



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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PUBLIC INSTRUCTION

March 24, 2008

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Presentation on Plan to Accept Public Comment on the Revised *Model Standards for Out-of-School Time/After-School Programs in Michigan*

On June 13, 2002, the Michigan State Board of Education adopted the recommendations of its Task Force on Integrating Communities and Schools. One of the recommendations was to develop and disseminate model standards for programs offered during out-of-school time. On February 27, 2003 the State Board of Education adopted the first edition of the *Model Standards for Out-of-School Time Programs in Michigan*.

Subsequently, Michigan enacted legislation to develop the Michigan After-School Partnership (MASP) to build the capacity of communities to provide high quality after-school programs. The Michigan Department of Education charged MASP with reviewing and updating the *Model Standards for Out-of-School Time Programs in Michigan* to reflect current research in the field.

The document is designed to assist schools and other organizations in developing high quality, comprehensive out-of-school time programs for students in elementary and middle schools. The standards are based on research concerning quality programs for school-age children. While not targeted for programs serving high school students, many of the standards may be applicable to these programs as well.

The draft of the revised *Model Standards for Out-of-School Time/After-School Programs in Michigan* (Attachment A) has been reviewed by the MASP quality committee, the Office of Early Childhood Education and Family Services, interagency partners, and organizations represented on the MASP quality committee. Attachment B is a plan to seek broad public comment on the draft document. After public comment and a public meeting, the MASP quality committee will reconvene to consider the comments. A final recommendation on adoption of the revised standards is expected for the September 2008 State Board of Education meeting.

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Attachment A

**Model Standards for
Out-of-School Time/After-School Programs
in Michigan**

Michigan State Board of Education



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Michigan State Board of Education

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INTRODUCTION

“Because young people spend only 20% of their time in school, how and where they spend the remaining 80% has profound implications for their well-being and their future. Quality afterschool (out-of-school time) programs provide engaging learning activities in a safe and supportive environment. These programs can meet students’ needs for personal attention from adults, inclusion in positive peer groups, and enjoyable experiential activities that build self-esteem. Afterschool (out-of-school time) programs are also uniquely positioned to encourage a more supportive bridge between home and school.”¹ In fiscal years 2000/2001 and 2001/2002, the Office of Early Childhood Education and Family Services, formerly the Early Childhood and Parenting Programs Unit, of the Michigan Department of Education (MDE), in collaboration with the Department of Human Services (DHS), formerly the Family Independence Agency, funded a Super Pilot Out-of-School Time (OST) project. The purpose of this project was to improve quality, increase sustainability, and evaluate the effectiveness of strategies utilized by OST programs to develop and enhance quality.

A committee was formed from MDE and three school districts representing geographically diverse urban, rural, and small town populations. The OST committee was charged with the task of writing model standards for quality OST programming that could be used as a framework for the design and implementation of high quality programs meeting the specific and different needs of children during the hours outside of the school day. This committee began its work in August 2001 and concluded it in June 2002. The committee’s extensive research and practical knowledge of a combined 95 years of experience in OST programs resulted in a draft of this document.

On June 13, 2002, the Michigan State Board of Education (SBE) adopted the recommendations of its Task Force on Integrating Communities and Schools. One of the recommendations was to develop and disseminate model standards for programs offered during out-of-school time. On February 27, 2003 the SBE adopted the first edition of the *Model Standards for Out-of-School Time Programs in Michigan*.

Subsequently, Michigan enacted legislation to develop the Michigan After-School Partnership (MASP) to build the capacity for communities to provide high quality after-school programs. The Michigan Department of Education (MDE) charged MASP with reviewing and updating the *Model Standards for Out-of-School Time Programs in Michigan* to reflect current research in the field and changes in Michigan Licensing Rules for Child Care Centers. “The pervasive afterschool research cited in the report [*A New Day for Learning*] is evidence of why high quality, engaging activities are invaluable to children’s success in life. These activities help students learn persistence and concentrate on tasks; develop better work habits and attendance in school; increase their physical activity; improve their grades; build self-confidence through service learning, team sports and performance; explore careers; and develop skills such as critical thinking and creativity. In addition, research indicates that afterschool programs keep children safe and help working families.”²

¹ Miller, B. *Critical Hours: Afterschool Programs and Educational Success*. May 2003

² C.S. Mott Foundation. *A New Day for Learning*. January 2006

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“The field is also reaching consensus on a set of core practices (standards) and has developed instruments that measure these practices... Our advice is to focus on improving program quality, refining our tactics as we go.”³

The document is designed to assist schools and other organizations in developing high quality, comprehensive out-of-school time programs for students in elementary and middle schools. The standards are based on research concerning quality programs for school-age children. While not targeted for programs serving high school students, many of the standards may be applicable these programs as well.

A set of critical components for out-of-school time programs is presented in this document as six distinct areas for which quality standards have been established.

These components are:

- Health, Safety, and Nutrition;
- Human Relationships and Staffing;
- Indoor and Outdoor Environment;
- Program and Activities;
- Administration; and
- Single-Purpose Programs.

These standards define the recognized indicators of OST program quality.

DEFINITIONS

This document uses the term “out-of-school” time (OST) to fully describe before school, after school, times and days when there is no school due to teacher training, snow days, vacations, summer vacation, etc. Comprehensive out-of-school time programs ideally include both Extended Learning Opportunities (ELO) to support the school day and School-Age Child Care (SACC) to support working parents. Comprehensive programs provide safe places for students when their parents are not available, as well as academic support, enrichment activities, and youth development opportunities. While some stand-alone single-purpose extracurricular programs may serve children who do not need comprehensive services, some of the same guidelines and safeguards should be available for children at any time they are served by programs outside of school hours and not accompanied by their families.

HOW TO USE THIS DOCUMENT

This document may be used as a guide to developing and evaluating out-of-school time programs for children in kindergarten through eighth grade. These standards are voluntary for all programs, except those programs specifically mandated by their funding to follow the standards. In most cases, the standards indicate very high quality. The MDE recommends the use of this publication, along with other research based assessment tools for program monitoring and self-assessment [i.e., Youth Program Quality Assessment (YPQA), Afterschool Program Assessment System (APAS), Quality Assurance System (QAS)].

³ Granger, R., Dunrlak, J.A., Yohalem, N., & Reisner, E. (April, 2007). *Improving after-school program quality*. New York, N.Y.: William T. Grant Foundation

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Model Standards for
Out-of-School Time/After-School Programs in Michigan

I. Health, Safety, and Nutrition

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. The physical and emotional health, safety, and security of children and youth are protected.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In school buildings, safety and health standards required during the school day are continued in the OST program. <input type="checkbox"/> In programs that take place outside school buildings, health and safety regulations follow those of Licensing Rules for Child Care Centers. <input type="checkbox"/> Children are supervised at all times, including arrival and departure. <input type="checkbox"/> A system is in place to prevent unauthorized individuals from taking children from the program. <input type="checkbox"/> Staff plan for different levels of supervision according to the level of risk involved in an activity. <input type="checkbox"/> Staff build trusting relationships with youth that provide physical and emotional security. <input type="checkbox"/> Equipment and facilities are checked daily and maintained in a safe fashion. <input type="checkbox"/> Programming facilitates a variety of physical and nutritional activities that meet the needs of the children/youth.
<p>B. Written policies and a training system are in place for emergencies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members are trained in accident prevention and in plans for emergencies. Plans are written and posted prominently. Staff members are trained in emergency practices and regular reviews of emergency plans are conducted. <input type="checkbox"/> Contingency plans for emergencies, including closings, are communicated to families of students upon enrollment. <input type="checkbox"/> A procedure for emergency communication with families (e.g., phone trees, e-mail and web postings, cell phone usage) is established and communicated. <input type="checkbox"/> A phone is available at all times. <input type="checkbox"/> Emergency family and medical contact information is maintained in the program and available to program staff at all times.
<p>C. Staff members are all trained to handle emergencies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization. Training is updated to remain current. <input type="checkbox"/> There is always an individual onsite who has current first aid training, CPR, and blood borne pathogen training.

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I. Health, Safety, and Nutrition	
D. Positive policies and procedures ensure child and staff health.	<ul style="list-style-type: none"><input type="checkbox"/> The environment is clean, and appropriate sanitation, disinfecting, and maintenance procedures are followed.<input type="checkbox"/> Sick children and adults do not attend the program.<input type="checkbox"/> The spread of illness is contained by proper hand washing procedures and other hygiene practices.
E. Appropriate transportation rules are followed.	<ul style="list-style-type: none"><input type="checkbox"/> Transportation provided to students follows regulations in the Revised School Code for transporting students to and from school.<input type="checkbox"/> Field trip transportation is arranged with the knowledge and consent of parents, and follows transportation rules required for school field trips or as required by child day care licensing for licensed programs.<input type="checkbox"/> Public Transportation is utilized in the manner approved in the Revised School Code or in Licensing Rules for Child Care Centers.
F. Proper procedures for the administration and handling of medication and individual medical procedures are developed.	<ul style="list-style-type: none"><input type="checkbox"/> Procedures are written, implemented and distributed in program handbooks to staff and parents.
G. The program serves foods and drinks that meet the needs of children.	<ul style="list-style-type: none"><input type="checkbox"/> After-school programs serve a minimum of one snack if children attend fewer than 2 ½ hours. Students who attend longer programs receive nutritional components commensurate with the time spent in the program, including either an additional snack or meal.<input type="checkbox"/> Nutrition requirements are the same as those that apply to the MDE, Child and Adult Care Food Program.<input type="checkbox"/> Deprivation of food is never used as a punishment.<input type="checkbox"/> The program serves healthy foods and drinks.<input type="checkbox"/> The amount and type of food offered is appropriate for the ages and sizes of children.<input type="checkbox"/> Drinking water is readily available at all times.
H. Food is stored and prepared safely.	<ul style="list-style-type: none"><input type="checkbox"/> Food storage and preparation standards are maintained as required by Child Care Licensing Rule R400.5902.<input type="checkbox"/> Appliances for heating and cooling food are maintained in a safe manner.

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II. Human Relationships and Staffing

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. Adult/Child Relationships</p> <ol style="list-style-type: none"> 1. Are authentic, consistent and positive 2. Establish primary relationships 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff treat children respectfully, positively, and warmly. <input type="checkbox"/> Children appear to be comfortable and happy in the program. <input type="checkbox"/> Staff give attention to children and their individual needs, special interests, and abilities. <input type="checkbox"/> Availability and longevity with the organization supports youth/staff relationships.
<p>B. Child management is handled with care and respect, focusing on prevention and using methodology, which promotes positive self-esteem. Safeguards for children included in the Revised School Code pertain to out-of-school time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members are kind, fair, and caring to all children. <input type="checkbox"/> Staff set appropriate, realistic limits that are consistently enforced. <input type="checkbox"/> Staff model and encourage communication, cooperation, and conflict resolution. <input type="checkbox"/> Corporal punishment is not allowed.
<p>C. Staff to child ratios and group size are established to insure that authentic, helpful, and caring relationships can be established and maintained between children in the program and the staff. Required minimum staff to child ratios are maintained consistently; high-quality ratios are preferred.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate numbers of qualified staff are hired, trained, and on-site. <input type="checkbox"/> At least two adult staff members are present in the program at all times when children are present. Adult staff members are individuals who are 18 years of age or older. A high school student who is 17 and in the final year of a high school career preparation program in child care may count as an adult. <input type="checkbox"/> Groups of children do not exceed 30 in order to maintain a high-quality program. A group consists of those children and their program staff members who function as a unit for activities. <input type="checkbox"/> Minimum ratios: <ul style="list-style-type: none"> • For children school-age up to 12 years of age, there shall be one caregiver to 18 children or a fraction thereof, including children who are related to the staff and licensee. <input type="checkbox"/> High-quality ratios: <ul style="list-style-type: none"> • Grades K to 3—one adult for ten children. • Grades 4 to 8—one adult for 15 children. <input type="checkbox"/> Mixed-age groups follow the ratio requirement for the youngest children in the group. <input type="checkbox"/> Sufficient staffing is available to meet minimum ratios in all locations when groups are split between indoor and outdoor or separate activity areas.

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II. Human Relationships and Staffing

<p>D. Staff (program staff and administrative staff) develop open and supportive relationships focused on the goals of the program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members communicate and cooperate with each other consistently. <input type="checkbox"/> Staff members support each other through shared planning, coordination, and flexibility. <input type="checkbox"/> Staff members treat each other with respect and tolerance.
<p>E. Staff composition and relationships with each other and the children regularly reflect sensitivity to diversity and gender equity.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The program policy prefers employment of staff members who reflect the languages, cultures, and genders of the children and families served. <input type="checkbox"/> Staff training is provided in diversity. <input type="checkbox"/> Staff members are sensitive to culture and gender.
<p>F. Policies and standards are developed and written related to staff qualifications for each position, including written job descriptions used in recruiting and hiring staff.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written job description is available for each position in the OST program, which includes the title and qualifications needed, job duties, and salary/benefit range. <input type="checkbox"/> The plan for staff selection includes checking prior references.
<p>G. A written plan for recruitment, orientation, and retention of staff is developed and implemented.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The written plan for recruitment, orientation and retention of paid, volunteer, and community staff is consistent and used by administrators for implementation and decision-making. The plan is considered by board members and administrators in budget development. <input type="checkbox"/> New staff participate in eight or more hours of preservice orientation activities, and preservice orientation activities include elements of youth development.
<p>H. Each site has an adult site supervisor or director with decision-making responsibilities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The site supervisor/director minimally must be 21 years of age; have earned a high school diploma or GED; have current certification in infant, child, and adult cardiopulmonary resuscitation (CPR) and first aid; and complete 12 clock hours of annual training on topics referenced in the Licensing Rules for Child Care Centers R 400.5102(3)(b), in addition to CPR, first aid, and blood borne pathogen training. <input type="checkbox"/> A high-quality site supervisor/director is at least 21 years of age and has a bachelor's degree and experiential background including college-level work and/or experience in education, child development/child psychology, recreation, social work, youth development, community organization, or another field relevant to work with students during out-of-school times or possesses the Michigan School Age Youth Development Credential. <input type="checkbox"/> The site supervisor/director is available onsite when students are onsite.

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II. Human Relationships and Staffing

<p>I. Program staff working directly with students will meet child care licensing rules for school-age programs.</p>	<ul style="list-style-type: none"> ❑ As a minimum, staff shall adhere to the Licensing Rules for Child Care Centers R400.5104. ❑ High-quality staff will possess the Michigan School Age Youth Development Certification within one year of employment in an after-school program.
<p>J. A written plan for on-going staff development is implemented and budgeted. This plan must include:</p> <ul style="list-style-type: none"> • child/youth development; • curriculum; • behavior management/child discipline; • health/safety; • nutrition; • working with parents; • child/adult CPR/first aid/emergency procedures; • child abuse and neglect prevention and reporting; • record keeping; • appropriate activities; and • licensing rules for child care centers. 	<ul style="list-style-type: none"> ❑ The plan for staff development is incorporated into the overall staff development plan for the school or agency, is reflected in the budget, and is based on an assessment of the needs of the program and the staff. Staff qualifications, as well as program evaluations, are taken into consideration and are consistently implemented. ❑ Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization.
<p>K. A written, board-approved compensation plan is developed to retain qualified staff and maintain quality programs.</p>	<ul style="list-style-type: none"> ❑ The written, board approved compensation plan is clearly related to the local market, staff qualifications, program quality, and staff retention. This plan is consistently implemented with short-term and long-term fiscal sustainability plans in place.
<p>L. All staff who work with children are physically/mentally able to perform outlined job duties and are free of criminal convictions.</p>	<ul style="list-style-type: none"> ❑ Staff physicals are required prior to employment, and are updated at least every three years. <ul style="list-style-type: none"> • Criminal background checks are required prior to employment as defined by Licensing Rules for Child Care Centers.
<p>M. Staff evaluation is established and used for ongoing professional development.</p>	<ul style="list-style-type: none"> ❑ Each staff member is evaluated semi-annually by the supervisor. Staff evaluations are used to guide decision-making about professional development activities connected to program goals and objectives.

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III. Indoor and Outdoor Environment	
<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. The indoor environment is established to offer a safe, comfortable, age-appropriate, stable facility with adequate space in which to carry out the program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is specific space that is safe, clean, and comfortable with enough room (a minimum of 35 square feet per child) for all program activities. <input type="checkbox"/> The facility is arranged and furnished for a variety of learning and recreational activities, including space for active and quiet play, homework, and spaces for groups of children, and privacy for individual children. <input type="checkbox"/> There is adequate space for storage of equipment and materials, as well as personal possessions of children and staff. <input type="checkbox"/> Physical environments can be modified to meet the needs of the program offerings.
<p>B. The outdoor environment is established to offer a safe and age-appropriate area for daily outdoor play and sports.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is adequate outdoor space available for large motor and sports activities daily. <input type="checkbox"/> Children may choose to use a wide variety of outdoor equipment and games for active and quiet play. <input type="checkbox"/> The National Playground Safety Standards are recommended when applicable. <input type="checkbox"/> All outdoor equipment and spaces are suitable for the sizes and abilities of all children and are maintained in a safe manner.
<p>C. All materials and equipment, both indoor and outdoor, are purchased and maintained to provide learning and play experiences that are age-appropriate, individually supportive and regularly offer multiple choices.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Enough materials and equipment are available to provide for at least three activity spaces per child. <input type="checkbox"/> There is a full range of learning and recreational equipment and materials (sensory, woodworking, art, literacy, recreational materials, technology, science, math, etc.). <input type="checkbox"/> Materials and equipment are available for a variety of choices, individual and group interests, and in good repair.
<p>D. The environment is accessible to children and families with disabilities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Program is barrier-free.
<p>E. The environment reflects the diversity represented in the population of the community and gender equity.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Décor, materials, and resources reflect family backgrounds and interests of children. <input type="checkbox"/> Materials, photographs, and equipment are representative of a variety of cultures/populations.
<p>F. The environment reflects various learning styles and abilities of all children.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is a variety of age-appropriate materials within active and quiet spaces to accommodate children's learning styles and abilities.

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IV. Program and Activities	
<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. Activities are planned and supported through resources which reflect the interests and abilities of the children enrolled and provide support for the school-day activities, especially supplementing the areas of development not regularly provided during the school day.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Resources are available and utilized to provide a variety of child-centered activities that increase the opportunities for children to develop in all areas (social, emotional, intellectual, academic, physical, and cultural).
<p>B. The comprehensive curriculum addresses the needs of the whole child, individual as well as group needs, and supports the school curriculum.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members demonstrate awareness of children's individual daily needs and learning styles and plan to accommodate them in daily programming. <input type="checkbox"/> There is a clear rationale for the activities chosen. <input type="checkbox"/> Formal processes or structures are in place linking the program to the school day. <input type="checkbox"/> Activities have educational, social-emotional, physical or life-skills outcomes.
<p>C. Materials are of sufficient quantity and type to support the curriculum for all ages.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A minimum of three developmentally appropriate activity choices are available for each child daily. The enriched environment includes a wide variety of multiple materials and equipment, which are available to children.
<p>D. Program development and implementation is carried out in such a way to include significant child choice and involvement in planning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff give children many opportunities to choose what they will do, how they will do it, and with whom. <input type="checkbox"/> Children are included in the planning process. <input type="checkbox"/> Children are encouraged to offer ideas, take the initiative, and make suggestions.
<p>E. Parents are appropriately involved in the planning, management, evaluation, implementation and improvement of the program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple systems are in place for parents to be involved and to provide input regarding policies, procedures, curriculum, etc. <input type="checkbox"/> Multiple systems are in place for maintaining communication with parents. <input type="checkbox"/> Families and community members feel welcome, respected, and comfortable in the program. <input type="checkbox"/> Expectations for adult participation in the program are clearly communicated.
<p>F. School day and OST activities are linked in ways that support the academic development of each individual child.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> OST programming includes developmentally appropriate academic support and enrichment activities that complement the school curriculum. <input type="checkbox"/> OST staff members work with individual teachers and parents to support children's homework needs. <input type="checkbox"/> OST staff members participate in school-wide activities and goals.

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IV. Program and Activities	
<p>G. Program collaborates with other youth organizations, community resource agencies and schools to meet the needs of participating children/youth.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish mechanisms for regular communication to better coordinate. <input type="checkbox"/> Support opportunities for youth.
<p>H. Staff are educated on the character education curriculum components and can demonstrate their presence in annual programming.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum planning includes annually at least two or more of the components of character education: <ul style="list-style-type: none"> • service learning; • character development; • asset building; • leadership; • decision making skills for healthy choices; • peer activities—older with younger; • intergenerational activities; and • peer mediation.
<p>I. Computer technology experience, which helps children become comfortable with both skills and materials, should be available at all ages.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Computers and age-appropriate software (or access to) are present in the program and used regularly by all participants. <input type="checkbox"/> Computer and technology opportunities are consistent with the State of Michigan Educational Technology Plan.*
<p>J. The OST daily schedule provides for regular indoor/outdoor activities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Each child has a chance for physical activity at least 30 minutes each three-hour block of time. <input type="checkbox"/> When weather does not permit outdoor participation, active indoor movement and games are offered.

* www.michigan.gov/documents/STP2006_5-10-06c_158945_7.pdf

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V. Administration	
<u>Standard:</u>	<u>Quality Indicators:</u>
A. Prior to developing a new program, a comprehensive needs assessment is conducted and the results are used in planning.	<ul style="list-style-type: none"> ❑ A needs assessment is administered to prospective parents, school staff, and when appropriate, to children. Program development and implementation is based on the data.
B. Stakeholders, including parents, guardians and family members, school personnel, businesses, service organizations, and others, in the school and community are identified and involved in and/or informed of the program.	<ul style="list-style-type: none"> ❑ OST staff, school staff, students, and members of the community conduct regular meetings to coordinate programming, curriculum, and goals. ❑ Ongoing communication and linkages, including formal advisory committees, between and among OST staff, school staff, community members, youth advisory councils, and families are established and encouraged. ❑ Community goals for children, as identified by the county multipurpose collaborative body, ISD, or municipal entities, are incorporated into the program. ❑ Youth and staff share responsibilities for community outreach efforts.
C. The budget established reflects input from appropriate stakeholders, utilizing a process that is inclusive and comprehensive.	<ul style="list-style-type: none"> ❑ The budget development process includes the program director, other school administrative staff, and the district/agency budget staff.
D. Fund development, revenue, and fiscal management systems are planned for and implemented to provide for a high-quality program supporting these standards.	<ul style="list-style-type: none"> ❑ Revenues and expenses are reported and monitored utilizing effective business office procedures. Fees are established to support quality programming. Grant funds, Department of Human Services subsidies, scholarships and donations are used to support program goals.
E. The program has developed a policies and procedures handbook for parents and staff.	<ul style="list-style-type: none"> ❑ Clear, concise, thorough handbooks are developed, updated regularly, and given to each parent and employee (one for parents and one for staff). The policies and procedures are administered in a consistent and equitable manner and include at least: <ul style="list-style-type: none"> • enrollment policies; • adult behavior expectations; • attendance policies (including sign-in/sign-out procedures); • administration and handling of medications; • emergency contingency plans; and • behavior management procedures.
F. A system of regular program evaluation is established and used for on-going program improvement.	<ul style="list-style-type: none"> ❑ At least twice a year, staff, and parents are given the opportunity to evaluate the program and the results are used for systematic program improvements.

V. Administration

<p>G. Program administration training is in place for site directors/supervisors.</p>	<p>□ Professional development is planned for and implemented to include:</p> <ul style="list-style-type: none">• program content;• program delivery system; and• methods for working effectively with children, parents, and staff.
<p>H. Youth have an influence on the structure and policy of the organization.</p>	<p>□ Youth participate with program quality review and plans for improvement.</p> <p>□ Youth and staff share responsibility on program governing bodies (e.g., boards, advisory panels, standing committees, task forces).</p>

VI. Single-Purpose Programs

Note: Single-purpose programs may not find all standards applicable to their programs but are encouraged to review this document in its entirety. Many standards will be relevant to all high-quality OST activities. The following three standards should be followed by programs that are not designed to be comprehensive.

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. Programs that are established to provide one type of activity for a limited time period meet minimum requirements to ensure students' health and safety.</p>	<p><input type="checkbox"/> Standards I.A.-I.H. and II.A. and II.B. are met.</p>
<p>B. Programs are appropriate for the students enrolled.</p>	<p><input type="checkbox"/> Activities are age appropriate. <input type="checkbox"/> Activities meet the learning styles and interests of the enrolled students.</p>
<p>C. Appropriate staff members are present at all times.</p>	<p><input type="checkbox"/> At least one adult is present at all times. <input type="checkbox"/> Staff members have specialty expertise relevant to the content/skill of the program being offered.</p>

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REFERENCES AND RESOURCES

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Endorsements

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DRAFT

Attachment B

Michigan Department of Education
Office of Early Childhood Education and Family Services
Plan to Accept Public Comment on
Model Standards for Out-of-School Time/After-School Programs in Michigan

The Department of Education plans to accept comment on the *Model Standards for Out-of-School Time/After-School Programs in Michigan* through a public meeting and by mail and e-mail.

The *Model Standards for Out-of-School Time/After-School Programs in Michigan* will be posted on the Michigan Department of Education website, as well as posted on the websites of the Michigan AfterSchool Association and the Michigan After-School Partnership (MASP) with instruction for comment by mail and e-mail by April 9, 2008. Comments will be accepted until May 30, 2008.

Superintendents of local and intermediate school districts and public school academies will receive e-mail notification that the standards have been posted and will be invited to comment by mail or e-mail, or attend the public meeting. E-mail distribution lists for 21st Century Community Learning Centers Programs and after-school providers, associations, organizations, newsletters and other communication methodologies will be utilized to notify stakeholders that the standards have been posted and of the public meeting.

Public comment will be invited at the Michigan After-school Collaborative Summer Summit on May 30, 2008 at the Holiday Inn West, Lansing.

Following the period of public comment, the MASP quality committee and staff will reconvene to revise the standards to present to the State Board of Education for discussion at its August 2008 meeting and adoption at its September 2008 meeting.