

## Department of Children, Youth & Their Families Minimum Quality Standards for Out of School Time Programs

In 2005 DCYF created a “Standards Initiative” that resulted in minimum standards for each of its service areas. These standards were developed with more than 50 stakeholders including DCYF grantees, other city agencies, San Francisco Unified School District, and professional development organizations. The guiding principles used to develop these minimum standards focused on the standards as:

- An essential foundation to building quality
- Attainable by programs at various stages of development
- Measurable with minimum subjectivity
- Applicable to all or a large majority of respective organizations

DCYF has slightly revised its Minimum Quality Standards for Out of School Time Programs for its 2010-2013 funding cycle. All of the standards and indicators from the *2007-2010 Minimum Quality Standards* are incorporated in the new, revised version, with a few minor additions. The largest change is that the standards and indicators are now organized to align with the new citywide out of school time quality framework. Overall, the minimum standards were revised to incorporate:

- Lessons learned from implementing minimum standards with OST grantees during the 2007-2010 funding cycle
- The San Francisco Afterschool for All Advisory Council’s adoption of the California Quality Self Assessment tool as a citywide framework for out of school time quality. The long-term goal of establishing a citywide framework for program quality is to align capacity building, quality monitoring, evaluation, and reporting requirements so that resources are leveraged and maximized. (For more information on this tool, go to [www.afterschoolnetwork.org/qsatool](http://www.afterschoolnetwork.org/qsatool))

The effort to align resources around the new citywide out of school time quality framework is emerging. As the work progresses, there will be further refinement of these 2010-2013 quality standards and complementary quality monitoring tools developed. To learn more about this citywide effort related to program quality, go to <http://www.dcyf.org/content.aspx?id=3306>.

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The table below includes the 2010-2013 minimum quality standards and indicators in the left column and the correlating 2007-10 minimum quality standards and indicators in the right column. On the following pages are charts that include examples of program features and activities that align with each of these indicators. These examples are for illustrative purposes only.

<i>2010-2013 Standards and Indicators</i>	<i>2007-2010 Standards and Indicators</i>
<b>1) Program Design &amp; Assessment Standard:</b> Program has time set aside (staff meetings, etc.) to discuss the progress of the young people in the program.	<b>Relationship Building Standard:</b> Program has time set aside (staff meetings, etc.) to discuss the progress of the young people in the program.
<b>Indicators:</b>	<b>Indicators:</b>
1.1) The program has an organized system for staff to communicate about participants, <b>activity plans, emerging issues, and coordination, through structures</b> such as staff meetings, daily check-ins, shared participant notes.	The program has an organized system for staff to communicate about participants, such as staff meetings, daily check-ins, shared participant notes. (Indicator OST.2.1)
1.2) Program has strategies to assess youth progress in developing identified skills.	Program has strategies to assess youth progress in developing identified skills. (Indicator OST.6.3)
<b>2) Community Partnerships &amp; Collaboration Standard:</b> Staff utilize community assets and resources (volunteers, neighborhood business, local parks, neighborhood leaders, other service providers) to strengthen and enhance the program.	<b>Community Involvement Standard 5:</b> Staff utilize community assets and resources (volunteers, neighborhood business, local parks, neighborhood leaders, other service providers) to strengthen and enhance the program.
<b>Indicators:</b>	<b>Indicators:</b>
2.1) Community residents, <b>community stakeholders,</b> and/or family members participate in the program as presenters, instructors, volunteers, mentors and in other ways.	Community residents, and/or family members participate in the program as presenters, instructors, volunteers, mentors and in other ways. (Indicator OST.5.1)
2.2) Staff schedules allow for time to participate in community meetings and connect with other institutions and events in the neighborhood.	Staff schedules allow for time to participate in community meetings and connect with other institutions and events in the neighborhood. (Indicator OST.5.3)
<b>3) Program Environment &amp; Safety Standard:</b> Program promotes a peaceful environment within the program by using strategies and interventions for addressing violence, negative comments, and/or physical or verbal harassment; including but not limited to a young person’s culture, language, ethnicity, national background, gender, disability or sexual orientation when it does occur.	<b>Safety (Emotional &amp; Physical) Standard 1:</b> Program promotes a peaceful environment within the program by using strategies and interventions for addressing violence, negative comments, and/or physical or verbal harassment; including but not limited to a young person’s culture, language, ethnicity, national background, gender, disability or sexual orientation when it does occur.
<b>Indicators:</b>	<b>Indicators:</b>
3.1) Program <b>agreements (rules or guidelines), determined with youth participants,</b> are formally communicated to participants on a regular basis, <b>including being posted in the program space for participants to easily view.</b>	Program rules and/or expectations are formally communicated to participants on a regular basis. (Indicator OST 1.1)
3.2) Staff are trained on how to appropriately intervene when program agreements or expectations	Staff are trained on how to appropriately intervene when program agreements or expectations are not

are not followed.	followed. (Indicator OST.1.2)
3.3) Program communicates agreements, expectations, safety procedures, and other relevant program information to participants' caregivers/family members through an orientation and/or a written program handbook.	
<b>4) Youth Development Standard:</b> Staff consistently communicates high expectations and challenge young people to do their best, and provide participants with opportunities to have input into what they will do in the program and during activities.	<b>Skill Building Standard 6:</b> Staff consistently communicate high expectations and challenge young people to do their best. <b>Youth Participation Standard 4:</b> Staff provide participants with opportunities to have input into what they will do in the program and during activities.
<b>Indicators:</b>	
4.1) Staff uses a range of approaches to promote the exploration of ideas and the practice of new skills.	Staff use a range of approaches to promote the exploration of ideas and the practice of new skills. (Indicator OST.6.1)
4.2) Program identifies (formally or informally) the skill that youth want to achieve in the program.	Program identifies (formally or informally) the skill that youth want to achieve in the program. (Indicator OST.6.2)
4.3) The program provides structured opportunities at least annually to acknowledge the achievements, contributions, and responsibilities of youth (e.g. group presentations, reflections, exhibitions, performances, celebrations).	The program provides structured opportunities to acknowledge the achievements, contributions, and responsibilities of youth (e.g. group presentations, reflections, exhibitions, performances, celebrations). (Indicator OST.6.4)
4.4) Program schedules allow for participants to make choices on a regular basis about how they will spend some of their time while in program.	Program schedules allow for participants to make choices about how they will spend some of their time while in program. (Indicator OST.4.1)
4.5) The program has structured opportunities for youth to share their interests, preferences, and/or satisfaction to influence the format or content of program services.	The program has structured opportunities for youth to share their interests, preferences, and/or satisfaction to influence the format or content of program services. (Indicator OST.4.2)
4.6) Programs serving middle-school age youth must include some program component that provides a leadership or youth-led opportunity for all middle school students. These leadership opportunities or youth-led activities can be related to career exposure, project-based learning, or community service.	
<b>5) Family Involvement Standard:</b> Program has strategies and resources to ensure effective communication, through relevant language and culture, of information about the program and community resources with youth and families.	<b>Relationship Building Standard 3:</b> Program has strategies and resources to ensure effective communication, through relevant language and culture, of information about the program and community resources with youth and families.
<b>Indicators:</b>	<b>Indicators:</b>
5.1) Program has at least one mechanism for regular communication with parents/caregivers which could include a parent bulletin board, newsletter, email update, annual group or individual meetings to share participants' progress, and, when applicable, program staff communicate immediate issues and challenges	

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with youth and parents/caregivers in a timely manner.	
5.2) Program has formal strategies to inform parents and youth of other available community resources.	Program has formal strategies to inform parents and youth of other available community resources. (Indicator OST.5.2)
<b>6) Promoting Diversity, Access, Equity &amp; Inclusion Standard:</b> Program has strategies and resources to ensure effective communication and foster a welcoming environment for all youth and families.	<b>Relationship Building Standard 3:</b> Program has strategies and resources to ensure effective communication, through relevant language and culture, of information about the program and community resources with youth and families.
<b>Indicators:</b>	<b>Indicators:</b>
6.1) All program information, such as applications, agreements, schedules and brochures are translated into the languages of the community served, and programs have the capacity to interact with participants and their caregivers/family members in their predominant languages.	All program information, such as applications, agreements, schedules and brochures are translated into the languages of the community served. (Indicator OST.3.1)
6.2) Program activities, events, and environment show an understanding and respect for the cultures of the program participants and of those of the broader San Francisco community.	Program activities, events, and environment show an understanding and respect for the cultures of the program participants. (Indicator OST.3.2)
(Special Needs Inclusion Standards will be included in Minimal Organizational Compliance Standards for all DCYF grantees.)	<b>Special Needs Inclusion Standard 7:</b> Program representative participates in an inclusion training provided by DCYF and/or its community partners on an annual basis.
	<b>Special Needs Inclusion Standard 8:</b> Program has a process for determining the reasonable accommodations needed by children and youth with disabilities to participate in its activities.
	<b>Indicators:</b>
	Program has a documented process for receiving and assessing accommodation requests. (Indicator OST 8.1)
	Staff is aware of the legal requirements for providing reasonable accommodations. *Legal requirements for reasonable accommodations are included in new staff orientation. *Annual staff development activities include training about reasonable accommodations. (Indicator OST 8.2)

\*Red text indicates revised or new language.

**Examples of DCYF’s 2010-2013 Minimum Quality Standards for Out of School Time Programs**

The chart below includes examples of program features and activities that align with each of the indicators for DCYF’s 2010-2013 Minimum Quality Standards for Out of School Time Programs. These examples are for illustrative purposes only.

<p><b>1) Program Design &amp; Assessment Standard:</b> Program has time set aside (staff meetings, etc.) to discuss the progress of the young people in the program.</p>		
<b>Indicators:</b>	<b>Example A</b>	<b>Example B</b>
1.1) The program has an organized system for staff to communicate about participants, activity plans, emerging issues, and coordination, through structures such as staff meetings, daily check-ins, shared participant notes.	Program staff have meetings to discuss activity plans, needs of individual children, special cases and rule violations to develop team approach and coordinate response	Program staff log daily notes on each participant in their group about their activities, challenges, behavior issues, accomplishments and any other relevant information for each participant. Staff also files report cards, teacher letters, assessments, case notes, etc. in the binder.
1.2) Program has strategies to assess youth progress in developing identified skills.	Program uses literacy, physical education, science, arts or other curricula and assessments to identify participants’ skill level and progress on enhancing those skills throughout the year.	Participants work with staff to create a portfolio of their work throughout the year. The portfolio includes worksheets to help participants’ identify the skills they would like to enhance and pages for staff to comment on their progress throughout the year.
<p><b>2) Community Partnerships &amp; Collaboration Standard:</b> Staff utilizes community assets and resources (volunteers, neighborhood business, local parks, neighborhood leaders, other service providers) to strengthen and enhance the program.</p>		
<b>Indicators:</b>	<b>Example A</b>	<b>Example B</b>
2.1) Community residents, community stakeholders, and/or family members participate in the program as presenters, instructors, volunteers, mentors and in other ways.	Staff asks family members to lead 1-day or 1-week enrichment classes called “Each One, Teach One.” The family member works with program staff to design an activity based on the family members’ talent or skill, such as salsa dancing, learning to count in another language, or knitting.	One of the program’s month-long themes is about getting to know the neighborhood. Staff plan field trips to nearby parks, historical sites, and commercial areas; community leaders are invited as guest speakers; and the culminating project is for youth to plan and execute a community service project to meet a community need.
2.2) Staff schedules allow for time to participate in community meetings and connect with other institutions and events in the neighborhood.	Staff are allocated paid time per month to attend meetings or events held by other organizations in the community that may relate to programmatic or participants’ needs.	The program manager assigns staff to be the program’s liaison with other community agencies. Staff attends relevant meetings and report back to the full staff at weekly staff meetings.
<p><b>3) Program Environment &amp; Safety Standard:</b> Program promotes a peaceful environment within the program by using strategies and interventions for addressing violence, negative comments, and/or physical or verbal harassment; including but not limited to a young person’s culture, language, ethnicity, national background, gender, disability or sexual orientation when it does occur.</p>		

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<b><i>Indicators:</i></b>	<b><i>Example A</i></b>	<b><i>Example B</i></b>
3.1) Program agreements (rules or guidelines), determined with youth participants, are formally communicated to participants on a regular basis, including being posted in the program space for participants to easily view.	During the beginning of the program, the staff works with participants to define program agreements which are framed positively (instead of using the word “no”). The agreements are then posted on the wall in several locations throughout the program space and are included in the program’s first parent newsletter.	Each group of participants works together to identify possible program agreements. Using a consensus process, participants and staff vote on and approve program agreements which are then posted on the wall and referred to when they are being violated or honored.
3.2) Staff are trained on how to appropriately intervene when program agreements or expectations are not followed.	All program staff is trained in the TRIBES approach to creating a positive program environment. Once a month, the program manager incorporates a 20 minute refresher on TRIBES into a staff meeting.	Staff attends more than one training on behavior management. Staff is also given laminated index cards with tips and strategies for dealing with challenging behavior or issues.
3.3) Program communicates agreements, expectations, safety procedures, and other relevant program information to participants’ caregivers/family members through an orientation and/or a written program handbook.	The program holds one or more orientations each year. One family member of each participant is required to attend and sign a receipt that they received a program handbook.	Before a participant is enrolled, the program requires that a family member tour the program while a staff member briefs them on program activities, expectation, behavior agreements, and other relative information.
<b>4) Youth Development Standard:</b> Staff consistently communicates high expectations and challenge young people to do their best, and provide participants with opportunities to have input into what they will do in the program and during activities.		
<b><i>Indicators:</i></b>	<b><i>Example A</i></b>	<b><i>Example B</i></b>
4.1) Staff uses a range of approaches to promote the exploration of ideas and the practice of new skills.	For each month’s theme, staff works in teams to plan a series of activities that will all reinforce the three target learning objectives. Activities will include arts, writing, music, drama, conversation, physical activity, science and individual reflection.	Staff is trained in the theory of multiple intelligences and design activities to incorporate each intelligence.
4.2) Program identifies (formally or informally) the skill that youth want to achieve in the program.	Each program activity lesson plan clearly articulates the skill that participants will develop and ways for staff to assess mastery of the skill.	After staff describes a new activity, they ask participants to brainstorm a list of what they think they will learn during the activity. The list is posted on the wall throughout the activity. At the end of the activity, staff revisits the list and ask participants to talk about what they learned. Any new items are added to the list.
4.3) The program provides structured opportunities at least annually to acknowledge the achievements, contributions, and responsibilities of	The program hosts an end-of-the year celebration for participants, their families, and their school teachers. Each participant can choose whether	After each 8-week session, participants make group presentations to their other peers about what they learned from their session. Some groups

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<p>youth (e.g. group presentations, reflections, exhibitions, performances, celebrations).</p>	<p>to participate in the musical performance, play or to have their artwork displayed.</p>	<p>use videos, Powerpoint, or drama to augment their presentations.</p>
<p>4.4) Program schedules allow for participants to make choices on a regular basis about how they will spend some of their time while in program.</p>	<p>Participants fill out a survey that gauges their interest in a variety of arts enrichment classes available the approaching semester. Staff compiled results to determine which classes participants will attend for multiple 6-week rotations.</p>	<p>Every Friday, participants are allowed to choose from a menu of activities. Participants can choose one activity for the first half of the program and another activity for the second half of the activity.</p>
<p>4.5) The program has structured opportunities for youth to share their interests, preferences, and/or satisfaction to influence the format or content of program services.</p>	<p>Program administers a survey to participants about what they like and dislike in the program. Staff analyze the results and create action plans to improve the program activities according to the feedback. Staff invites a small group of youth to provide feedback on the action plans before they are implemented.</p>	<p>Before and after each quarter, month, semester, or program cycle, participants reflect individually and with their “color” group about what they would like to learn and what they have learned, respectively. Staff record the feedback and adjust activities accordingly.</p>
<p>4.6) Programs serving middle-school age youth must include some program component that provides a leadership or youth-led opportunity for all middle school students. These leadership opportunities or youth-led activities can be related to career exposure, project-based learning, or community service.</p>	<p>During the second semester, middle school youth in the program are paired with an elementary-school age youth in the program to serve as their “buddy.” The “buddies help the younger youth with their homework daily and spend 1 hours per week leading the younger youth in an art project.</p>	<p>Each of the middle school clubs identify a community service project that they will complete at the end of the semester. Some clubs work with neighborhood volunteer efforts, while others organize their own community service project and invite program participants, parents and community members to participate.</p>
<p><b>5) Family Involvement Standard:</b> Program has strategies and resources to ensure effective communication, through relevant language and culture, of information about the program and community resources with youth and families.</p>		
<p><b>Indicators:</b></p>	<p><b>Example A</b></p>	<p><b>Example B</b></p>
<p>5.1) Program has at least one mechanism for regular communication with parents/caregivers which could include a parent bulletin board, newsletter, email update, annual group or individual meetings to share participants’ progress, and, when applicable, program staff communicate immediate issues and challenges with youth and parents/caregivers in a timely manner.</p>	<p>Program schedules two one-on-one meetings per year, with interpreters or bilingual staff as needed, to provide families updates on participants’ progress in program. The program may also link with the host school’s parent-teacher conferences.</p>	<p>The program’s newsletter includes a summary of participant accomplishments. Also, when challenges arise or significant milestones are met, program staff calls family members in a timely manner to inform them and discuss next steps, if necessary.</p>
<p>5.2) Program has formal strategies to inform parents and youth of other available community resources.</p>	<p>At the beginning of the year, the program meets with its community partners to identify and schedule events (celebrations, performances, meetings, etc.) that serve to build the program staff’s</p>	<p>Program sends newsletters home with participants and via email in multiple languages that includes updates on program activities, as well as announcements about other social services that families</p>

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	relationships with participants' families and to inform them of resources provided by community partners.	may be interested in.
<b>6) Promoting Diversity, Access, Equity &amp; Inclusion Standard:</b> Program has strategies and resources to ensure effective communication and foster a welcoming environment for all youth and families.		
<b>Indicators:</b>	<b>Example A</b>	<b>Example B</b>
6.1) All program information, such as applications, agreements, schedules and brochures are translated into the languages of the community served, and programs have the capacity to interact with participants and their caregivers/family members in their predominant languages.	Given the population in the program, the program recruits Cantonese-speaking staff. These staff leads English Language conversation groups for newcomer students on a daily basis, and for parents on a monthly basis. They also translate all of the program's written materials.	The program established a phone line to provide parents with recorded messages about program activities, announcements, and other relevant information. The phone line has recordings in 4 languages and is updated weekly.
6.2) Program activities, events, and environment show an understanding and respect for the cultures of the program participants and of those of the broader San Francisco community.	Family nights hosted by the program each feature a region of the world, with food, music, art and activities related to the region.	The program's artwork on the walls, books in the reading area, board games, toys, and daily snacks reflect a variety of different ethnic, cultural and language groups.