

Georgia Afterschool
& Youth Development
Initiative

A collaboration between GSAN & GUIDE, Inc.

Raising the Bar for Afterschool: An Introduction to the Georgia Afterschool & Youth Development Quality Standards

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Georgia Department
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Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia Dept
of Early Care
and Learning
BRIGHT FROM THE START



Georgia Department of Public Health

Objectives

Participants will:

- Understand the ASYD Quality Standards program improvement process.
- Learn how to use the ASYD Quality Standards Assessment Tool.
- Explore how to use the ASYD Assessment results to improve your program.

Why Afterschool?



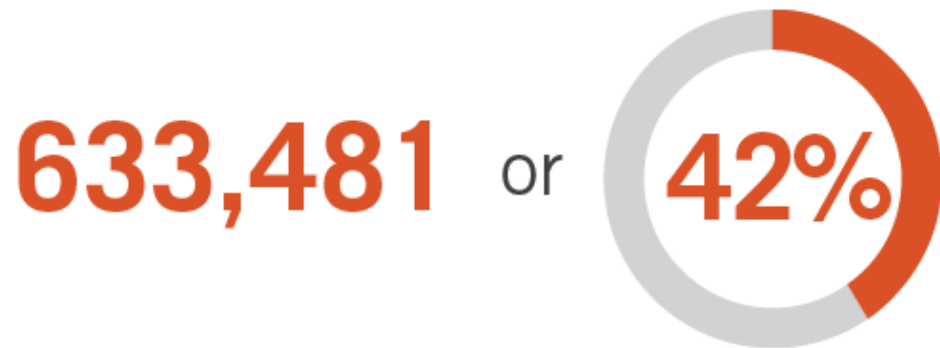
Why Afterschool?



of Georgia's school-aged children participated in afterschool programs in 2020¹



but

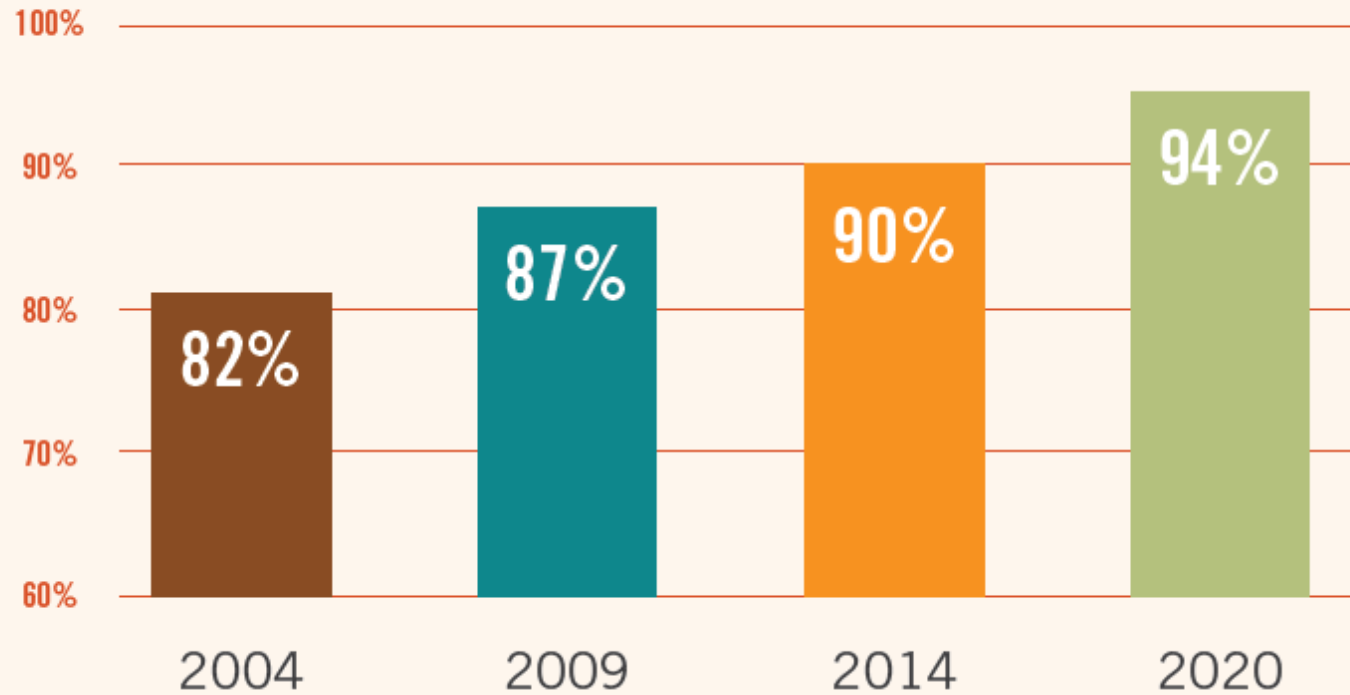


more children would enroll if a program was available in their community²



PARENT SATISFACTION WITH AFTERSCHOOL PROGRAMS HAS RISEN IN THE LAST DECADE:

GEORGIA PARENT SATISFACTION WITH AFTERSCHOOL PROGRAMS



What the Research Says

- The ABCs: Attendance, Behavior, and Coursework
- Closing the achievement gap
- Better health
- Confidence and self-efficacy
- Productive Parents
- Minimizing Risks



91%

Interacting with peers
and building social skills



70%

Building life
skills



71%

Engaging in STEM or
computer science learning
opportunities



79%

Peace of mind for
working parents



83%

Receiving healthy
snacks and meals

What are the Georgia ASYD Quality Standards?

Framework for providers to evaluate and continue improving the quality of their programming

Grounded in the widely held and well-established understanding that children, youth, and families benefit when programs increase their capacity to provide high quality programming.

Common language around what quality afterschool programming looks like

A Unified
Vision
to **Serve**
Georgia's
Youth

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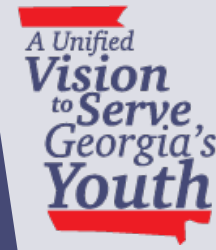
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The ASYD Assessment System



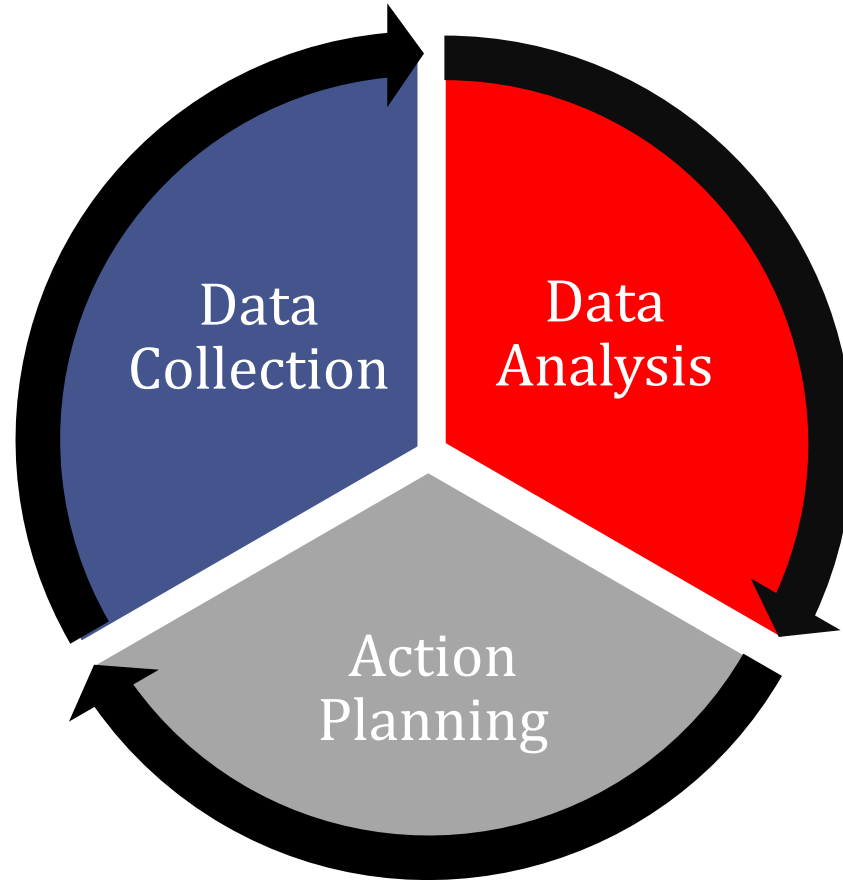
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Designed for programs that:

- Serve children and youth between the ages of 5 and 18.
- Serve youth who attend regularly.
- Are well established.
- Offer youth a range of enriching experiences.

The ASYD Assessment System



Why Use The ASYD System?

Can help you answer key questions:

- What is the quality of our program?
- What are we doing well? Where are our strengths? What practices should we sustain?
- Where should we focus our program improvement efforts? What program practices should we target in facilitating this improvement?
- Where should we focus our professional development efforts?
- How can we work as a team to ensure program improvement?

Principles of Quality Improvement

1. There is always room for improvement.
2. Change that involves everyone is the most successful.
3. Slow, gradual change will last.
4. People working together are the best resource.
5. Sharing the leadership role will increase participation.

Whether you think
you can or you
think you can't,
you're right.
-Henry Ford

If there is no
struggle,
there is no
progress.
-Fredrick
Douglass

If you change the
way you look at
things, the things
you look at
change.
-Wayne Dyer

Progress is impossible without
change, and those who cannot
change their minds cannot
change anything.
-George Bernard Shaw

REFLECTING ON CHANGE

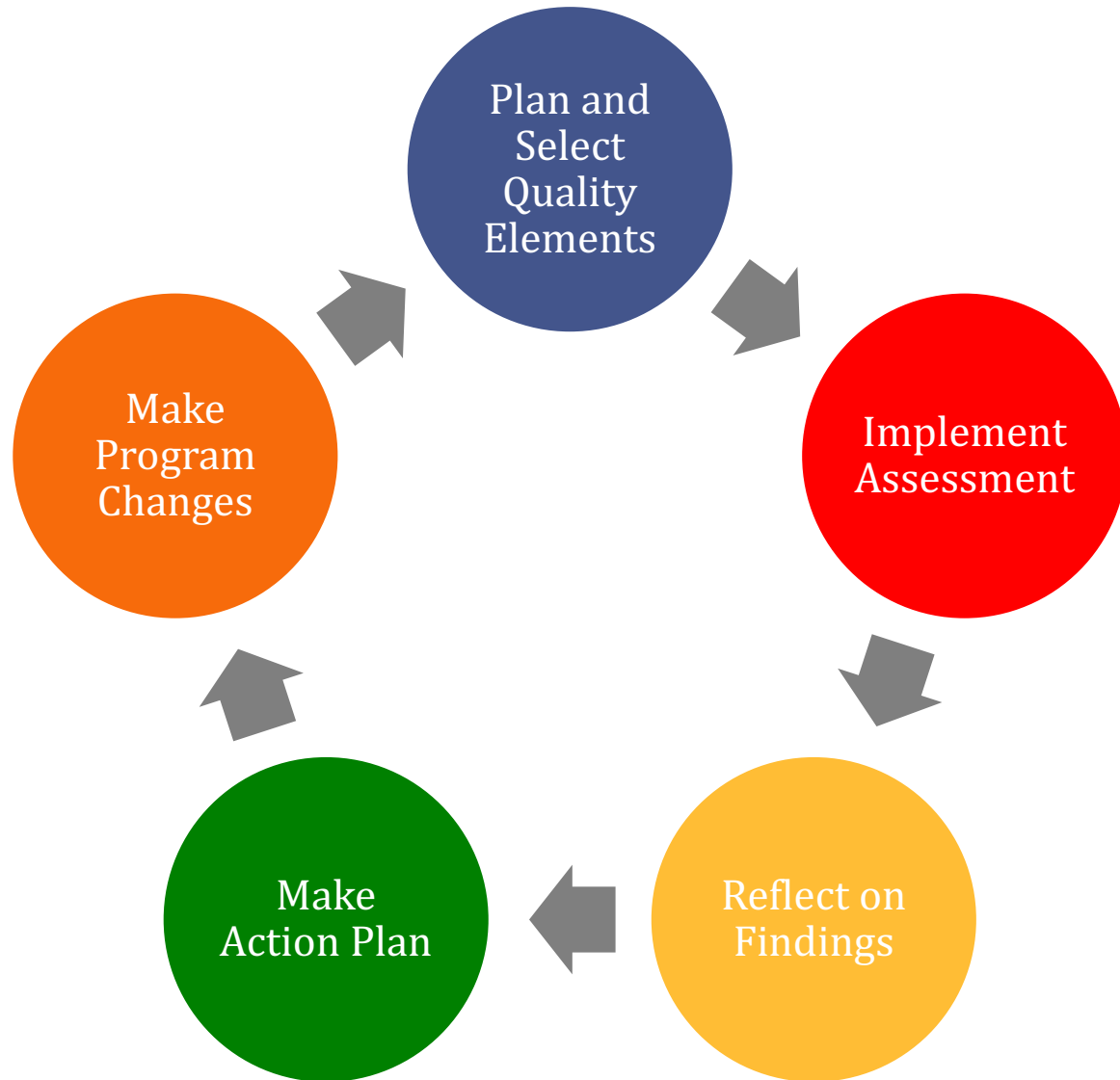
All great changes are
preceded by chaos.
-Unknown

A ship is safe in a harbor...but that's
not what ships are built for.
-Unknown

If a man knows
not what harbor
he seeks,
any wind is the
right wind.
-Lucius Annaeus
Seneca

If you do not
change
direction, you
may end up
where you are
heading.
-Lao Tzu

Continuous Improvement



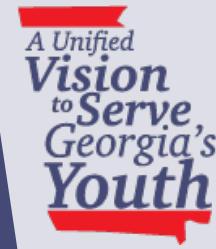
The Standards, Quality Elements and Indicators

The standards are organized into nine distinct categories called **quality elements**.

Each of these nine quality elements includes a series of related **standards**.

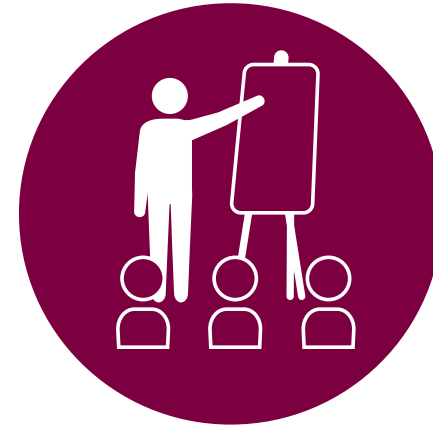
Each standard includes **indicators** that demonstrate what the standard looks like in practice.

*Download your free copy of the ASYD Standards booklet
at georgiaasyd.org/quality-standards.*



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Quality Element 1: Programming & Youth Development

Guiding Principle: A quality program designs and implements a flexible, well-rounded daily schedule that supports the physical, social, and cognitive development of all youth by providing programming and activities that are well organized, developmentally appropriate, and offer opportunities to gain new knowledge and skill.

Sample Standards

- 1.2 Offers project-based, experiential and hands-on activities
- 1.12 Ensures that programming is culturally appropriate and linguistically sensitive



Quality Element 2: Linkages with the School Day

Guiding Principle: A quality program communicates and collaborates with school personnel to ensure that afterschool programming and activities complement and support school day learning, support performance standards, and build strong content knowledge and academic skills in youth.

Sample Standards

2.1 Establishes and maintains strong and intentional links to the school day

2.4 When appropriate, incorporates academic support, including homework assistance and/or tutoring



Quality Element 3: Environment & Climate

Guiding Principle: A quality program provides a safe, clean, and developmentally appropriate environment that meets the physical needs of all youth, supports best practice programming, and reflects the needs and interests of youth.

Sample Standards

3.3 Adheres to state and local licensing requirements

3.7 Allows for the inclusion and engagement of differently-abled youth





Quality Element 4: Relationships

Guiding Principle: A quality program fosters and nurtures positive relationships and interactions among staff, youth, families, and communities; and provides a tolerant and respectful environment that is safe from teasing, bullying, and violence.

Sample Standards

4.2 Ensures that staff are role models of positive and respectful adult relationships

4.4 Teaches and encourages use of conflict resolution skills among youth



Quality Element 5: Health and Well-Being

Guiding Principle: A quality program supports and promotes the health and well-being of youth, is committed to tolerance and inclusion, and provides opportunities for youth to be physically active and learn and practice healthy habits.

Sample Standards

- 5.2 Offers regular opportunities for youth to engage in physical fitness and build health and nutrition knowledge and skills
- 5.3 When suitable to program duration, incorporates nutritious snack and/or meal options, if provided



Quality Element 6: Staffing & Professional Development

Guiding Principle: A quality program employs staff and volunteers who value each youth, understand youths' developmental needs, and develop working relationships with coworkers, youth, families and caregivers and other partners. A quality program supports the professional growth of staff and volunteers by providing ongoing professional development that bolsters the knowledge and skill necessary for implementing best practice programming.

Sample Standards

6.2 Offers all staff and volunteers ongoing professional development and fosters a commitment to continual growth



Quality Element 7: Organizational Practices

Guiding Principle: A quality program has a clear mission and well-defined goals, sound fiscal management, and clear policies and procedures that support quality and sustainability.

Sample Standards

7.3 Establishes program policies and procedures and makes them available to families and caregivers and stakeholders

7.5 Maintains a system for the collection and monitoring of youth attendance data



Quality Element 8: Evaluation & Outcomes

Guiding Principle: A quality program has measurable program and outcomes-based goals; and a system and plan in place for gathering data, engaging in data-driven decision-making, implementing program improvement strategies, and regularly reassessing outcomes.

Sample Standards

8.1 Delineates measurable program goals and objectives that reflect the organization's mission

8.6 Develops the capacity in staff to carry out the data-driven decision-making process as a team



Quality Element 9: Family & Community Partnerships

Guiding Principle: A quality program builds meaningful relationships and collaborates with families and caregivers to enhance programming and foster the healthy development of youth. A quality program develops community partnerships to establish an educative community and form an interconnected network that supports the holistic well-being of youth.

Sample Standard

9.1 Builds meaningful relationships with families and caregivers and interacts with them in respectful and welcoming ways



Explore the ASYD Tool

Download your free copy of the ASYD Tool at georgiaasyd.org/quality-standards.

As we look at a sample page from the Tool, think about:

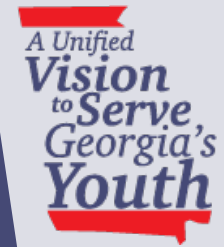
- what do you notice about the measurement?
- how is it organized?
- is it similar or different to other tools you've seen?
How?



Quality Element 1: Programming & Youth Development

GUIDING PRINCIPLE:

A quality program designs and implements a flexible, well-rounded daily schedule that supports the physical, social, and cognitive development of all youth by providing programming and activities that are well-organized, developmentally appropriate, and offer opportunities to gain new knowledge and skill.



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STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
1.1 Promotes a strength-based approach to programming that fosters the relationships, opportunities, and personal qualities that youth need to thrive	<ul style="list-style-type: none"> – Program staff can articulate an understanding of strength-based programming and can delineate specific practices employed – There is a mechanism in place for determining the strengths of each youth and caregivers (e.g., youth surveys, 1:1 discussions, meetings with family members) – Program activities and instructional practices recognize and build on youths' strengths and capabilities and provide strength development opportunities (i.e., , activities focus on what youth can do as opposed to what they can't do) – Staff verbally recognize youths' strengths, accomplishments and skills on a daily basis <p><i>1 = Program staff cannot articulate an understanding of strength-based programming and how their programming supports this approach</i></p> <p><i>1 = Programming and/or program practices focus on youth deficits</i></p> <p><i>1 = Programming and program practices do not build on or acknowledge the input, achievements, work, or contributions of youth</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	



Quality Element 4: Relationships

GUIDING PRINCIPLE:

A quality program fosters and nurtures positive relationships and interactions among staff, youth, families, and communities; provides a tolerant and respectful environment that is safe from teasing, bullying, and violence; and promotes diversity.

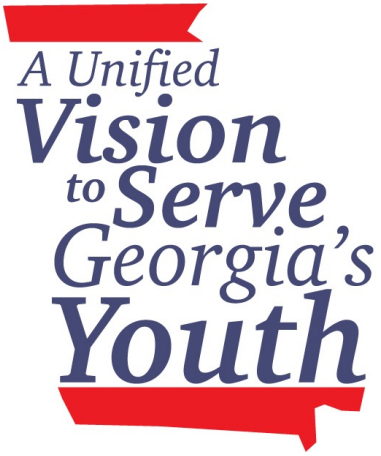
STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
4.1 Builds positive relationships with youth that are supportive and nurturing	<ul style="list-style-type: none"> – The program is structured to create close, sustained relationships between individual participants and caring adults – Staff engage in 1:1 conversations with individual youth (e.g., talk about youth’s interests, ask about something they brought or made) – Youth seek out positive contact/interactions with staff (e.g., youth initiate dialogue, ask their opinions, initiate friendly verbal or physical interaction, stand close to staff when talking) <p><i>1 = Youth do not have the opportunity to get to know staff well beyond the role of instructor</i></p> <p><i>1 = Staff and youth may be rude to each other, exchange negative affect, show anger, be mean-spirited, show sarcasm or engage in teasing</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	

Quality Element 9: Family & Community Partnerships

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
9.3 Communicates with families and caregivers regarding youths' needs and well-being	<ul style="list-style-type: none"> – Staff make a regular effort to share positive information with parents and caregivers about their child through both written updates and conversations – Staff communicate constructive feedback about children with parents and caregivers in a respectful way and in a confidential setting <p><i>1 = Program does not maintain regular communication with families and caregivers</i></p>	1 2 3 4 N/A	
9.4 Solicits and incorporates the input of families and caregivers in decision making	<ul style="list-style-type: none"> – Families and caregivers are encouraged to share their thoughts about the afterschool program (i.e., through informal conversations, focus groups, or surveys that are appropriate to the culture, language, and literacy level of families and caregivers) – Families and caregivers have the opportunity to play leadership roles in the program (i.e., by serving on a collaborative committee, organizing special events, or volunteering at the program) <p><i>1 = Program does not solicit the input of families on a regular basis</i></p>	1 2 3 4 N/A	

The ASYD Assessment Process

- Building Your ASYD Assessment Team
- Observation Best Practices
- Coming to Consensus
- Understanding Your Data
- Action Planning



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