JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

July 28, 2008

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of the Revised *Model Standards for Out-of-School Time/After-School Programs in Michigan*

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, legislation was enacted 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. This document was disseminated for public comment from April 8, 2008 to June 23, 2008. The committee reconvened on June 23, 2008 to review and incorporate public comment into this final document. Attachment B outlines those changes.

It is recommended that the State Board of Education approve the revised *Model Standards for Out-of-School Time/After-School Programs in Michigan* as attached to the Superintendent's memorandum dated July 28, 2008.

STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT
CAROLYN L. CURTIN – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
NANCY DANHOF – NASBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • CASANDRA E. ULBRICH

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Attachment A

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

Michigan State Board of Education

MICHIGAN Department of Education

Michigan State Board of Education

Kathleen N. Straus, President
John C. Austin, Vice President
Carolyn L. Curtin, Secretary
Marianne Yared McGuire, Treasurer
Nancy Danhof, NASBE Delegate
Elizabeth W. Bauer
Reginald M. Turner
Casandra E. Ulbrich

Ex-Officio Members

Jennifer M. Granholm
Governor

Michael P. Flanagan
Superintendent of Public Instruction

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, legislation was enacted to develop the Michigan After-School Partnership (MASP) to build the capacity for communities to provide high quality after-school programs. The 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

"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]

This 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.

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 and summer vacation. 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. While not targeted for programs serving high school students, many of these standards may be applicable to these programs as well. These standards are voluntary for all programs, except those programs specifically mandated by their funding to follow the standards. The standards indicate very high quality. The MDE and SBE recommend 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

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

I. Health, Safety, and Nutrition

Standard:	Quality Indicators:
A. The physical and emotional health, safety, and security of all children and youth are protected.	❑ In school buildings, safety and health standards required during the school day are continued in the OST program. ❑ Health and safety regulations follow those of Licensing Rules for Child Care Centers of school-age. ❑ Children are supervised at all times, including arrival and departure. ❑ A system is in place to prevent unauthorized individuals from taking children from the program. ❑ Staff plan for different levels of supervision according to the level of risk involved in an activity. ❑ Staff build trusting relationships with youth that provide physical and emotional security. ❑ Equipment and facilities are checked daily and maintained in a safe fashion. ❑ Programming facilitates a variety of physical and nutritional activities that meet the needs of all children/youth.
B. Written policies and a training system are in place for emergencies.	❑ 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. ❑ Contingency plans for emergencies, including closings, are communicated to families of students upon enrollment. ❑ A procedure for emergency communication with families (e.g., phone trees, e-mail and web postings, cell phone usage) is established and communicated. ❑ A phone is available at all times. ❑ Emergency family and medical contact information is maintained in the program and available to program staff at all times.
C. Staff members are all trained to handle emergencies.	❑ 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. ❑ There is always an individual onsite who has current first aid training, CPR, and blood borne pathogen training.

I. Health, Safety, and Nutrition

D.	Positive policies and procedures ensure the health of all children and staff.	❑ The environment is clean, and appropriate sanitation, disinfecting, and maintenance procedures are followed. ❑ Sick children and adults do not attend the program. ❑ The spread of illness is contained by proper hand washing procedures and other hygiene practices.
E.	Appropriate transportation rules are followed.	❑ Transportation provided to students follows regulations in the Revised School Code for transporting students to and from school. ❑ 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. ❑ 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.	❑ 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 all children.	❑ 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. ❑ Nutrition requirements are the same as those that apply to the MDE, Child and Adult Care Food Program. ❑ Deprivation of food is never used as a punishment. ❑ The program serves healthy foods and drinks. ❑ The amount and type of food offered is appropriate for the ages and sizes of children. ❑ Drinking water is readily available at all times. ❑ Children's special nutritional needs are accommodated.
H.	Food is stored and prepared safely.	❑ Food storage and preparation standards are maintained as required by Child Care Licensing Rule R400.5902. ❑ Appliances for heating and cooling food are maintained in a safe manner.

II. Human Relationships and Staffing

Standard:	**Quality Indicators:**
A. Adult/Child Relationships 1. Are authentic, consistent and positive 2. Establish primary relationships	❑ Staff treat all children respectfully, positively, and warmly. ❑ Children appear to be comfortable and happy in the program. ❑ Staff give attention to children and their individual needs, special interests, and abilities. ❑ Availability and longevity with the organization supports youth/staff relationships.
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.	❑ Staff members are kind, fair, and caring to all children. ❑ Staff set appropriate, realistic limits that are consistently enforced. ❑ Staff model and encourage communication, cooperation, and conflict resolution. ❑ Corporal punishment is not allowed.
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.	❑ Adequate numbers of qualified staff are hired, trained, and on-site. ❑ 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. ❑ 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. ❑ Minimum ratios: • 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. ❑ High quality ratios: • Grades K to 3—one adult for ten children. • Grades 4 to 8—one adult for 15 children. ❑ Mixed-age groups follow the ratio requirement for the youngest children in the group. ❑ Sufficient staffing is available to meet minimum ratios in all locations when groups are split between indoor and outdoor or separate activity areas.

II. Human Relationships and Staffing

D. Staff (program staff and administrative staff) develop open and supportive relationships focused on the goals of the program.	❑ Staff members communicate and cooperate with each other consistently. ❑ Staff members support each other through shared planning, coordination, and flexibility. ❑ Staff members treat each other with respect and tolerance.
E. Staff composition and relationships with each other and the children regularly reflect sensitivity to diversity and gender equity.	❑ The program policy prefers employment of staff members who reflect the languages, cultures, and genders of the children and families served. ❑ Staff training is provided in diversity. ❑ Staff members are sensitive to culture and gender. ❑ Staff members are sensitive to individual children's special needs and abilities.
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.	❑ 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. ❑ The plan for staff selection includes checking references.
G. A written plan for recruitment, orientation, and retention of staff is developed and implemented.	❑ 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. ❑ New staff participate in eight or more hours of preservice orientation activities, and preservice orientation activities include elements of youth development.
H. Each site has an adult site supervisor or director with decision-making responsibilities.	❑ 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. ❑ 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. ❑ The site supervisor/director is available onsite when students are onsite.

II. Human Relationships and Staffing

I. Program staff working directly with students will meet child care licensing rules for school-age programs.	❑ 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.
J. A written plan for on-going staff development is implemented and budgeted. This plan must include: • child/youth typical and atypical 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.	❑ 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.
K. A written, board-approved compensation plan is developed to retain qualified staff and maintain quality programs.	❑ 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.
L. All staff who work with children are physically/mentally able to perform outlined job duties and are free of criminal convictions.	❑ Staff physicals are required prior to employment, and are updated at least every three years. • Criminal background checks are required prior to employment as defined by Licensing Rules for Child Care Centers.
M. Staff evaluation is established and used for ongoing professional development.	❑ 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.

III. Indoor and Outdoor Environment

Standard:	**Quality Indicators:**
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.	❑ 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. ❑ 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. ❑ There is adequate space for storage of equipment and materials, as well as personal possessions of children and staff. ❑ Physical environments can be modified to meet the needs of the program offerings and special needs of individuals. ❑ Written guidelines are in place regarding the use and maintenance of program facilities. ❑ The program is creative in meeting space constraints in shared spaces.
B. The outdoor environment is established to offer a safe and age-appropriate area for daily outdoor play and sports.	❑ There is adequate outdoor space available for large motor and sports activities daily. ❑ Children may choose to use a wide variety of outdoor equipment and games for active and quiet play. ❑ The Public Playground Safety Handbook[4] is recommended when applicable. ❑ All outdoor equipment and spaces are suitable for the sizes and abilities of all children and are maintained in a safe manner.
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.	❑ Enough materials and equipment are available to provide for at least three activity spaces per child. ❑ There is a full range of learning and recreational equipment and materials (sensory, woodworking, art, literacy, recreational materials, technology, science, math, etc.). ❑ Materials and equipment are available for a variety of choices, individual and group interests, and in good repair.
D. The environment is accessible to children and families with disabilities.	❑ Program is barrier-free and complies with all Americans with Disabilities Act (ADA) regulations.[5]
E. The environment reflects the diversity represented in the population of the community and gender equity.	❑ Décor, materials, and resources reflect family backgrounds and interests of children. ❑ Materials, photographs, and equipment are representative of a variety of cultures/populations.
F. The environment reflects various learning styles and abilities of all children.	❑ There is a variety of age-appropriate materials within active and quiet spaces to accommodate all children's learning styles and abilities.

[4] Public Playground Safety Handbook – www.cpsc.gov/cpscpub/pubs/325.pdf

[5] American with Disabilities Act regulations - www.ada.gov

IV. Program and Activities

Standard:	**Quality Indicators:**
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.	❑ Resources are available and utilized to provide a variety of child-centered activities that increase the opportunities for all children to develop in all areas (social, emotional, intellectual, academic, physical, and cultural).
B. The comprehensive curriculum addresses the needs of the whole child, individual as well as group needs, and supports the school curriculum.	❑ Staff members demonstrate awareness of children's individual daily needs and learning styles and plan to accommodate them in daily programming. ❑ There is a clear rationale for the activities chosen. ❑ Formal processes or structures are in place linking the program to the school day. ❑ Activities have educational, social-emotional, physical or life-skills outcomes.
C. Materials are of sufficient quantity and type to support the curriculum for all ages.	❑ 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.
D. Program development and implementation is carried out in such a way to include significant child choice and involvement in planning.	❑ Staff give children many opportunities to choose what they will do, how they will do it, and with whom. ❑ Children are included in the planning process. ❑ Children are encouraged to offer ideas, take the initiative, and make suggestions.
E. Parents are appropriately involved in the planning, management, evaluation, implementation and improvement of the program.	❑ Multiple systems are in place for parents to be involved and to provide input regarding policies, procedures, curriculum, etc. ❑ Multiple systems are in place for maintaining communication with parents. ❑ Families and community members feel welcome, respected, and comfortable in the program. ❑ Expectations for adult participation in the program are clearly communicated.
F. School day and OST activities are linked in ways that support the academic development of each individual child	❑ OST programming includes developmentally appropriate academic support and enrichment activities that complement the school curriculum. ❑ OST staff members work with individual teachers and parents to support children's homework needs. ❑ OST staff members participate in school-wide activities and goals.

IV. Program and Activities

G. Program collaborates with other youth organizations, community resource agencies and schools to meet the needs of all participating children/youth.	❑ Establish mechanisms for regular communication to better coordinate. ❑ Support opportunities for youth.
H. Staff are educated on the character education curriculum components and can demonstrate their presence in annual programming.	❑ Curriculum planning includes annually at least two or more of the components of character education: • service learning; • conflict resolution; • asset building; • leadership; • decision making skills for healthy choices; • peer activities—older with younger; • intergenerational activities; and • peer mediation. ❑ Character education opportunities are consistent with the Michigan State Board of Education Policy on Quality Character Education.[6]
I. Computer technology experience, which helps children become comfortable with both skills and materials, should be available at all ages.	❑ Computers and age-appropriate software (or access to) are present in the program and used regularly by all participants. ❑ Computer and technology opportunities are consistent with the State of Michigan Educational Technology Plan.[7]
J. The OST daily schedule provides for regular indoor/outdoor activities.	❑ Each child has a chance for physical activity at least 30 minutes each three-hour block of time. ❑ When weather does not permit outdoor participation, active indoor movement and games are offered.

[6] Michigan State Board of Education Policy on Quality Character Education – http://www.michigan.gov/documents/Character_policy_final_94134_7.pdf

[7] State of Michigan Educational Technology Plan – www.michigan.gov/documents/STP2006_5-10-06c_158945_7.pdf

V. Administration

Standard:	**Quality Indicators:**
A. Prior to developing a new program, a comprehensive needs assessment is conducted and the results are used in planning.	❑ 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.	❑ 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 established budget reflects input from appropriate stakeholders, utilizing a process that is inclusive and comprehensive.	❑ 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, sustainable program supporting these standards.	❑ 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.	❑ 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: • 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 and comprehensive program evaluation is established and used for on-going program improvement.	❑ 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

G.	Program administration training is in place for site directors/supervisors.	❑ Professional development is planned for and implemented to include: • program content; • program delivery system; and • methods for working effectively with all children, parents, and staff.
H.	Youth have an influence on the structure and policy of the organization.	❑ Youth participate with program quality review and plans for improvement. ❑ Youth and staff share responsibility on program governing bodies (e.g., boards, advisory panels, standing committees, task forces).

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.

Standard:	**Quality Indicators:**
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.	❑ Standards I.A.-I.H. and II.A. and II.B. are met. These standards are reiterated below.
i. The physical and emotional health, safety, and security of all children and youth are protected.	❑ In school buildings, safety and health standards required during the school day are continued in the OST program. ❑ Health and safety regulations follow those of Licensing Rules for Child Care Centers of school-age. ❑ Children are supervised at all times, including arrival and departure. ❑ A system is in place to prevent unauthorized individuals from taking children from the program. ❑ Staff plan for different levels of supervision according to the level of risk involved in an activity. ❑ Staff build trusting relationships with youth that provide physical and emotional security. ❑ Equipment and facilities are checked daily and maintained in a safe fashion. ❑ Programming facilitates a variety of physical and nutritional activities that meet the needs of all children/youth.
ii. Written policies and a training system are in place for emergencies.	❑ 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. ❑ Contingency plans for emergencies, including closings, are communicated to families of students upon enrollment. ❑ A procedure for emergency communication with families (e.g., phone trees, e-mail and web postings, cell phone usage) is established and communicated. ❑ A phone is available at all times. ❑ Emergency family and medical contact information is maintained in the program and available to program staff at all times.

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.

Standard:	**Quality Indicators:**
iii. Staff members are all trained to handle emergencies.	❑ 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. ❑ There is always an individual onsite who has current first aid training, CPR, and blood borne pathogen training.
iv. Positive policies and procedures ensure the health of all children and staff.	❑ Staff members communicate and cooperate with each other consistently. ❑ Staff members support each other through shared planning, coordination, and flexibility. ❑ Staff members treat each other with respect and tolerance.
v. Appropriate transportation rules are followed.	❑ Transportation provided to students follows regulations in the Revised School Code for transporting students to and from school. ❑ 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. ❑ Public Transportation is utilized in the manner approved in the Revised School Code or in Licensing Rules for Child Care Centers.
vi. Proper procedures for the administration and handling of medication and individual medical procedures are developed.	❑ Procedures are written, implemented and distributed in program handbooks to staff and parents.

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.

Standard:	**Quality Indicators:**
vii. The program serves foods and drinks that meet the needs of all children.	❑ 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. ❑ Nutrition requirements are the same as those that apply to the MDE, Child and Adult Care Food Program. ❑ Deprivation of food is never used as a punishment. ❑ The program serves healthy foods and drinks. ❑ The amount and type of food offered is appropriate for the ages and sizes of children. ❑ Drinking water is readily available at all times. ❑ Children's special nutritional needs are accommodated.
viii. Food is stored and prepared safely.	❑ Food storage and preparation standards are maintained as required by Child Care Licensing Rule R400.5902. ❑ Appliances for heating and cooling food are maintained in a safe manner.
ix. Adult/Child Relationships 1. Are authentic, consistent and positive 2. Establish primary relationships	❑ Staff treat all children respectfully, positively, and warmly. ❑ Children appear to be comfortable and happy in the program. ❑ Staff give attention to children and their individual needs, special interests, and abilities. ❑ Availability and longevity with the organization supports youth/staff relationships.
x. 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.	❑ Staff members are kind, fair, and caring to all children. ❑ Staff set appropriate, realistic limits that are consistently enforced. ❑ Staff model and encourage communication, cooperation, and conflict resolution. ❑ Corporal punishment is not allowed.

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.

Standard:	**Quality Indicators:**
B. Programs are appropriate for the students enrolled.	❑ Activities are age appropriate. ❑ Activities meet the learning styles and interests of the enrolled students.
C. Appropriate staff members are present at all times.	❑ At least one adult is present at all times. ❑ Staff members have specialty expertise relevant to the content/skill of the program being offered.

REFERENCES AND RESOURCES

Bender, Flatter, & Sorrentino., *Half A Childhood: Quality Programs for Out-of-School Hours*, 3rd Edition, 2005.

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

High/Scope Educational Research Foundation., Youth Program Quality Assessment, HIGH/SCOPE®PRESS, Ypsilanti, MI., 2005.

Michigan Department of Human Services., *Licensing Rules For Child Care Centers*, Lansing, MI., 2006.

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

National AfterSchool Association., *NAA Standards for Quality School-Age Care*, Puritan Press, Hollis, NH., 1998.

National Association of Elementary School Principals., *Leading After-School Learning Communities: What Principals Should Know and Be Able to Do*, Alexandria, VA., 1999.

National Institute on Out-of-School Time., *Links to Learning: A Curriculum Planning Guide for After-School Programs*, 2005.

Newman, Roberta., *Training New After-School Staff: Welcome to the World of School-Age Care!*, 2002.

School-Age Notes, on-line: www.SchoolAgeNotes.com.

The Finance Project, on-line: http://www.financeproject.org.

YMCA of the USA., *YMCA School-Age Care Program Manual*, Human Kinetics Publishers, Inc., Champaign, IL.,2004.

Yohalem, N., Wilson-Aslstrom, A., with Fischer, S., & Shinn, M. (March, 2007). *Measuring Youth Program Quality: A Guide to Assessment Tools,* Washington, D.C.: The Forum for Youth Investment, Impact Strategies, Inc.

GLOSSARY

Activity	A planned interaction led by staff.
Cognitive/Cognition	Both the knowledge possessed and the youth's ability to think, reason, learn, and understand. Younger school-age children usually think in concrete ways. Older school-age children (adolescents) begin to use more complex ways of thinking.
Curriculum	The program content and how it is delivered.
Out-of-School Time (OST)	Before school, after-school, times and days when there is no school due to teacher training, snow days, vacations, summer vacation, etc., which ideally includes both extended learning opportunities to support the school day and school-age child care.
Program	Refers to the organization and all of the activities, as a whole for children and youth during their out-of-school time.
School Age Child Care	Eligible to be enrolled in kindergarten, as defined by The Revised School Code, but less than 13 years of age.
Single Purpose Program	A program that is primarily supervised, school-age-child-focused training in a specific subject, including, but not limited to, dancing, drama, music, or religion. This exclusion applies only to the time a child is involved in supervised, school-age-child-focused training. A program that is primarily an incident of group athletic or social activities for school-age children sponsored by or under the supervision of an organized club or hobby group, including, but not limited to, youth clubs, scouting, and school-age recreational or supplementary education programs. This exclusion applies only to the time the school-age child is engaged in the group athletic or social activities and if the school-age child can come and go at will.
Training, Other	Training provided through workshops, seminars, conferences, college/university courses, on-line course work and training, and webinars.
Youth	Children and adolescents who are school-age through teen-age.
Youth Development	The support of the natural unfolding of the potential inherent in children and youth in relation to the challenges of their physical and social environment. Youth development encourages individuals to actively shape their own development through their choices and perceptions.

Endorsements

Michigan AfterSchool Association
P.O. Box 16128, Lansing MI 48901
www.misaca.org

Michigan After-School Partnership
1627 Lake Lansing Road, Lansing MI 48912
www.miafterschool.org

Attachment B

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

The Michigan Department of Education (MDE) accepted public comment on the *Model Standards for Out-of-School Time/After-School Programs in Michigan* through a public meeting held on May 30, 2008 and by mail and e-mail from April 30, 2008 to June 23, 2008.

Following that period of public comment, the MASP quality committee and MDE staff reconvened to make final revisions to the standards presented at the April 8, 2008 State Board of Education meeting.

Changes made are as follows:

- Sentence added under How to Use This Document, "While not targeted for programs serving high school students, many of these standards may be applicable to these programs as well."
- Removed "In programs that take place outside school buildings" under section I, standard A, second bullet.
- Added "...of school-ages." to the end of section I, standard A, second bullet.
- Added fifth bullet to section III, standard A.
- Added sixth bullet to section III, standard A.
- Corrected title of The National Playground Safety Standards to The Public Playground Safety Handbook.
- Added Public Playground Safety Handbook footnote.
- Added "..., and complies with all American with Disabilities Act (ADA) regulations." to section III, standard D.
- Added footnote to section III, standard D, first bullet.
- Removed "character development" and replaced it with "conflict resolution" under section IV, standard H, first bullet.
- Added second bullet under section IV, standard H.
- Added footnote to second bullet under section IV, standard H.
- Redefined "School Age" to "School Age Child Care" under glossary.
- Added and defined "Single Purpose Program."
- Added website address of the Michigan After-School Partnership under Endorsements.