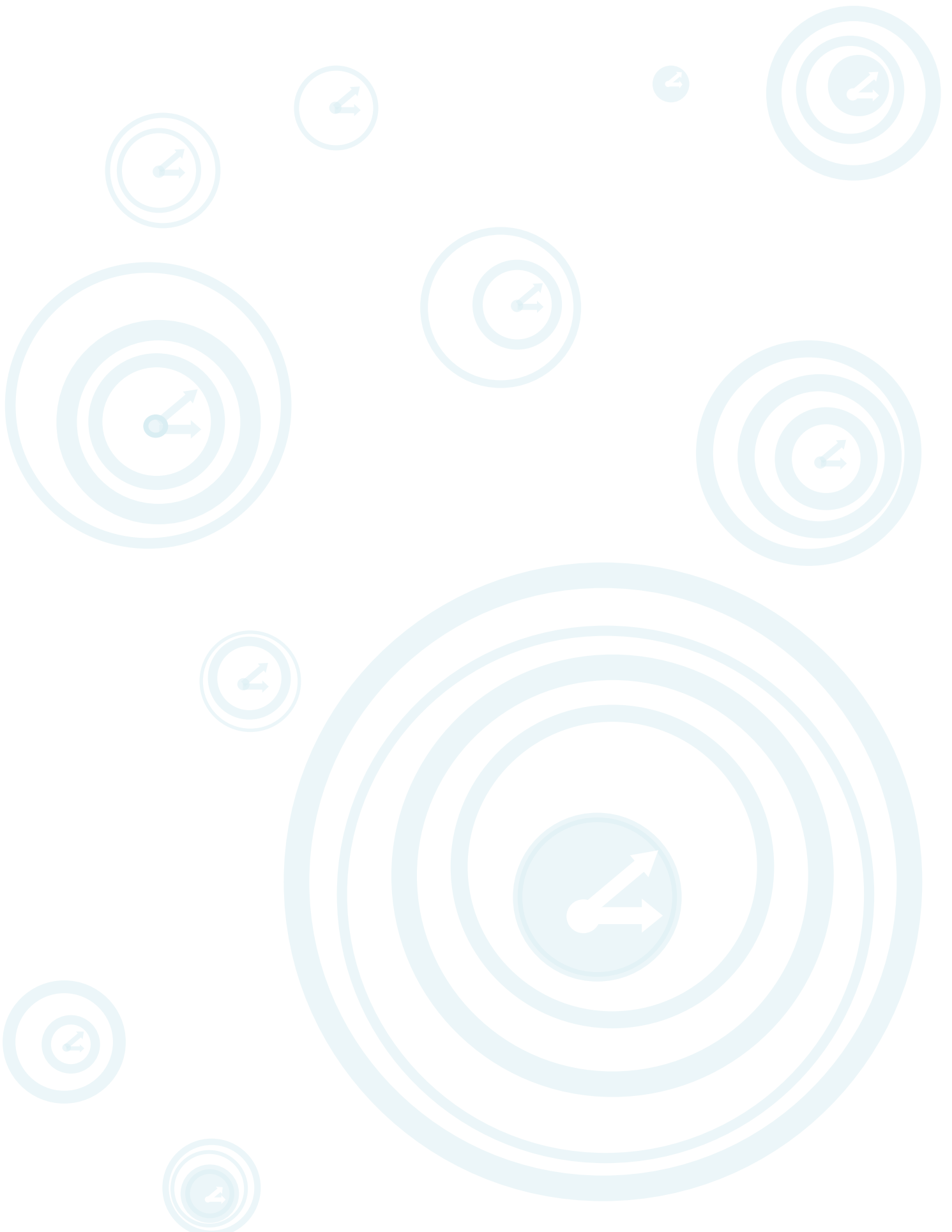


The background features several concentric circles of varying sizes and shades of light blue. Inside many of these circles are small, stylized arrows pointing in different directions. A large, semi-transparent green horizontal bar is positioned across the middle of the page, containing the title text.

The Kentucky School-Age Program Standards



Presented by:
Cabinet for Health and Family Services
Department for Community Based Services
Division of Child Care
275 E. Main St., 3 C-F
Frankfort, KY 40621
Phone: (502) 564-2524
Fax: (502) 564-3464
www.chfs.ky.gov





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Phone: (502)-564-2524
Fax: (502) 564-3464
www.chfs.ky.gov**

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Kentucky School-Age Program Standards

The Kentucky School-Age Program Standards provide a baseline of quality and are the foundation from which to build quality programming for school-age programs including: before school, after-school, and summer learning programs for children and youth.

Work-Group Co-Chairs

Shannon Noonan, *YMCA Louisville Child Care Services*

Karen West, *Corbin Independent Schools Redhound Enrichment—21st Century Community Learning Center*

Kentucky School-Age Program Standards Overview

The Kentucky School-Age Program Standards provide a baseline of quality and are the foundation from which to build quality programming for school-age programs including: before school, after-school and summer learning programs for children and youth.

The guiding partners of the Quality Enhancement through Systems Building Project recognize that each school-age program is unique with varying missions and philosophies, serving wide and diverse populations, ethnicities, age ranges, interests and values. The standards are not intended to dictate policy and practices. They are intended to suggest and encourage a strong baseline of quality.

The standards are organized in seven components.

- ❖ Component 1: Environments
- ❖ Component 2: Evaluation and Assessment
- ❖ Component 3: Health, Safety and Nutrition
- ❖ Component 4: Professional Development
- ❖ Component 5: Program Management
- ❖ Component 6: Program Structure
- ❖ Component 7: Relationships

Each component begins with a guiding principle that defines the intent of the component followed by elements of quality. The elements are then supported by specific standards that are broad based, allowing for encouraging and celebrating the uniqueness of each program.

Thank you to The Kentucky Partnership for Early Childhood Services, University of Kentucky, who conducted external reviews (both professional and random) with validated surveys to review the proposed program standards. In July of 2011 the Division of Childcare, the Kentucky Out-of-School Alliance and the Standards Work-group chairs modified the proposed standards based on feedback provided through this process.

Component 1: Environments

How well a program utilizes its environment—the designated space where the program activities take place, both indoors and outdoors—impacts the quality of the activities and care provided.

Element 1.1: Indoor and/or Outdoor Environments

Provide a developmentally and age-appropriate, safe indoor and/or outdoor environment.

Standard 1.1.1: The environment meets the physical, social, emotional, cognitive and creative needs of all out-of-school-time participants.

Standard 1.1.2: The environment is physically accessible to child(ren)/youth, staff and families with disabilities.

Standard 1.1.3: The environment allows child(ren)/youth to take initiative and explore their interests.

Standard 1.1.4: The environment is arranged well for a variety of intentional activities that include, but are not limited to: physical activities, creative arts, dramatic play, quiet games, academic enrichment, nutrition and socialization.

Standard 1.1.5: The environment is large enough and equipped appropriately to allow child(ren)/youth to be active, independent and creative.

Component 2: Evaluation and Assessment*

Evaluation and assessment includes a system for measuring outcomes and using that information for ongoing program planning, improvement and evaluation.

Element 2.1: Program

Standard 2.1.1: Measurable goals and objectives are aligned with the organization's vision and mission statements.

Standard 2.1.2: Formal and/or informal measures of program effectiveness are used with child(ren)/youth, staff and parent/guardians.

Standard 2.1.3: Data is used to measure progress toward quality.

Element 2.2: Children and Youth

Standard 2.2.1: Child(ren)/youth are regularly assessed and evaluated formally and/or informally.

Element 2.3: Administration

Standard 2.3.1: Regular evaluations and/or assessments of staff performance are conducted.

Standard 2.3.2: Focus groups, surveys and/or evaluations are regularly conducted with the staff, families, volunteers and stakeholders.

** The Evaluation and Assessment Component was validated at the 75% threshold by school-based out-of-school time providers; it was not validated by licensed child care providers as it received a score of 70%.*

Component 3: Health, Safety and Nutrition

Health, safety and nutrition standards provide developmentally and age-appropriate environments that protect and enhance the safety, health and nutrition of child(ren)/youth.

Element 3.1: Policy

Standard 3.1.1: Program staff supervise child(ren)/youth at all times.

Standard 3.1.2: Policies are established to address behavior management.

Standard 3.1.3: Staff are trained in CPR, First Aid and emergency procedures.

Standard 3.1.4: Healthy, nutritious meals and/or snacks are provided; drinking water is readily available at all times.

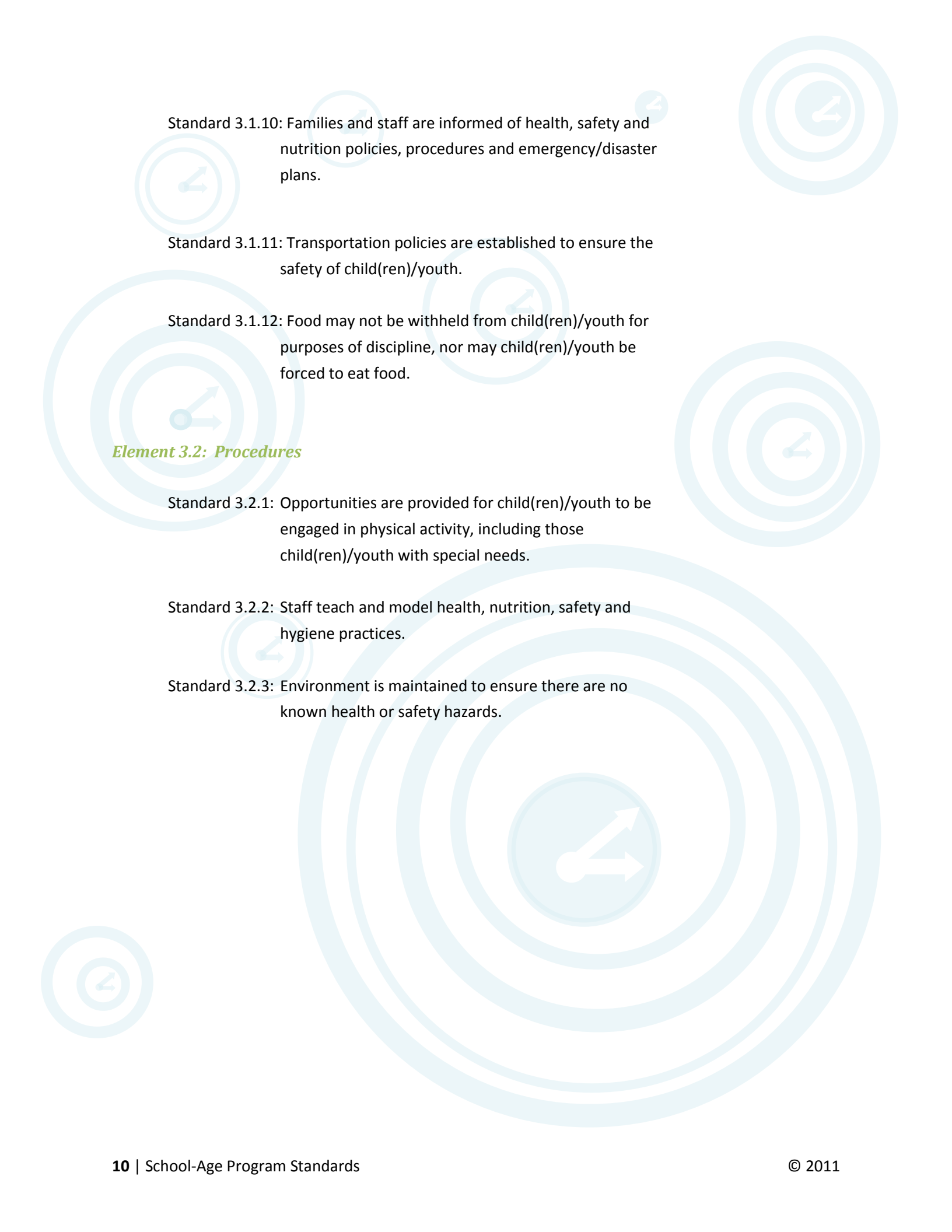
Standard 3.1.5: A policy is in place to provide an opportunity for physical activity within the daily schedule.

Standard 3.1.6: A plan is in place to address special needs, allergies, developmental diversity and religious and cultural preferences.

Standard 3.1.7: A written medical policy is in place that includes a plan to ensure medication is provided in the original container, maintained in appropriate storage and dispensed as prescribed by a physician with written parent(s) authorizations.

Standard 3.1.8: Policies are in place to identify, document and report suspected abuse and neglect, as required by law.

Standard 3.1.9: Copies of cleared criminal records check, and child abuse and neglect screening are on file for all staff and volunteers working directly with child(ren)/youth.



Standard 3.1.10: Families and staff are informed of health, safety and nutrition policies, procedures and emergency/disaster plans.

Standard 3.1.11: Transportation policies are established to ensure the safety of child(ren)/youth.

Standard 3.1.12: Food may not be withheld from child(ren)/youth for purposes of discipline, nor may child(ren)/youth be forced to eat food.

Element 3.2: Procedures

Standard 3.2.1: Opportunities are provided for child(ren)/youth to be engaged in physical activity, including those child(ren)/youth with special needs.

Standard 3.2.2: Staff teach and model health, nutrition, safety and hygiene practices.

Standard 3.2.3: Environment is maintained to ensure there are no known health or safety hazards.

Component 4: Professional Development

Professional Development is anchored around opportunities for formal and/or informal professional growth such as: coursework, credentialing and ongoing trainings, which are based on organizational or individual needs as indicated through regular assessment.

Element 4.1: Staff Meetings

Standard 4.1.1: Staff meetings are used to communicate topics that are relative to professional growth.

Element 4.2: Volunteer Training

Standard 4.2.1: Volunteers are trained and recognized.

Element 4.3: Opportunities for Professional Growth

Standard 4.3.1: Staff are made aware of opportunities for professional growth.

Standard 4.3.2: Opportunities for ongoing training are provided in order to engage and retain qualified staff.

Standard 4.3.3: Each staff completes an annual professional growth plan.

Standard 4.3.4: Staff receive recognition for professional achievement.

Element 4.4: Resources

Standard 4.4.1: Resources are provided by agencies to assist staff in their professional development

Component 5: Program Management

Program management includes having a vision, mission, plan, and oversight for sustainability and fiscal infrastructure; human resources; policies and procedures; and advocacy and awareness.

Element 5.1: Vision, Mission and Goals

Standard 5.1.1: The program develops a clear vision statement, mission statement, and measurable goals and objectives that directly relate to child(ren)/youth development outcomes.

Standard 5.1.2: Partnerships are established that are mutually beneficial and supportive of program goals and objectives.

Element 5.2: Sustainability and Fiscal Infrastructure

Standard 5.2.1: The program maintains a budget with accurate record of funds received and dispersed.

Standard 5.2.2: The program's administration provides sound fiscal management and oversight of the program.

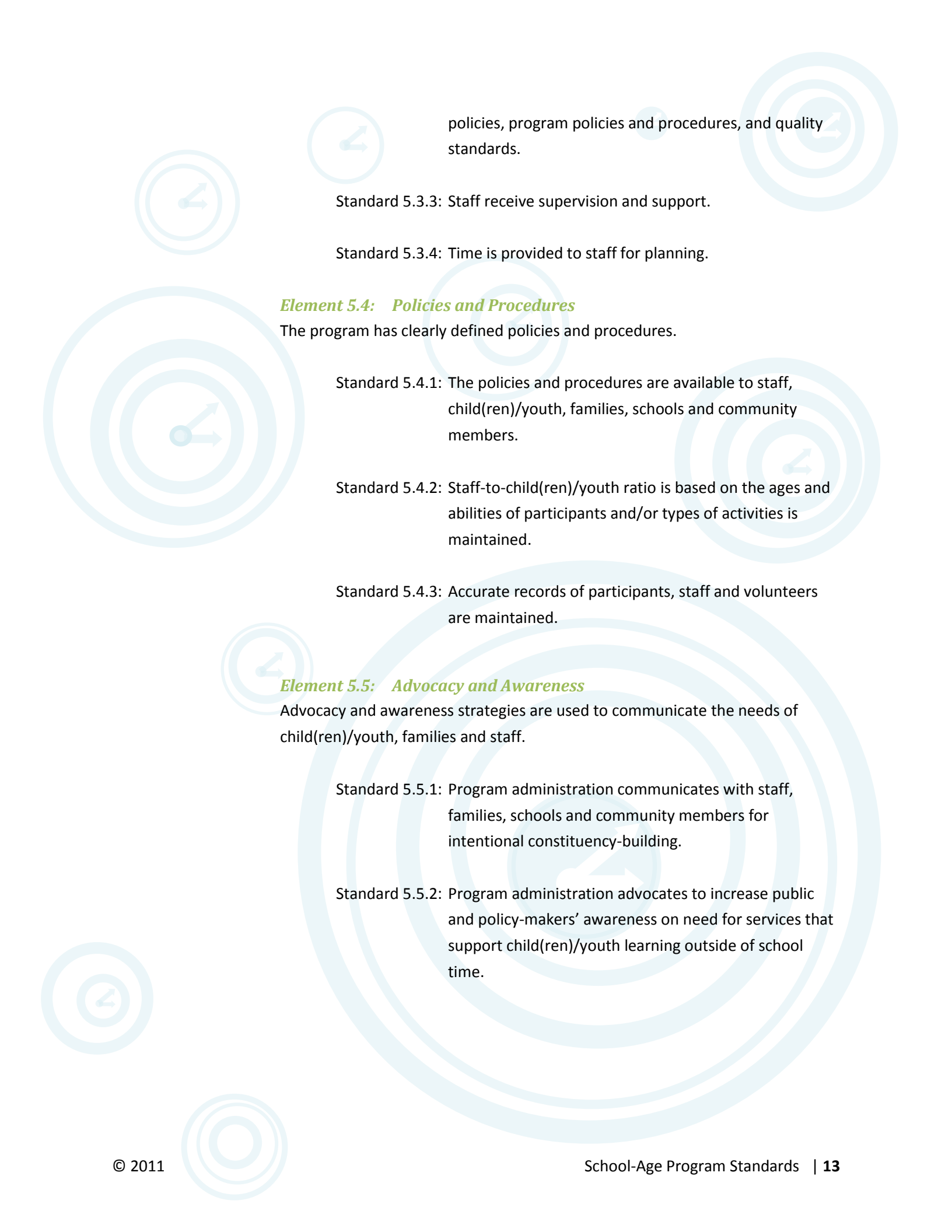
Standard 5.2.3: Funding is diversified and sustainable to operate within a budget.

Element 5.3: Human Resources

Human resources includes program administration recruiting, hiring and training diverse staff.

Standard 5.3.1: A standard hiring process for all staff (paid and unpaid) considers the personal attributes, ability to learn needed skills and professional qualifications appropriate for their position.

Standard 5.3.2: The program provides all staff with orientation that includes a review of the job description, personnel



policies, program policies and procedures, and quality standards.

Standard 5.3.3: Staff receive supervision and support.

Standard 5.3.4: Time is provided to staff for planning.

Element 5.4: Policies and Procedures

The program has clearly defined policies and procedures.

Standard 5.4.1: The policies and procedures are available to staff, child(ren)/youth, families, schools and community members.

Standard 5.4.2: Staff-to-child(ren)/youth ratio is based on the ages and abilities of participants and/or types of activities is maintained.

Standard 5.4.3: Accurate records of participants, staff and volunteers are maintained.

Element 5.5: Advocacy and Awareness

Advocacy and awareness strategies are used to communicate the needs of child(ren)/youth, families and staff.

Standard 5.5.1: Program administration communicates with staff, families, schools and community members for intentional constituency-building.

Standard 5.5.2: Program administration advocates to increase public and policy-makers' awareness on need for services that support child(ren)/youth learning outside of school time.

Component 6: Program Structure

The program structure emphasizes developmentally and age-appropriate social, emotional, recreational, physical, and educational opportunities.

Element 6.1: Academic Link

Standard 6.1.1: Programming includes developmentally appropriate academic support and/or enrichment activities that complement existing state and/or national standards.*

*For example, the Kentucky Core Academic Standards which has embedded the Common Core State Standards.

Standard 6.1.2: Staff members work with individual teachers and/or parents/guardians to support child(ren)/youth's homework and/or educational needs.

Element 6.2: Schedule

Standard 6.2.1: The program schedule is consistent enough to establish a routine, yet offers flexibility to meet the individual or situational needs of all child(ren)/youth.

Standard 6.2.2: The program posts and follows a daily schedule that enables child(ren)/youth to transition smoothly from one activity to another.

Standard 6.2.3: Schedule includes planned social, emotional, recreational, physical and educational support.

Standard 6.2.4: The program makes reasonable accommodations to the schedule so child(ren)/youth with special needs can participate.

Element 6.3: Curriculum

Standard 6.3.1: Curricula are offered in core academic areas, as well as in life skills, cultural arts, technology and physical activity.

Standard 6.3.2: Program curricula are intentionally planned to align with the mission and goals of the program.

Element 6.4: Activities

Standard 6.4.1: Developmentally and/or age-appropriate activities are offered that reflect the mission and goals of the program.

Standard 6.4.2: A variety of indoor and/or outdoor activities are offered that provide social, emotional, physical, recreational and educational opportunities.

Standard 6.4.3: Program structure allows child(ren)/youth the opportunity to choose from a variety of activities and formats that meet their interests and help promote their development.

Standard 6.4.4: Activities are provided that engage child(ren)/youth in hands-on interactive activities.

Standard 6.4.5: Activities and projects promote diversity.

Element 6.5: Planning

Standard 6.5.1: Child(ren)/youth input and participation is used in the activity planning and implementation.

Standard 6.5.2: Staff, family, volunteer and/or community input and participation are used in the activity planning and implementation.

Component 7: Relationships

Staff and volunteers must work together to foster safe, strong and respectful relationships at every level.

Element 7.1: Children and Youth

Standard 7.1.1: Child(ren)/youth demonstrate positive peer-to-peer interaction.

Standard 7.1.2: Child(ren)/youth have opportunities for both small and large group interactions.

Element 7.2: Staff

Standard 7.2.1: Staff engage with all participants in a positive way through listening, acceptance and mutual respect.

Standard 7.2.2: Staff strive to meet the individual needs of child(ren)/youth.

Standard 7.2.3: Staff demonstrate professionalism. *

*For example, the National Association for the Education of Youth Children's Professional Development.

Element 7.3: Community

Standard 7.3.1: Effective community collaborations are established to bring resources to enrich the program activities.

Standard 7.3.2: Program administration recognizes the value of and connection with local, state and national professional organizations

The page features a decorative background of concentric circles and arrows. A large, light blue circle with a white arrow pointing up and right is centered at the bottom. Several smaller, semi-transparent circles with arrows are scattered around the page, some pointing left and some pointing up and right. The text is arranged in a vertical list on the right side of the page.

Element 7.4: Family

Standard 7.4.1: Families receive positive communication in a variety of formats.

Standard 7.4.2: Staff and management provide opportunities for and promote and encourage family involvement and engagement.

Standard 7.4.3: Staff interact with families in a positive manner especially with regard to culture and beliefs to meet individual family needs.

Standard 7.4.4: Family input is considered and valued relative to individual child(ren)/youth and to the program as a whole.

Glossary of Terms

Activities: Planned interactions led by staff and/or volunteers.

Administrators: Program planners, owners, directors and supervisors who have overall responsibility for the operation of the out-of-school-time program.

Advocate: To speak or write in favor of; support or urge by argument; recommend publicly.

Assessment: A form of evaluation that could include observation, tracking, survey, interpretation or testing.

Child(ren): Defined as those in elementary school. (See Youth, page 20)

Collaboration: Working together, especially in a joint intellectual effort.

Common Core State Standards: A group of standards which “define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.” Website: <http://www.corestandards.org/>

Components: The seven classifications within the Kentucky School-Age Program Standards

Constituency Building: The process of mobilizing support from non-governmental interest groups and concerned government officials for specific reforms.

Core Content – Early Care Education: A document that outlines specific knowledge, competencies and characteristics needed by early childhood practitioners to work effectively with young children. Website: <http://www.education.ky.gov/KDE/>

Kentucky Core Academic Standards– KDE: A comprehensive document developed by the Kentucky Department of Education that is used in public schools and that “represents the content that has been identified as essential for all students to know.” The Common Core State Standards are embedded in the Kentucky Core Academic Standards. Website: <http://www.education.ky.gov/KDE/>

Curriculum: Collection of age-appropriate learning activities, materials, resources and methods that guides instruction with an intentional purpose to advance a child/youth’s social, emotional, physical, cognitive and/or creative well-being.

Developmentally Appropriate: Child(ren)/youth change greatly during elementary, middle and high school. Physical growth, cognitive abilities, social skills and emotional development may not proceed at

the same rate. Developmentally appropriate out-of-school-time programs design their programs to respond to the ages, developmental stages and individual differences of child(ren)/youth.

Director(s) and/or Site Coordinator(s): Individual(s) employed to oversee program activities, collaborative process and/or staff in an out-of-school-time program or site.

Diversity: A concept which encompasses acceptance and respect; understanding that each individual is unique; and recognizing individual differences including: the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Elements: Essential parts of each component. Elements are not listed in any specific order of importance.

ELO: Abbreviation for extended learning opportunity.

Environment: A combination of personal interactions and physical conditions that influence growth and development of child(ren)/youth in out-of-school-time facilities.

Goal: The result or achievement toward which effort is directed.

Objective: A measure of one's efforts or action toward a goal.

Outcomes: The actual impacts/benefits/changes for child(ren)/youth during or after an out-of-school-time program. These changes or outcomes are usually expressed in terms of:

- knowledge and skills (these are often considered to be rather short-term outcomes);
- behaviors (these are often considered to be rather intermediate-term outcomes); and
- values, conditions and status (these are often considered to be rather long-term outcomes).

Out-of-School Time: Refers to all out-of-school-time programming; before and after-school, full-day, weekends, summer and holidays.

Program: Refers to the individual sites and all the activities as a whole for child(ren)/youth during their out-of-school-time.

Staff: Any paid individual who provides direct services to or has contact with child(ren)/youth.

Standard:

- 1) Acknowledged measure of comparison, criterion, norm
- 2) A degree or level of requirement, excellence or attainment

Sustainability: The act of planning and acquiring resources to allow for the durability and long-term maintenance of out-of-school-time programs.

Tracking: A method used to document process, involvement or events.

Volunteers: Anyone who contributes time, energy or talent to an out-of-school-time program and does not receive program compensation for his/her efforts.

Youth: For the purpose of defining participants in out-of-school-time programs, youth are defined as those in middle school and high school. (See Children, page 18).

References

Thank you to the following organizations who provided the sources listed below. Their work and guidance aided in the creation of this document.

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School-Age Program Standards Work-Group

The Kentucky School-Age Program Standards have been developed as the foundation for the Kentucky School-Age Quality Framework. The document was shaped through a collaborative process that involved input from a diverse work-group, representing a sundry of school-age programs. The following members served to compile and write the original Kentucky School-Age Program Standards draft and to revise the draft based on the recommendations of forum participants.

William Bresser
Boys and Girls Club

Ella Brunner
Jefferson Community and Technical College

Lee Chance
CHFS Division of Child Care

Rebecca DeJarnatt
*Louisville Metro Government
Office of Youth Development*

Phyllis Elder
Kentucky Out-of-School Alliance

Karen Elswick
North Washington Co.—BEST 21st CCLC

Carolyn Hudman
Kentucky Out-of-School Alliance

Robin Leigh
Bourbon Central Family Resource Center

Carol Leggett
*21st Century Community Learning Center
Monitor*

Lisa J. Marshall
Purchase Child Care Resource and Referral

Karen Nance
First Care—First United Methodist Church

Shannon Noonan, Work-Group Co-Chair
YMCA Louisville Child Care Services

Pam Pendley
Butler Co. Community Education

Cindy Pfirman
Children, Inc.

Jessica Redman
Children, Inc.

Deana K. Reed
Kentucky 4-H Youth Development

Linda Robinson
Kentucky Department of Education

Priscilla Schwartz
*Cumberland Co. Schools, Family Resource and
Youth Services Center*

Leslie Spears
Paris Independent Schools, 21st CCLC

Judy Turner
Kentucky Out-of-School Alliance

Wes Watt
*Bowling Green/Warren County Community
Education*

Karen West, Work-Group Co-Chair, Corbin
*Independent Schools Redhound Enrichment—
21st Century Community Learning Center*

Mary West
*Franklin Co. Community Education ASK
Afterschool Kare SAIL Summer*

A comprehensive document such as this would not have been possible without the time, effort, knowledge and collective intelligence of hundreds of people. Thank you to the hundreds of stakeholders from across the Commonwealth who offered critical review of the original Kentucky School-Age Program Standards draft. Their cooperative spirit and generosity in sharing valuable advice and experiences helped to strengthen the final draft into a document that compliments the diversity and breadth of school-age programs across Kentucky. School-Age Program Standards Forum participants are listed below.

Special thanks to Kentucky Out-of-School Alliance youth volunteers: Paige Hudman, Samantha Pendley, Olivia Reed, Katie Turner.

School-Age Program Standards 2010 Forum Participants

Ann Ahlers-Stahl

Barbara Allen

Sharena Allen-Mask

Darrell Aniton

Joni Aylor

Ashley Bachelder

Brenda Bankston

Melissa Barman

Heather Barnett

Keitha Barnett

Carol Bartlett

Vicki Basham

Katherine Becker

Paula Bennett

Colleen Benson

Phyllis Berry

Donna Biller

Kimberly Birch

Eileen Blanton

Kathy Blevins

Amy Booth

Gloria Bowman

Lisa Branstetter

Gaila Brown

Mary Brown

Susan Brown

Lyall Browning

Ella Brunner

Shirley Buckman

Sandra Burden

Anna Burgan

La Donna Butler

Tootie Capshaw

Steve Caven

Lee Chance

Lindsey Clarkson

Lauren Claypool

Jeremey Clem

Ashlee Coats

Shirley Conley

Joshua Connell

Glenda Copus

Tami Cox

Mark Daniels

Betty Davis

Heather Davis

Debbie Dycus

John Mark Eberhardt

Betty Elkins

Jordan Elliott

Jeffrey Evans

Erica Farmer

Melanie Fazekas

Cheryl Fekete

Nicole Fields

Ann Finney

Traci Fisher

Shannon Floyd

LaTanya Ford

Michelle Forsythe

Albert Fox

Markham French

Charitiy Fuson

Jennifer Gambrel

Becky Gamm

Natalie Gentry

Kimberly Gipson

Jennifer Godbey

Allene White Gold

Brenda Gonzalez

Robert Goodlett

Mimi Gosney

Debbie Grabow
Kathleen Grant
Donna Gray
Jan Harris
Jane Harris
Blair Haydon
Betty Hayes
Pat Hayes
Lisa Haynes
Janet Hennessey
Heather Herald
Michelle Hewitt
Brenda Hickman
Brandi Hill
Lawanna Hodskins
Diana Hood
Tina Hood
Mary Jean Huelsman
Rita Hughes
Jennifer Hurley
Carol Huston
Clifford Irons
Robin Irvine
Thelma Jackson
Elizabeth Johnson
Gina Johnson
Shirley Johnson
Ronda Jordan
Melissa Kane
Carol Kees
Margenia Keeton
Kathleen Keller
Kathy King
Paula Kleine-Kracht
Shari Knight
Carolyn Lambert
Wes Lanham
Darlene Larkey

Ashley Lay
Felicia Lee
Erin Lightfoot
Chris Locke
Shirley Lucas
Leigh Ann Luttrell
Dede Lynn
Becky Mahaney
Kimberly Mahon
Mara Maldonado
Jewell Malik
Carole Manion
Melanie Manion
Karen Manley
Lisa Marshall
Brittney Mathis
Beverly Mattingly
Frances Mattingly
Rita McCord
Sherry McCoy
Tina McKendree
Jessica McPherson
Joan Menning
Carolyn Merriweather
Debbie Messenger
Sherri Meyer
Eva Miller
Bernard Minnis
Rosemary Morgan
Lynn "Boogie" Morris
John Mudd
Marilyn Mullins
Darlene Murphy
Katrina Murphy
Cheyene Muse
Karen Nance
Ashley Napier-Creech
Judy Niestrath

Nancy Parker
Gregory Payne
Barbara Pelley
Brandon Pence
Janice Pence
Sallye Pence
Pamela Pendley
Samantha Pendley
Amy Penn
Betty Pennington
Cindy Perkins
Sandra Pharis
Gary Phelps
Shirley Phelps
Karen Pinales
Armetta Pittman
Suzanne Pohli
Mary Kate Poling
Greta Qualls
Annette Ragg
Leslie Randall
Deana Reed
Valinda Reed
Connie Reliford
Natalie Reteneller
Karen Richardson
Brandi Riley
Becky Roark
Nancy Roberts
Karen Robinson
Mario Rodriguez
Marianna Romero
Joy Royalty
Robert Sanders
Megan Saylor
Kate Schiavi
Rachel Scholten
Priscilla Schwartz



Cynthia Scott
Dayna Severson
Abdul Sharif
Don Shaw
Aleisha Sheridan
Jan Sherrell
Emily Shirley
Vicki Shoulders
Liz Sias-Shannon
Jason Slack
Maria Smith
Geoff Snyder
Sherry Spears
Teresa Spurlock
Brigette Stacy
Willdee Stahr
Mary Staude
Karen Steele
Bradley Stevenson
Amanda Strange

Stacie Strotman
Rita Sweeney
Steve Tarver
Dianna Taylor
Donald Taylor Jr.
Cecelia Thompson
Pam Thompson
Angela Tincer
Cynthia Tremblay
Jan Turner
Daryle Unseld
Dawn Urrutia
Audra Valentine
Cheryl Vanlier
Susan Vessels
Christa Wahley
Patricia Waldsmith
Misti Walker
Sue Walker
Teresa Wallace

Rose Walton
Jennifer Washburn
Wes Watt
Janice Watts
Sebrina Webb
Jackolyn Webster
Jenny Weeks
Karen West
Lisa West
Kimberley Wheeler
Holly White
Dana Wilkerson
Cathie Williams
Stephanie Williams
Wanda Wilson
Peggy Witherspoon
Rolanda Woolfork
Darlene Wright



Resources

Kentucky School-Age Quality Framework

The Kentucky School-Age Quality Framework was developed to increase the quality of school-age, out-of-school time programs for children and youth through the development of a more coordinated quality system that supports both school-based and community-based providers.

The Kentucky Out-of-School Alliance facilitated the development process of the School-Age Quality Framework building off existing systems where possible. The project collaborated with provider supporting agencies—including bridging the gap between the Cabinet for Health and Family Services, Division of Child Care and the Kentucky Department of Education, 21st Century Community Learning Centers— to respect and recognize the diversity of providers, their perspectives, valuable resources and their identified needs.

Working through existing committees and establishing work groups, the Kentucky School-Age Quality Framework was developed and includes the following outcomes:

- ❖ School-Age Program Standards
- ❖ School-Age Core Competencies for Child/Youth Development Staff and Out-of-School Time Program Directors
- ❖ School-Age Credential
- ❖ School-Age Trainer/Training Information Resource
- ❖ additional School-Age Provider Training Opportunities
- ❖ School-Age Regulation Recommendations
- ❖ School-Age Accreditation and Quality Rating Systems Review

The School-Age Quality Framework was developed for Kentucky’s school-age and out-of-school time programs which are defined as “programs which provide a mix of academic, recreational and cultural activities for children and youth (grades K-12) before school, after-school, during holidays and during the summer. These programs include but are not limited to:

- ❖ Licensed School-Age Child Care Providers;
- ❖ Federally Funded 21st Century Community Learning Centers;
- ❖ Organizational Programs such as YMCA, Boys and Girls Clubs, 4-H;
- ❖ Faith-Based Programs; etc.

Kentucky School-Age Quality Framework Funding

The Kentucky School-Age Quality Framework was made possible through the generous support of the Cabinet for Health and Family Services, Division of Child Care and funding provided by the American Recovery and Reinvestment Act of 2009 (ARRA). According to the U.S. Congress the Recovery Act has three immediate goals:

- ❖ Create new jobs and save existing ones;
- ❖ Spur economic activity and invest in long-term growth;
- ❖ Foster unprecedented levels of accountability and transparency in government spending.

To learn more about the American Recovery and Reinvestment Act of 2009, visit www.recovery.gov.

Special thanks to the Charles Stewart Mott Foundation for their continued support and funding of the Kentucky Out-of-School Alliance and their strong commitment to America's children, youth and families through their development of statewide afterschool networks.

Special thanks to the members of the Kentucky Out-of-School Alliance for volunteering countless hours and sharing a wide breadth of knowledge, experiences and expertise to ensure the continued growth, development, and accessibility of quality out-of-school programs to promote the success of Kentucky's children and youth.

Special thanks to the Kentucky Department of Education, 21st Century Community Learning Centers for their continued support and funding as well as generously sharing time, knowledge and skills which helped to strengthen this document.

Special thanks to The Facilitation Center of Eastern Kentucky University who aided many of the work groups by facilitating a storyboarding process which captured a wealth of information; kept work groups on task; funneled the best ideas to the forefront; and ultimately guided work groups to achieving the objectives listed in the Kentucky School-Age Quality Framework.

Kentucky School-Age Quality Framework Timeline

February 2009

02/03/09 Kentucky Out-of-School Alliance Quality Committee Retreat – Regulation Recommendations for School-Age Child Care Developed

March 2009

03/31/09 Kentucky Out-of-School Alliance Regulation Recommendations Subcommittee Edits

03/31/09 Kentucky Out-of-School Alliance Regulation Recommendations Subcommittee Revisions

October 2010

10/15/09 Kentucky School-Age Framework Project Proposed

January 2010

01/10 Kentucky School-Age Framework Project Approved

February 2010

02/10 Kentucky Cabinet for Health and Family Services, Division of Child Care Contracts with The Kentucky Out-of-School Alliance to facilitate the development of the Kentucky School-Age Quality Framework

02/10 Call for Volunteers Kentucky School-Age Quality Framework

02/12/10 School-Age Program Standards Work-Group Meeting

March 2010

03/22 –24/10 School-Age Program Standards Retreat – First Draft School-Age Program Standards

April 2010

04/18/10 School-Age Program Standards Draft Released to Work-Group for Review

04/23/10 Online Message Boards Created for School-Age Framework Work-Groups

04/27 & 28/10 Online Recruitment for School-Age Quality Framework Project
Volunteers Via Multiple List-servs

May 2010

05/05/10 School-Age Program Standards Work-Group Meeting

05/05/10 School-Age Program Standards Report and Framework Project
Update to the Kentucky Out-of-School Alliance Quality/Training
Committee; Volunteers Recruited for Additional School-Age
Project Work-Groups

05/10 School-Age Program Standards Forums Announced and Online
Registration Opened for School-Age Program Standards Forums

05/10 School-Age Program Standards Forums Flyers Designed and
Distributed

05/13/10 School-Age Program Standards Work-Group Meets to Edit First
Draft and Schedule Forums

05/18/10 School-Age Credential Work-Group Meeting

05/26/10 Kentucky Out-of-School Alliance Quality Committee Meeting –
Recruitment for Kentucky School-Age Quality Framework
Volunteers

05/28/10 School-Age Program Standards Forum Presentation Developed

June 2010

06/07/10 School-Age Program Standards Forums Announcement
Released to Multiple List-Servs

06/14/10 School-Age Program Standards Forum – Northern Kentucky;
Volunteers Recruited for Additional School-Age Project Work-
Groups

July 2010

07/01/10 School-Age Program Standards Forums Opened to Front-Line
Staff

07/08/10 School-Age Program Standards Forum – Louisville, Kentucky (2
Forums); Volunteers Recruited for Additional School-Age Project
Work-Groups

- 07/09/10 School-Age Program Standards Forum – Bowling Green, Kentucky; Volunteers Recruited for Additional School-Age Project Work-Groups
- 07/13/10 School-Age Program Standards Forum – Pennyryle State Park; Volunteers Recruited for Additional School-Age Project Work-Groups
- 07/14/10 School-Age Program Standards Forum – Mayfield, Kentucky; Volunteers Recruited for Additional School-Age Project Work-Groups
- 07/15/10 School-Age Program Standards Forum – Owensboro, Kentucky; Volunteers Recruited for Additional School-Age Project Work-Groups
- 07/16/10 School-Age Program Standards Forum – Louisville, Kentucky; Volunteers Recruited for Additional School-Age Project Work-Groups
- 07/20/10 School-Age Program Standards Forum – Jenny Wiley State Park; Volunteers Recruited for Additional Work-Groups
- 07/21/10 School-Age Program Standards Forum – Ashland, Kentucky; Volunteers Recruited for Additional School-Age Project Work-Groups
- 07/22/10 School-Age Program Standards Forum – Natural Bridge State Park; Volunteers Recruited for Additional School-Age Project Work-Groups

August 2010

- 08/10 Out-of-School Time Passport Project Designed/ Developed/Distributed to Raise Awareness of the Importance of Quality School-Age Programs for Kentucky’s Children/Youth
- 08/05/10 School-Age Professional Development and Training Work-Group Meeting
- 08/05/10 School-Age Accreditation and Quality Rating System Work-Group Meeting
- 08/10/10 School-Age Program Standards Forum – Cumberland Falls State Park
- 08/11/10 School-Age Program Standards Forum – Lexington, Kentucky

- 08/19–29/10 Proposed School-Age Program Standards Released at Kentucky State Fair to School-Age Program Providers
Out-of-School Time Passports Distributed to Parents of School-Age Children/Youth at Kentucky State Fair
- 08/31/10 School-Age Credential Work-Group Meeting

September 2010

- 09/01/11 School-Age Quality Framework Project Report and Update Released to the Kentucky Out-of-School Alliance Quality/Training Committee
- 09/15–17/10 Kentucky Out-of-School Alliance Presents Project Overview at the 21st Century Community Learning Center Conference – Project Volunteers Recruited
- 09/21–22/10 School-Age Program Standards Work-Group Meets to Review Forum Participant Response and Revise Draft
- 09/22 & 23/10 School-Age Credential Work-Group Retreat – First Draft Credential Completed
- 09/27–30/10 Kentucky Out-of-School Alliance Reports Out to C.S. Mott Foundation on the School-Age Quality Framework Project

October 2010

- 10/18 & 19/10 Eastern Kentucky Regulation Recommendations Work-Group Retreat – Recommended Edits/Revisions/General Suggestions made to Regulations
- 10/21 & 22/10 School-Age Accreditation and Quality Rating Systems Work-Group Retreat – Baseline Rubric Designed/Developed to Assess Quality Rating Systems
- 10/25 & 26/10 Kentucky Out-of-School Alliance Presents Work at Appalachian Regional Council

November 2010

- 11/02–04/10 School-Age Staff Core Competencies DACUM Focus Group – Core Competencies and Job Analysis Created for School-Age/Youth Development Professional

11/18 –20/10 Kentucky Out-of-School Alliance Presents Project and Recruits Volunteers at the Kentucky Association of Early Childhood Educators Conference

11/22/10 School-Age Accreditation and Quality Rating Systems Work-Group Meeting

December 2010

12/01 & 02/10 School-Age Credential Retreat

12/08 & 09/10 Western Kentucky Regulation Recommendations Work-Group Retreat – Recommended Edits/Revisions/General Suggestions made to Regulations

12/17/10 School-Age/Youth Development Professional DACUM Profile Released

12/21/10 School-Age Quality Framework Project Update Presented at Kentucky Out-of-School Alliance Annual Meeting

February 2011

02/03/11 East Meets West Regulation Recommendation Work-Group Meeting – Committee Chairs and Representatives from Western Kentucky Regulations Work-Group and Eastern Kentucky Regulations Work-Group Collaborate

March 2011

03/11/11 Revised School-Age Program Standards Draft Released to the University of Kentucky to Begin National Validation Process

03/11/11 Revised School-Age Program Standards Draft Released to School-Age Providers for Validation

03/21/11 Revised School-Age Program Standards Draft Released to Panel of Experts for Validation

03/22/11 East Meets West Regulation Recommendations Workgroup Edits

April 2011

04/28/11 School-Age Accreditation and Quality Rating System Work-Group Meeting

May 2011

- 05/06/11 School-Age Credential Work-Group Meeting
- 05/24/11 School-Age Professional Development and Training Work-Group Meeting
- 05/26/11 School-Age Accreditation and Quality Rating System Work-Group Meeting

June 2011

- 06/07 & 08/11 School-Age Program Director's DACUM Focus Group – Core Competencies and Job Analysis Created for Out-of-School Time Program Director
- 06/17/11 School-Age Program Standards Validation Report Released to Kentucky Out-of-School Alliance Executive Committee

July 2011

- 07/15/11 Kentucky School-Age Quality Framework Released to Kentucky Out-of-School Alliance Executive Committee
- 07/25/11 School-Age Program Standards Work Group Meeting to Review Validation Report and Edit School-Age Program Standards
- 07/29/11 School-Age Professional Development Work Group Meeting to Review Proposed Online Training Resource for School-Age Program Providers

August 2011

- 08/08/11 Kentucky School-Age Quality Framework Released to Kentucky Cabinet for Health and Family Services, Department for Community Based Services, Division of Child Care

With Dedication and Gratitude

Special thanks to the original members of the School-Age Forum whose vision and pioneering efforts guided Kentucky as a leader in afterschool care and youth development more than 20 years ago. We assure you that your work and service did not go unrecognized. You have served as lanterns to our feet and mentors to our souls encouraging us to follow in your footsteps to improve the lives of all Kentucky's children through quality school-age care.

Original School-Age Forum Members

*Tracy Ballas
Linda Bratton
Ruth Fitzpatrick
Albert Fox
Ellen Gannet
Betty Gehring
Julie Goodan
Robert "Sandy" Goodlett
Mike Gray
Terry Green
Janet Hennessey
Carole Holt
Rick Hulefeld
Norma Meek
Jeanette Nunnelly
Lydia Roberts
Karen Schmalzbauer
Rick and Lydia Scoffield
Janet Stepien
Cindy Teachy
Kim Townley
Kurt Walker*



Kentucky Out-of-School Alliance
915 Leawood Drive, Suite B • Frankfort, KY 40601
TEL: 502.607.8900 • FAX: 502.607.0820