

WYOMING PROGRAM QUALITY PRACTICES

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WYOMING AFTERSCHOOL ALLIANCE

WHO WE ARE

- Statewide Afterschool Network since 2007, funded by Charles Stewart Mott Foundation and a priority fund of the Wyoming Community Foundation
- Support all afterschool programs in the state with:
 - ✓ *Professional Development and Training*
 - ✓ *Annual Statewide Afterschool Conference*
 - ✓ *Ensure equal access to high quality programs in every community*
 - ✓ *Develop statewide initiatives that support positive youth outcomes, and success in school and life*



HISTORY OF THE INITIATIVE

- Fall 2014, WYAA began discussions with key members of Governor's Advisory Council on Early Childhood and DFS to initiate a joint partnership for Phase 1 to create a continuum of *Program Quality Practices* (PQP's) from birth to age 13.
- Contracted with National Institute on Out-of-School Time for Phase 1 development.
- Work begins with the Joint PQP committee in winter 2014 through 2015 for development of Phase 1
 - ✓ Establish the eight (8) Domains
 - ✓ Establish the “practices” under each domain



WHAT ARE PROGRAM QUALITY PRACTICES?

The Wyoming Program Quality Practices (PQPs) **provide a common understanding of the essential components of quality practice in afterschool and youth development programs.** They are not requirements nor intended to be a regulatory checklist.

Rather, **they provide a definition of quality for which programs can strive as they pursue continuous quality improvement.** These guidelines capture the practices that have been demonstrated through research to lead to quality programs, and incorporate the priorities and values unique to Wyoming.

Excerpt from Wyoming Program Quality Practices - 2017



WHAT QUALITY PRACTICES PROVIDE

Quality standards provide:

A common definition of quality that is based in research and serves as a foundation for decisions and practices in all settings and programs.

A framework that connects system-building elements (e.g., training, collaboration, and using data) and allows for the advancement and professionalization of our connected fields of early childhood, afterschool and youth development, and summer learning.

A benchmark for programs to hold themselves accountable through continuous quality improvement.

A guide for families and youth when looking for a quality program.

A message to potential investors and policymakers that we believe quality is important and we hold ourselves accountable for improving quality.



HOW PROGRAM PRACTICES CAN BE USED

By programs

To examine the quality of the program through selfassessment and determine areas to work on for quality improvement.

To identify specific areas of need for future professional development training and education.

By families and communities

To help understand the expectations of afterschool professionals and programs, and select high quality programs for their children.

By system leaders and advocates

To create a framework for schools, communities and programs to determine what quality programs look like and how it can have positive results for children and youth.

To develop and implement state and local policies that will enhance the professionalism of the field.



THE EIGHT PROGRAM QUALITY DOMAINS

1. Physical Environment, Curriculum, and Program Activities
2. Assessment, Planning, and Improvement
3. Relationships
4. Child and Youth Engagement
5. Families and Communities
6. Safety, Health, and Wellness
7. Leadership and Administration
8. Professional Development



ABOUT THE DOMAINS

- *Domains* represent key areas of quality for afterschool and youth development programs.
- Each domain is followed by *practice statements* which describe *best practice* for that domain.
- Each practice statement includes several *indicators, which are observable examples of that best practice.*
- *Please note* that these are not intended to be an exhaustive list, but give a picture of what quality practice looks like *in action.*



FOR EXAMPLE.....

1. PHYSICAL ENVIRONMENT, CURRICULUM, AND PROGRAM ACTIVITIES

A. The program ensures a safe and developmentally appropriate physical indoor and outdoor environment for all activities.

- Indoor and outdoor facilities are clean, and there are no observable safety or health hazards.
- The environment can safely and comfortably accommodate the various activities offered and/or can be re-arranged to do so (e.g., there are spaces for active and quiet activities, creative arts, homework or other individual/quiet work, and eating/socializing, physical activities).
- The program provides adequate and convenient storage space for equipment, materials, and personal possessions of children/youth and program professionals.
- The indoor and outdoor space is accessible to children, youth, and families with disabilities (e.g., based on Americans with Disabilities standards) and is suitable for the sizes and abilities of all children and youth. The program has a system in place to identify and rectify physical barriers.
- The program works closely and cooperatively with other program leaders in meeting space constraints in shared spaces.



RESOURCES

National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals: <https://naaweb.org/resources/core-competencies>

National Afterschool Association Code of Ethics: <http://naaweb.org/images/NAACodeofEthics.pdf>

HOST (Healthy Out-of-School Time) Healthy Eating and Physical Activity Standards: <https://www.niost.org/HOST-Site>

Americans with Disabilities Act (ADA) Standards: <https://www.access-board.gov/guidelines-and-standards/buildings-and-sites/about-the-ada-standards/ada-standards>

APAS (A Program Assessment System): <https://www.niost.org/Training-Descriptions/afterschool-program-assessment-system-apas-training-description>



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LET'S TALK!!

What does this mean to my program?

?????

How do I use them??

How do I train my staff to use them??

Why are these important?

I am confused!

THANK YOU FOR YOUR TIME!

Wyoming Afterschool Alliance

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