▶ Staff demonstrate a commitment to building positive relationships with a culturally, linguistically, and socioeconomically diverse community of students, staff, and families.

Participant and Family Level

- ▶ When possible, participants and families are involved in the staff selection process.
- ▶ When possible, participants and families are involved in the staff development and/or performance review process.



COLLABORATIVE PARTNERSHIPS

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

Programmatic Level

- ▶ The program develops appropriate collaborative partnerships that are formalized and clearly articulated through written agreements, and maintained through ongoing meetings and communication.
- ▶ The program coordinates an integrated partnership with local schools and districts to establish a data sharing agreement as applicable.
- ▶ The program actively engages potential partners (public and private) in order to sustain program services.
- ▶ 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, including:
 - › Children, youth, and families
 - › Guardians/caregivers
 - › Residents
 - › Community partner organizations
 - › Other nonprofit organizations
 - › District leadership
 - › Public officials
 - › County offices of education
 - › Local businesses

- › Property management
- › School site administration

- ▶ The program seeks to collaborate with the appropriate school, community, regional, statewide, and national stakeholders in order to leverage resources. Rural programs may need to seek resources outside of their community.

Staff Level

- ▶ Staff engage, communicate, and connect with families, offering information and services available within their community and school, and bringing resources on site when possible.
- ▶ Staff meet regularly, both formally and informally, with partners to collaboratively discuss data and agree on program goals and design.
- ▶ Staff meet with both internal and external partners to discuss goals, program design, impact, highlights, and areas of growth.

Participant and Family Level

- ▶ Participants share their experiences and feedback to inform program design.
- ▶ Program design facilitates opportunities for participants to learn collaboration skills through work in peer groups.



FAMILY ENGAGEMENT

The program uses strength-based strategies to partner with families to manage and sustain their children's learning and healthy development.

Programmatic Level

- ▶ The program models family engagement in all program activities; including planning, governance, and administration.
 - ▶ The program creates an accessible and welcoming environment for families.
 - ▶ The program uses creative outreach strategies to regularly communicate with and engage families (i.e. family events, orientations, phone calls, newsletters, informal check-ins, etc.).
 - ▶ The program provides families with opportunities to share their interests, knowledge, and skills.
 - ▶ The program provides families with opportunities to share and provide input on program design, practices, and policy.
 - ▶ The program provides families with advisory, leadership, and decision-making roles, including positions on committees or councils, leading roles in family events, and service or volunteer opportunities.
- ▶ The program offers families opportunities to develop and expand their skill base through joint trainings with staff, workshops, classes, and other contributions.
 - ▶ The program enhances families' capacity to advocate for and support the learning and development of their children by providing information, resources, and services that strengthens families' linkages between school, the program, and home.

“ AS FAMILIES SHARE RESOURCES, BUILD FRIENDSHIPS, AND RECOGNIZE THE GIFTS IN THEMSELVES AND THEIR NEIGHBORS, THEY GROW IN CONFIDENCE; AND REALIZE THAT THEY ARE CAPABLE OF GAINING NEW SKILLS, PURSUING GOALS, AND PROVIDING A BETTER LIFE FOR THEIR FAMILY.

–CBO Executive Director

FAMILY ENGAGEMENT

Continued



Staff Level

- ▶ Staff receive training to build and expand their family outreach and engagement skills.
- ▶ Staff build positive relationships with families by creating an inclusive and intentional program environment that builds community and meets the needs of families.
- ▶ Staff build and maintain a trusting, two-way communication with families to establish positive relationships.
- ▶ Staff acknowledge families' contributions to the program and encourage them to provide input on program vision, mission, goals, and outcomes.
- ▶ Staff provide families with regular updates on the progress of their child or youth by meeting with program families both formally and informally.
- ▶ Staff affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to thrive in a diverse program community by providing family-centered outreach and support.
- ▶ Staff communicate with families in a respectful and consistent manner to provide feedback and information regarding the progress of their child or youth.

Participant and Family Level

- ▶ Participants and staff share responsibility in building collaboration and a sense of well-being.
- ▶ 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 by expressing their opinions and feedback for program growth and interests via surveys and group discussions.
- ▶ Participants are engaged in planning and take on leadership roles in activities that build community among the youth and families in the program.
- ▶ Participants take responsibility to inform staff of relevant interests, skills, and talents, as well as areas of concern that are applicable to the program and/or youth participants.
- ▶ Participants actively assist staff in outreach to families.



SUSTAINABILITY

The program builds enduring partnerships with property stakeholders, internal and external organizations, agencies, neighbors, and the community to secure monetary and in-kind contributions.

Programmatic Level

- ▶ The program creates an annual sustainability plan and report that is implemented and updated frequently.
- ▶ The program monitors trends and adjusts their plan in order to adapt to changing conditions; emerging challenges; and community needs, opportunities, and conditions.
- ▶ The program clearly communicates its vision and goals, and celebrates its impact regularly with the community and 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 researches new resources to maintain a diverse portfolio of revenue sources.
- ▶ The program provides a budget that is relevant, sufficient, and responsive to the program plan.
- ▶ The program provides staff with an annual overview of the budget and sustainability plan.

- ▶ The program works to develop advocates and ambassadors at various levels (government, community, business, school, family, resident, youth, and internal management/leadership) to promote and sustain long-term support.
- ▶ The program meets regularly with a range of public and private partners as well as the property management to ensure ongoing communication, sharing of resources, and a common vision, mission, 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, schools, the community, and property stakeholders.
- ▶ Staff cultivate active supporters and honor key champions.

Participant and Family Level

- ▶ Participants are prepared and encouraged to share their experiences and successes with potential supporters and champions.



DIVERSITY, ACCESS, AND INCLUSIVITY

The program fosters an inclusive environment in which each participant's individuality will be respected, understood, and embraced regardless of socioeconomic status, culture, ethnicity, religion, sex, age, national origin, medical conditions, physical ability, sexual orientation, and gender identity and/or expression.

Programmatic Level

- ▶ The program provides an accessible environment and opportunities for staff and partners to learn, develop, and implement quality programming.
- ▶ The program trains staff to work collaboratively with stakeholders by using culturally and linguistically appropriate strategies with families in order to achieve program goals.
- ▶ The program actively recruits and hires staff who reflect and/or understand the community it serves.
- ▶ The program states its explicit commitment to social justice practices, diversity, and inclusivity in its outreach materials and policies.
- ▶ The program is aware of and seeks information and strategies to support each participant's diverse needs.
- ▶ The program creates a welcoming environment by representing the diversity of the participants through curriculum, program materials, and displayed items.
- ▶ The program celebrates diversity related to participants' socioeconomic status, culture, ethnicity, religion, sex, age, national origin, medical condition(s), physical ability, sexual orientation, and gender identity and/or expression.

Staff Level

- ▶ Staff participate in ongoing diversity, inclusion, and awareness trainings.
- ▶ Staff respectfully create an environment where marginalization is immediately addressed.
- ▶ Staff adapt activities to accommodate the physical and developmental abilities of all participants, and actively advocate for personalized participation.

Participant and Family Level

- ▶ Participants and program staff create intentionally inclusive environments, are comfortable with sharing, and are given opportunities to share their unique experiences and backgrounds.
- ▶ Participants are encouraged to actively advocate for themselves and their peers against marginalization and bias.



SAFE AND SUPPORTIVE ENVIRONMENT

The program provides a safe and nurturing environment that supports the developmental, social-emotional, physical, and personal well-being of all children and youth.

Programmatic Level

- ▶ The program works closely with property management to create health and safety procedures that are aligned with the property procedures.
- ▶ The program connects participants and families to appropriate local services and agencies in order to provide support beyond expanded learning programming.
- ▶ The program provides staff with training in behavior management interventions and best practices in order to promote a supportive environment, conducive to learning and personal growth for all program participants.
- ▶ The program develops policies and procedures to:
 - › Clearly communicate health, safety, and behavioral expectations and 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., using 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
- › Ensure that sites have a documented drop-off and pick-up policy and procedure for families
- › Clearly document and communicate incidents to appropriate families and staff
- › Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips
- ▶ The program will ensure all staff undergo necessary background and medical screenings (i.e. TB testing).
- ▶ The program will ensure that all staff are trained mandated reporters.

“ THE GREAT THINGS ABOUT EXPANDED LEARNING: IT’S SAFE TO NOT KNOW THE ANSWER, IT’S SAFE TO EXPERIMENT AND ASK QUESTIONS.

-Foundation Senior Program Officer



Staff Level

- ▶ 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 practice and promote the acknowledgment of positive behavior and participant accomplishments.
- ▶ Program staff and property management develop best practices for emergency, health, and safety procedures.
- ▶ Program staff and property management participate in emergency preparedness drills with program participants.

Participant and Family Level

- ▶ Participants and staff share responsibility in building a sense of community and belonging.
- ▶ Participants and program staff actively create behavioral agreements that achieve the program vision for a safe and supportive environment.
- ▶ Participants actively engage in education regarding emergency procedures in the program.

“ ANTHONY HAS BENEFITED SO MUCH BY THE PROGRAM. HE’S BETTER ABLE TO SELF-REGULATE, HE’S BETTER ABLE TO ARTICULATE HIS OWN FEELINGS AS TO WHY HE GETS UPSET, AND IT’S REALLY MADE A DIFFERENCE IN THE WAY HE INTERACTS WITH ADULTS AND STUDENTS.

-Middle School Teacher



ACTIVE AND ENGAGED LEARNING

The program design and activities utilize meaningful and engaging learning methods that promote collaboration and expand opportunities for children and youth.

Programmatic Level

- ▶ The program provides a variety of relevant activities that enhance social-emotional learning.
- ▶ The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests.
- ▶ The program provides sufficient financial resources; adequate, safe, and supportive space; transportation; and qualified staff to support field trips, service learning projects, and other planned activities.

Staff Level

- ▶ Staff give children the experience of learning through multiple learning styles and cultural lenses.
- ▶ Staff give children 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.
- ▶ Staff provide opportunities for participants to think critically and act on issues of high interest and relevance to them.

Participant and Family Level

- ▶ Participants are encouraged to gather evidence to support their ideas and understand other perspectives.
- ▶ Participants use modern technology, as available, to support their learning.
- ▶ Participants are engaged in group work, collaborating in the group's accomplishments, and are accountable to one another.

“ IF WE CAN HELP THOSE YOUNG PEOPLE DEVELOP THE SKILLS AND THE CONFIDENCE TO BE SUCCESSFUL IN SCHOOL AND BE SUCCESSFUL IN LIFE, THEY WILL PAY BACK THAT INVESTMENT IN EXPONENTIAL WAYS.

-Housing Organization President



SKILL BUILDING

The program maintains high expectations for all children and youth, intentionally links program learning goals with state and other standards, and provides activities to help participants achieve mastery.

Programmatic Level

- ▶ The program supports activities in which participants develop and demonstrate 21st century skills, including communication, collaboration, critical thinking, problem solving, and creativity.
- ▶ The program supports projects and activities in which participants demonstrate mastery by working toward a final product, presentation, or other culminating event.
- ▶ The program stays up-to-date and trains staff about statewide education standards, youth development, and behavioral practices on an ongoing basis.

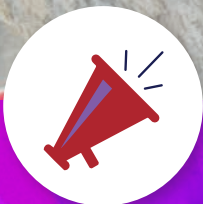
Staff Level

- ▶ Staff assess participants' academic and behavioral needs to inform program activities.
- ▶ Staff select or create projects that relate to participants' lives and interests.
- ▶ Staff develop learning goals for each activity and communicate these goals to participants.
- ▶ Staff facilitate fun and engaging activities and conversations that increase participants' skills, emotional well-being, 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, successes, and mistakes
 - › Helping participants make connections between the activity, their lives outside the program, and their development of skills that will lead to future success

Participant and Family Level

- ▶ Participants work in groups to practice skills such as team building, problem solving, collaboration, and effective communication.
- ▶ Participants are involved in projects, activities, and events that increase their understanding and demonstrate successful implementation of youth development principles.



YOUTH VOICE AND LEADERSHIP

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

Programmatic Level

- ▶ The program provides participants with opportunities and space to share their viewpoints, concerns, and interests in order to impact program practices and/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 they identify in their communities. These activities require critical thinking, communication, and action planning.
- ▶ The program trains staff to facilitate youth voice and leadership in ways that promote appropriate and positive relationships within the program.
- ▶ The program empowers 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 their experience in the program.
- ▶ Staff work to recognize the leadership potential in all participants and provide opportunities for them to develop their leadership skills through authentic roles and tasks.

Participant and Family Level

- ▶ Participants and staff share responsibility in building collaboration and a sense of well-being.
- ▶ 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 by expressing their opinions and feedback for program growth and interests via surveys and group discussions.
- ▶ Participants take responsibility to inform staff of relevant interests, skills, and talents, as well as areas of concern that are applicable to the program and/or youth participants.
- ▶ Participants feel safe to 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 formal and informal learning experiences and are provided spaces to offer feedback about future learning opportunities.



HEALTHY CHOICES AND BEHAVIORS

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

Programmatic Level

- ▶ The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, schools, property management, and the community.
- ▶ The program identifies healthy practices and develops priorities that contribute to the personal wellness of the participants and the community.
- ▶ The program helps staff model and promote a healthy lifestyle by providing professional development and access to age-appropriate activities, resources, and health partners.
- ▶ The program incorporates nutrition, physical activity, and emotional well-being into all facets of program design and operating procedures (e.g. fundraising, meals/snacks, summer meals, 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 emotional well-being.
- ▶ Staff model healthy behaviors by demonstrating good nutrition, emotional well-being, and participating in physical activities throughout the program.

Participant and Family Level

- ▶ Participants have a voice and choice in creating, maintaining, and investing in a healthy culture and environment within their program.
- ▶ Participants apply their knowledge and experience with nutrition, physical activity, and emotional well-being in order to influence their families, peers, program, and community.



WORK GROUP PROCESS

The Partnership for Children & Youth's HousED network adapted the California Department of Education's Quality Standards for Expanded Learning Programs to reflect the unique needs and realities of expanded learning programs in public and affordable housing communities. These ground breaking new standards leverage the unique opportunities providers have to build greater equity in educational (and broader life) outcomes for youth in housing. This was a group undertaking involving more than 50 educators, housing representatives, and stakeholders from across the country. Participants included every level of youth work, from direct service providers to senior executives to academic researchers and policy leaders. This diverse group added a unique housing-focused lens to the work of the nearly 500 people who reviewed the initial standards produced by the California Department of Education.

Workgroup members were invited to offer input at one of three levels:

Developers—responsible for the initial adaptation

Reviewers—responsible for vetting and supplementing the adapted standards

Endorsers—responsible for signing off on the standards, and ensuring they support high quality youth services

The Developers first met in November 2015 for a two-day retreat focused entirely on adapting the original standards. A first draft of the revised standards emerged from that retreat, beginning to address the unique nature of expanded learning programs in public and affordable housing communities. Most notably, a focus on family engagement and program management emerged as critical points which had to be addressed.

For the next several months, the Developers worked to align the standards with the realities they faced each day in their programs. The importance of family engagement in housing communities made it clear that it should be a completely new standard, created specifically for housing providers.

In February 2016, the draft standards were unveiled at the HousED Summit, with workshops aligned to the standards. This also marked the beginning of several rounds of revisions, as the Reviewers gave feedback and suggestions. Based on their comments and revisions, the standards were sent to several agencies for endorsement. We are thrilled to partner with our Endorsers to share these standards on a national level.

Thanks to the hard work of everyone involved, the Quality Standards for Expanded Learning in Public and Affordable Housing reflect the views of 13 different housing providers, educational organizations, and housing authorities.

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Housing Development Consortium

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SFUSD Family Engagement Standards:

<http://www.sfusd.edu/en/assets/sfusd-staff/parent%20resources/files/SFUSD%20Family%20Engagement%20Standards-English.pdf>

OUSD Family Engagement Standards:

<http://www.ousd.org/Page/12001>

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Family Strengthening Policy Center: Family Strengthening in Youth Development:

<http://www.nassembly.org/fspc/documents/PolicyBriefs/Brief6.pdf>

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HousED is an initiative of the Partnership for Children & Youth, working to increase the accessibility and quality of educational supports in public and affordable housing communities as a pathway out of poverty.

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