



Reaching Potential Through Quality Afterschool

March 2008



Table of Contents

Executive Summary	2
Introduction	6
Legislative Resolve	7
Members of Afterschool Work Group	8
Chapter 1: Impact of Afterschool Programs on Youth Development	9
Afterschool Programs and Childhood Development	9
What Makes Afterschool Programs Effective in Achieving These Outcomes?	10
Looking Ahead	11
Sources for This Chapter	11
Chapter 2: Best Practice Standards for Afterschool Programs	12
Sources for This Chapter	15
Chapter 3: Collaboration's Role in Promoting Quality Afterschool Programs	16
Traits of Effective Collaborations	17
Potential Collaborators for Afterschool Programs	18
Conclusion	19
Sources for This Chapter	19
Chapter 4: Work Group Recommendations	20
Recommendations Concerning Basic Health and Safety Standards	20
Recommendations to Enhance the Quality of Afterschool Child Care Programs ..	21
Recommendations to Mobilize Supports Strengthening Afterschool Programs ..	21
Appendix A: Detailed Crosswalk of Best Practices in Afterschool Programming	23
Appendix B: The Maine Afterschool Network Health and Safety Checklist	42
Appendix C: Case Studies of Effective Afterschool Collaborations in Maine	52
Appendix D: Glossary of Key Terms	58
Appendix E: Additional Resources on Afterschool Programming	60
Appendix F: Sources Used for This Report	63

EXECUTIVE SUMMARY

In early 2007, the Maine Legislature passed, and the Governor signed, a Resolve (LD 1369--Resolve to Promote High-Quality Before-School and After-School Programs) directing the State Department of Health and Human Services to create a diverse Afterschool Work Group to examine current rules, standards and policies governing before-school and after-school programs, and to recommend administrative or legal actions to improve and standardize the quality of these programs to best serve all children and families in the state, using child care licensing and quality ratings. The Work Group was also charged with exploring how to encourage community collaboration to make the most of all community resources for integrating the programs into existing support systems for children and families.

This report presents the findings and recommendations of the Afterschool Work Group, which was composed of fifteen persons who run or fund afterschool programs, provide technical assistance/support to them, or administer State child care programs or licensing.

There are a wide range of afterschool programs for children and youth under age 19 across Maine--programs based on a variety of models, with different components, and implemented in various ways. There are also no uniform statewide standards to assure quality in all of these programs.

- Afterschool programs offering child care are licensed under Maine Department of Health and Human Services (DHHS), Division of Licensing & Regulatory Services, Child Care Licensing Unit child care rules, unless they are run by a school.
- Afterschool programs funded by the 21st Century Community Learning Centers program and administered by school systems (in partnership with community-based organizations) are overseen by Maine's Department of Education (DOE).
- Some programs that are unregulated by DHHS or DOE have standards imposed by their contracts with funders (for example, United Way-funded programs), and some (for example, Boys & Girls Clubs, scouting programs) may adhere to program standards set by their national organization.
- Many afterschool programs not offering child care services are not held to any particular standards at all. The same is true of programs run by local school districts without State funding.

This report follows customary national usage in defining "afterschool programs" to mean programs offered on a regular basis both before and after the regular school day, as well as summer programs and programs offered over school holidays. These programs may be offered at the school or at another site, and they may be administered by the school system or by another agency. Typically, they offer a range of enrichment activities to help young people learn new skills or explore new interests; they may also help students improve academically (for example, through tutoring or homework assistance).

Chapter 1 of the report (pp. 9-11) demonstrates that afterschool programs can contribute very significantly to the academic, social, emotional and physical development of school-age children and youth. This is especially true when the programs are of high-quality. Chapter 2 (pp. 12-15) analyzes the traits of high-quality afterschool programs in depth, describing current best practices in the field. Chapter 3 (pp. 16-19) details how collaborations can enhance the quality of afterschool programs, and Chapter 4 (pp. 20-22 presents the Work Group's recommendations).

The Impact of Afterschool Programs on Youth Development

We all want young people in our communities to be safe, to excel academically, to be well-rounded in their interests, to develop strong social and interpersonal skills, to be emotionally and physically healthy, and to be confident and motivated to do well in life.

Growing research shows that regular participation in afterschool programs is associated with young people's development in many ways. Specifically, such participation can:

- Help to reduce risky, destructive behavior, increase child safety, and reduce school dropouts
- Improve students' performance in school toward successful graduation
- Boost pro-social behavior
- Supplement school curricula with enriching experiences that broaden children's perspectives

- Improve young people's social skills and interpersonal relations
- Improve a wide range of children's feelings and attitudes
- Correlate with better nutrition and physical health
- Assist youth in navigating the developmental tasks of adolescence

Analysis of Best Practice Standards for Afterschool Programs

Research and practical experience both show that afterschool programs with certain traits are more effective in promoting child development. The Work Group did an intensive analysis of current best practices in afterschool programming nationwide. This review of the state-of-the-art in the field can serve as a guide for the afterschool program qualities Maine should encourage.

No single tool exists for assessing the quality of the wide range of afterschool programs. The Work Group used three respected, research-based program assessment tools to analyze best practices in afterschool programming:

- the accreditation standards of the National AfterSchool Association (NAA)
- the Youth Program Quality Assessment (YPQA) developed by High/Scope Educational Research Foundation
- University of Maine Cooperative Extension 4-H Youth Development Standards

The Work Group looked for common elements across these three quality assessment systems, grouping those elements into the 12 categories of program standards identified by Priscilla Little from the Harvard Family Research Project in "The Quality of School-Age Child Care in After-School Settings." The Work Group also provided detailed examples of indicators of each category's presence. Appendix A provides the Work Group's full analysis. The rest of this section summarizes its findings.

Health and safety standards: A quality program provides a safe, healthy and nurturing environment for all participants. The environment needs to encourage both group and individual participation in the program. It must be supportive and yet have clear boundaries. Quality programs also strive to provide universal access.

Programming and evaluation standards: A quality program provides a well-rounded variety of activities and opportunities that support the physical, social and cognitive growth and development of all participants. It has a system for measuring

outcomes and using that information for on-going program planning, improvement and evaluation. A quality program also provides opportunities for youth to participate in planning, to exercise choice and to engage in a rich variety of offerings.

Relationship and linkages standards: A quality program develops, nurtures and maintains positive relationships and interactions among staff, participants, families and communities. Staff uses positive techniques to guide the behavior of children and youth. Program staff works with the school staff to ensure that there are linkages between the afterschool program and the school day, thus building strong relationships that support the development of the child with all partners. A quality program recognizes the importance of collaborative partnerships at all levels.

Equity and diversity standards: A quality program respects the diversity and individuality of the youth, families, and community it serves.

Organizational management standards: A quality afterschool program must have a mission, feature sound fiscal management and administration, and support the children, families and community which it serves. The program must have written policies and procedures which inform parents and staff; a board representing the children, families and communities served; and a plan for accountability and sustainability. A quality program has a coherent vision and a plan for increasing capacity that supports continuing growth. It has a clear direction in terms of program, business and fiscal sustainability, and collaborations at the local level support this direction. The program maintains quality staff by hiring, compensating and retaining qualified staff; offering opportunities for staff development/training; effectively using volunteers; and maintaining a low staff-to-student ratio.

Collaboration's Role in Promoting Quality Afterschool Programs

Afterschool programs can make the most out of available resources by collaborating more closely with schools, families, funders, professional associations, all levels of government and other service providers. There is no one best way to develop and implement collaborations, since each community is unique. Despite this, research on collaboration does reveal some "best practices" in forming and running partnerships, and the report describes research on these.

A review of six diverse, exemplary afterschool programs in Maine (profiled in detail in Appendix C) also highlights benefits of collaboration, including the following:

- Both program quality and sustainability depend on the breadth and depth of effective collaboration, as it is difficult to have either one without the other.

- Children and youth outcomes are improved when a program uses a diverse set of skills from a varied group of school and community adults, all interacting with young people in ways that honor their unique learning styles and needs.
- Collaboration between community and schools strengthens and improves common messages and values about learning and development between parents/caregivers, the youngsters, non-school community organizations and schools.
- Resources are maximized and go farther so limited funding can be prioritized more strategically.
- Collaboration with a range of funders fosters program sustainability, and it is important for programs to have strong support from local businesses (e.g., through volunteers, in-kind services, and funding).
- Programs are strengthened by involving a significant number of children and youth in their development.

The Work Group also identified a number of possible partners to whom afterschool program managers might look for additional resources locally, statewide or nationally. For each source, the report indicates which of four basic types of resources (funding, volunteers, content expertise, or in-kind assistance) that source typically might provide.

Work Group Recommendations

Given how important afterschool programs are to fostering our children's development and increasing their chances for success, the Work Group believes that it is critically important for all such programs to be monitored and regulated in a consistent manner statewide. Not only is this important to help all of our children and youth to meet their full potential, it is also crucial because (1) parents, policymakers and funders need to be able to identify which programs are high quality and (2) programs need to be able to prove the developmental value of their programs (for instance, to attract funding).

Recommendations concerning basic health and safety standards

Recommendation 1. *All Maine afterschool programs for children and youth should meet basic health and safety standards.*

The Work Group believes strongly that every child and parent has the right to expect that afterschool programs will ensure children's basic health and safety. School-age child care programs already need to meet these basic standards in order to be licensed; this recommendation will extend this requirement for the first time to all other afterschool programs. The minimum

health and safety standards should include elements such as criminal history checks for staff, fire inspections, a medical emergency plan, minimum space and building safety requirements, and supervision of children.

The Department of Health and Human Services, working with a group of stakeholders, will examine the best way to implement and enforce this requirement. "The Maine Afterschool Network Health and Safety Checklist" could be updated and revised to help implement this recommendation (see Appendix B for the Checklist).

Recommendation 2. *Afterschool programs that are not currently required to be licensed should be required to meet basic health and safety standards in order to receive State and/or State-administered federal funds (for example, reimbursements, vouchers).*

This recommendation will be a powerful additional incentive encouraging programs to adopt best practices for promoting youth development and safety. The costs incurred by afterschool programs to comply with the basic standards should be minimal (for example, cost of annual fire inspections and criminal history checks).

Recommendations to enhance the quality of afterschool child care programs

Recommendation 3. *Maine's DHHS should convene a diverse group of stakeholders to help the Department develop licensing rules for school-age afterschool care programs. These rules should be separate from existing child care facility rules, and should:*

- be consistent, when applicable, with current child care rules*
- be age-specific*
- define what types of programs will be licensed under these rules*

"School-age afterschool care programs" are the subset of afterschool programs that meet the State definition of child care. The new, separate set of licensing rules will emphasize the importance that the State attaches to assuring high-quality afterschool programs. It will also make State requirements more visible to afterschool care programmers, better promoting compliance.

Content of the afterschool licensing rules should incorporate identified best practices in the field. DHHS and the stakeholders can develop the new rules by starting with current child care licensing rules, then extracting those parts that are appropriate for school-age child care programs.

The licensing standards should be age-specific, since children of different ages have different developmental needs. In particular, separate licensing regulations should be developed for programs serving children younger than age 13, and for programs

servicing teenagers. New Hampshire's criteria for licensing school-age programs may be useful in delineating which programs would be regulated by the licensing regulations.

Recommendation 4. *Afterschool programs must be licensed or meet another set of rules (for example, camp regulations) in order to receive a child care subsidy from State and/or State-administered federal funds.*

This requirement will provide a powerful incentive encouraging programs to adopt best practices; this in turn will boost their ability to promote the academic, social, emotional and physical development of children and youth. In order to implement the recommendation, DHHS will need to specify which rules (besides child care and camping regulations) will meet this requirement. DHHS will also need to analyze and address the consequences of this requirement.

Recommendation 5. *The Maine Department of Education should develop quality standards and rules for school-administered afterschool programs that mirror DHHS requirements, or require the programs they administer to be licensed by DHHS.*

The Maine Department of Education currently has legal responsibility for regulating and assuring the quality of afterschool programs funded by 21st Century Community Learning Centers grants, most of which are school-based. It is critical that the regulations for these programs be similar to those developed by DHHS, to assure regulatory consistency and better promote development of Maine's children and youth. Empowering DHHS to license the school-administered afterschool programs would require change in state law.

Recommendations to mobilize supports strengthening afterschool programs

Recommendation 6. *The Maine Afterschool Network and its partners (including the State) should continue to pursue additional non-State resources with which to encourage and support the adoption of high quality standards in Maine's youth development programs.*

Quality is so central to promoting child development and success that expanded efforts are merited to encourage development of high-quality programs. "Non-State resources" here includes funds, technical expertise, and professional development opportunities supported by the federal government, foundations, corporations or nonprofit organizations. These entities could provide encouragement, for example, by (1) providing more incentives for licensed school-age afterschool child care programs to move up the Quality Rating System levels, or (2) providing staff trainings, or scholarships for trainings offered by others.

Recommendation 7. *The Maine Afterschool Network should extend its work with and in support of afterschool programs and local communities to help them collaboratively use data on existing community resources to (1) assess services available to children and youth, (2) plan for effective coordination of those services, and (3) work to address gaps in service.*

Collaboration can be very challenging. With their expertise in networking, technical assistance and training, the Maine Afterschool Network and its partners have the skills to help communities strengthen their ability to work together. It is important that all groups concerned with afterschool programming collaboratively develop a needs assessment that can help them develop a coherent community system of afterschool services. Such collaborative planning can (a) increase/coordinate resources, (b) promote a learning community of afterschool providers, and (c) enhance and sustain afterschool program quality. The State can also encourage programs to collaborate by valuing or requiring such collaboration when the State makes funding decisions.

INTRODUCTION

Maine is a geographically large rural state where 85% of school-age children have parents in the workforce. These children, whose parents often work hours that begin before school starts and end long after school is out, need a safe, nurturing, supportive, enriching environment. Before- and afterschool programs are one of the key ways to provide such supports.

The quality of that experience is critical: young people who attend high-quality enriching programs demonstrate better math and language skills, better cognitive and social skills, stronger interpersonal relationships, and have a stronger self-concept. Research has proven that out-of-school programs that include summer learning play a significant role in developing positive, respectful student-teacher relationships; for a young person to connect in this way with a significant adult role model outside of the family is critical to his or her future success. While many families want to provide quality out-of-school learning experiences for their children, work and other demands make this aspiration difficult to accomplish alone.

The Maine Afterschool Network and its partners work to ensure that school-age children in Maine will have equitable access to affordable high-quality, inclusive programs to boost their positive development during out-of-school time. The needs of the child, the family and the community must drive these programs; the design of successful local programs will vary with family needs, and with local community needs and available resources.

The challenge for policy makers, educators, and community leaders in school-age before- and afterschool care work is to provide our Maine children with: 1) high quality programs across Maine; 2) support for partnerships with local schools to support young people in reaching their full potential; and 3) support for building local community collaboration to ensure quality programming, local sustainability, and access to enrichment opportunities through each locally accessible site. Today there are a wide range of afterschool programs for children and youth under age 19 across Maine--programs based on a variety of models, with different components, and implemented in various ways. There are also no uniform statewide standards to assure quality in all of these programs.

Today there are a wide range of afterschool programs for children and youth across Maine--programs based on a variety of models, with different components, and implemented in various ways. There are also no uniform statewide standards to assure quality in all of these programs.

- Afterschool programs offering child care are licensed under Maine Department of Health and Human Services (DHHS), Division of Licensing & Regulatory Services, Child Care Licensing Unit child care rules, unless they are run by a school.

- Afterschool programs funded by the 21st Century Community Learning Centers program and administered by school systems (in partnership with community-based organizations) are overseen by Maine's Department of Education (DOE).
- Some programs that are unregulated by DHHS or DOE have standards imposed by their contracts with funders (for example, United Way-funded programs, 12 to 15 Programs), and some (for example, Boys & Girls Clubs, scouting programs) may adhere to program standards set by their national organization.
- Many afterschool programs not offering child care services are not held to any particular standards at all. The same is true of programs run by local school districts without State funding.

In early 2007, the 123rd Maine State Legislature passed, and the Governor signed, a Resolve (LD 1369--Resolve to Promote High-Quality Before-School and After-School Programs) directing the State Department of Health and Human Services to create a diverse Afterschool Work Group to examine current rules, standards and policies governing before-school and after-school programs, and to recommend administrative or legal actions to improve the quality of these programs using child care licensing and quality ratings. The Work Group's findings and recommendations are to go to the Legislature's Joint Standing Committee on Health and Human Services by March 1, 2008. (See the box below for the exact language of the Resolve.)

Specifically, the Work Group is charged with recommending:

- how to standardize the quality of these programs to best serve all children and families in the state; and
- how to encourage community collaboration to make the most of all community resources for integrating the programs into existing support systems for children and families.

This report presents the findings and recommendations of the Afterschool Work Group (see the box at the end of this chapter for a list of Work Group members). This report follows customary national usage in defining "afterschool programs" to mean programs offered on a regular basis both before and after the regular school day, as well as summer programs and programs offered over school holidays. These programs may be offered at the school or at another site, and they may be administered by the school system or by another agency. Typically, they offer a range of enrichment activities to help young people learn new skills or explore new interests; they may also help students improve academically (for example, through tutoring or homework assistance).

This report includes:

- A summary of research showing why afterschool programs are valuable, that is, the many impacts that high-quality programs have on children's positive development
- A review of current best practices in the field of afterschool programming, as displayed in several widely respected sets of national standards
- A discussion of how collaboration can serve as a valuable resource for promoting quality afterschool programming
- Work Group recommendations on how Maine can help to strengthen afterschool programs
- Appendices presenting detailed analysis of national afterschool program standards, a health and safety checklist for afterschool programs, case studies of six exemplary afterschool programs in Maine, a glossary of technical terms, resources for persons who want more information about high-quality afterschool programs, and a bibliography of sources used for this report.

RESOLVE Chapter 41 LD1369

Resolve, To Promote High-quality Before-school and After-school Programs

Sec. 1. Convene working group. Resolved: That the Department of Health and Human Services shall convene a working group to review and make recommendations for administrative or legislative action, or both, concerning ways to provide high-quality before-school and after-school programs through child care licensing and quality ratings. The department shall invite the participation of the Maine After School Network, the Maine School Age Care Alliance, recreation organizations, the Maine Mentoring Partnership, the United States Department of Education's 21st Century Community Learning Centers program and other interested parties. The department shall appoint the representative of the Maine After School Network as the chair of the working group, and the department's Office of Child Care and Head Start and Division of Licensing, Child Care Licensing Unit shall participate in the working group; and be it further

Sec. 2. Charge of working group. Resolved: That the working group shall review the rules, standards and policies for the range of before-school and after-school programs for school-age children, with particular attention to the differences in custodial and noncustodial programs, and make recommendations on how these might be standardized in the best interest of all children served, how these might be adjusted to best meet the broad range of the needs of children and families and how to encourage community collaboration to maximize all community resources for integration of the programs within existing support systems for children and families; and be it further

Sec. 3. Report. Resolved: That the working group shall provide a report to the Joint Standing Committee on Health and Human Services with findings and recommendations for changes in rules, standards and policies no later than March 1, 2008. The joint standing committee is authorized to introduce legislation to the Second Regular Session of the 123rd Legislature.

Members of the Afterschool Work Group

Chair:

Deborah Chase
Director, Maine Afterschool Network
University of Maine at Farmington

Susan Jennings
Extension Professor
University of Maine Cooperative Extension

Members:

Debbie Bechard
Financial Literacy & Mentoring Coordinator
Jobs for Maine's Graduates

Laurie Lizotte
Administrator, School Union #52 Child Care
Programs

Odelle Bowman, Director
A Company of Girls

Pamela Prevost
Education Manager, Finders/Seekers RDC
Maine Roads to Quality
National Afterschool Association Accreditation
Facilitator

Chip Curry
Communities for Children and Youth
Project Coordinator
Muskie School of Public Service
University of Southern Maine

Nancy Simpson
President, Maine School Age Care Alliance

Allyson Dean
Director of Maine Roads To Quality
Catherine E. Cutler Institute for Child and Family
Policy
Muskie School of Public Service
University of Southern Maine

Robert Steinberg, Manager
Child Care Licensing Unit
Division of Licensing & Regulatory Services
Maine Department of Health and Human Services

Carolyn Drugge
State Child Care Administrator
Head Start Collaboration Director
Office of Child and Family Services
Maine Department of Health and Human Services

Lauren Sterling
Maine Governor's Children's Cabinet and
Department of Education's 21st Century
Community Learning Centers Program

Rita Fullerton
Director
Child Care Options-Resource Development Center

Maria Timberlake
Center for Community Inclusion & Disability
Studies
University of Maine

Karen Hatch Gagne
Associate Extension Professor
University of Maine Cooperative Extension

Facilitator:

Dee Kelsey
Great Meetings! Inc.

Report writer:

Ken Town

CHAPTER 1: IMPACT OF AFTERSCHOOL PROGRAMS ON YOUTH DEVELOPMENT

We all want young people in our communities to be safe, to excel academically, to be well-rounded in their interests, to develop strong social and interpersonal skills, to be emotionally and physically healthy, and to be confident and motivated to do well in life.

Parents, neighbors, schools, religious congregations, peers, government, nonprofits and community leaders all can contribute to this goal. Afterschool programs also make important contributions to those outcomes and support healthy youth development.

This chapter uses current research on afterschool programs to (1) discuss the many valuable contributions that quality afterschool programs can make to the academic, social, emotional and physical development of our young people and (2) broadly lay out the traits that can make those programs especially effective (that is, the traits of high-quality programs).

A key point basic to this entire discussion is that the academic and social/emotional development of children are linked. Modern research on brain development from the fields of neurology and cognitive psychology supports two indisputable findings: (1) learning changes the physical structure of the brain, and (2) these structural changes alter the functional organization of the brain; in other words, learning organizes and reorganizes the brain. The before- and after-school environments we create for children impact not only their cognitive, but also their social and emotional development in concrete ways. For example, before- and after-school environments that incorporate movement, positive social interaction, “down time,” sensory regulation and freedom from fear and high stress are conducive to healthy brain development.

Brain development research also shows that appropriate adult-child interaction is an important key to healthy youth development. Recognizing that neural pathways develop and strengthen over time in response to experience helps adults who work with children to understand that relationships matter. Behavior strategies do not happen in isolation from an adult’s relationship with a student. Positive, respectful, supportive relationships with adults (not threats and punishments) are crucially important to promote learning, cognitive development, and emotional literacy. Patience, kindness, and consistency in all interactions change the student’s brain, as well as his or her behavior. Adults working with children need to understand this. Thus, **development and implementation of quality standards for afterschool programs, including training for staff, will help ensure that children develop into responsible citizens in safe and healthy settings.**

Afterschool programs and childhood development

Afterschool programs are one of many influences on children and youth. Nevertheless, growing research shows that regularly participating in afterschool programs is associated with young people's development in many ways. This research has studied a range of programs; these have varied significantly both in content and in the intensity and amount of contact they have with participants. The research documents that these programs can contribute to any or all of the following.

1. Participation in quality afterschool programs can help to **reduce risky, destructive behavior, increase child safety, and reduce school dropouts.**

The hours after the school day ends (3:00-6:00 p.m.) are the peak time for children/youth to participate in risky behaviors, including juvenile crime, using tobacco, drinking alcohol, using drugs, or having sex. For example, FBI statistics show that juvenile crime rates triple during those hours. They are also the most common hours for children/youth to be victims of violent crime or to be involved in an auto accident. Children and youth who participate in constructive activities with peers under supervision of caring adults are more likely to be safe and less likely to engage in risky behavior (both of which are major concerns of parents)

2. Involvement with quality afterschool programs can **improve students' performance in school toward successful graduation.**

Many afterschool programs include tutoring or help with homework, so it is not surprising that participation in those programs can be associated with improved grades. Similarly, participation has been associated with things like improved attitudes toward school work, more consistent school attendance, better performance on homework, more active involvement in school, and higher goals for the future (including greater desire to graduate from high school and attend college).

3. Participation in these programs can **boost pro-social behavior.**

Research shows that involvement in afterschool programming can be related to less aggressiveness, better school behavior, and improved work habits, including ability to focus in a sustained way on work tasks.

4. The programs can supplement school curricula with **enriching experiences that broaden children's perspectives**

Afterschool programs often offer enrichment activities that are not as available during the school day, so they give students additional chances for growth and learning. For example, many schools have had to cut art and music programs; afterschool programs can help compensate for this by offering opportunities to paint, draw, do theatrical performances, play music, or dance. Young people often can go into greater depth with work that they began in class, and many programs offer extended experiences with high technology (e.g., through computer labs).

5. Enrollment in quality afterschool programs can **improve young people's social skills and interpersonal relations**

Afterschool programs feature interaction with peers and adults in a more relaxed atmosphere than that usually found in school settings. This can help to develop young people's interpersonal skills and their relationships with adults and peers. Participants can also strengthen their conflict resolution skills, their ability to cooperate with others and their decision-making. Many afterschool programs also include mentoring components that match community adults, college students or high school youth with elementary or middle school students.

6. Research also shows that participation in afterschool programs can be associated with **improvement in a wide range of feelings and attitudes**.

These include, for example, enhanced self-concept and confidence, self-expression, creativity, identification with home and community culture, compassion, and sensitivity to others.

7. Enrollment in quality afterschool programs can correlate with **better nutrition and physical health**.

Some afterschool programs include physical activities or nutrition education, which can promote physical fitness among participants and address the problem of youth obesity. Providing healthy snacks can help young people achieve greater understanding about healthier food choices.

8. Participation in afterschool programs can also **help youth to navigate the developmental tasks of adolescence**

Adolescence is a stressful time for many young people. The guidance and support offered by caring adult staff and volunteers through afterschool programming can help youth to deal with the significant internal changes they experience during their teens, as they get to know themselves and their capabilities better.

What makes afterschool programs effective in achieving these outcomes?

Research and practical experience both show that afterschool programs with certain traits are more effective in promoting child development. Studies of quality afterschool programs have found the following program elements to be important.

- **Effective organizational capacity**, including such things as strong management; focus on setting and working toward program goals and evaluating programs on those goals; solid organizational structure; organizational and program sustainability; meeting legal requirements; effective staff supervision; and establishment of clear rules.
- **Sound instruction/programming**, including personalized, high-quality instruction; opportunities for student autonomy and choice; a relevant, challenging curriculum that engages young people in learning and skill-building; a variety of quality, age-appropriate activities and materials; adequate space for programming; ensuring that programming is flexible; establishing a favorable emotional climate; and promoting high expectations and standards.
- Maintaining **quality staff**, including hiring, compensating and retaining qualified staff; offering opportunities for staff development/training; effectively using volunteers; and maintaining a low staff-to-student ratio.
- Positive, caring, respectful **relationships among youth and adults**; maintaining positive social norms. This includes proactively engaging youth participants in all phases of program design and planning and consistent ways to have their ideas heard and considered.
- **Thoughtful, intentional relationships with other individuals and groups** with which program participants spend their day--schools and families. This includes links between school and afterschool staff to promote, enrich and coordinate learning opportunities, and to coordinate use of facilities and other resources. It also includes promoting strong involvement of families and youth in program planning; and paying attention to the needs of working parents.
- Assuring **physical and psychological safety** by creating structured, healthy, safe spaces and a culture of peer and adult support.
- Building **effective partnerships** that use community resources effectively.

Looking ahead

Existing research shows that quality afterschool programs can be a powerful force to promote the intellectual, emotional, physical and social development of our children and teens in Maine. The rest of this report considers concrete steps that we can take to strengthen afterschool programs in this state, focusing on how to improve licensing of those programs and how to strengthen community collaborations in support of their work.

Sources for this chapter:

Chung, An-Me. (2000). *After-school programs: Keeping children safe and smart*. Washington, DC: U. S. Department of Education. (Available on-line at: www.ed.gov/pubs/afterschool/afterschool.pdf)

Goldschmidt, P., Huang D., & Chinen, M. (2007). *The long-term effects of after-school programming on educational adjustment and juvenile crime: A study of the LA's BEST after-school program--Executive summary*. Los Angeles: National Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles. (Available on-line at: www.naaweb.org/pdf/labest_exsum.pdf)

Graham, J., Jennings, S., and Reimer, N. (2005). *CYFAR programs and grants, 2000-2005*. Orono, ME: University of Maine Cooperative Extension.

Hall, G., Yohalem, N., Tolman, J., & Wilson, A. (2003). *How afterschool programs can most effectively promote positive youth development as a support to academic achievement: A report commissioned by the Boston After-School for All Project*. Wellesley, MA: National Institute on Out-Of-School Time. (Available on-line at: www.niost.org/WCW3.pdf)

Halpern, R. (2004). *Confronting "the big lie": The need to reframe expectations of after-school programs*. (Available on-line at: www.maineafterschool.net/ME21st/resources/HalpernTheNeedtoReframeExpAS.pdf)

Little, P. M. (2007). *The quality of school-age child care in after-school settings. Research-To-Policy Connections Brief No. 7*. New York: Child Care & Early Education Research Connections. (Available on-line through: www.researchconnections.org/location/12576)

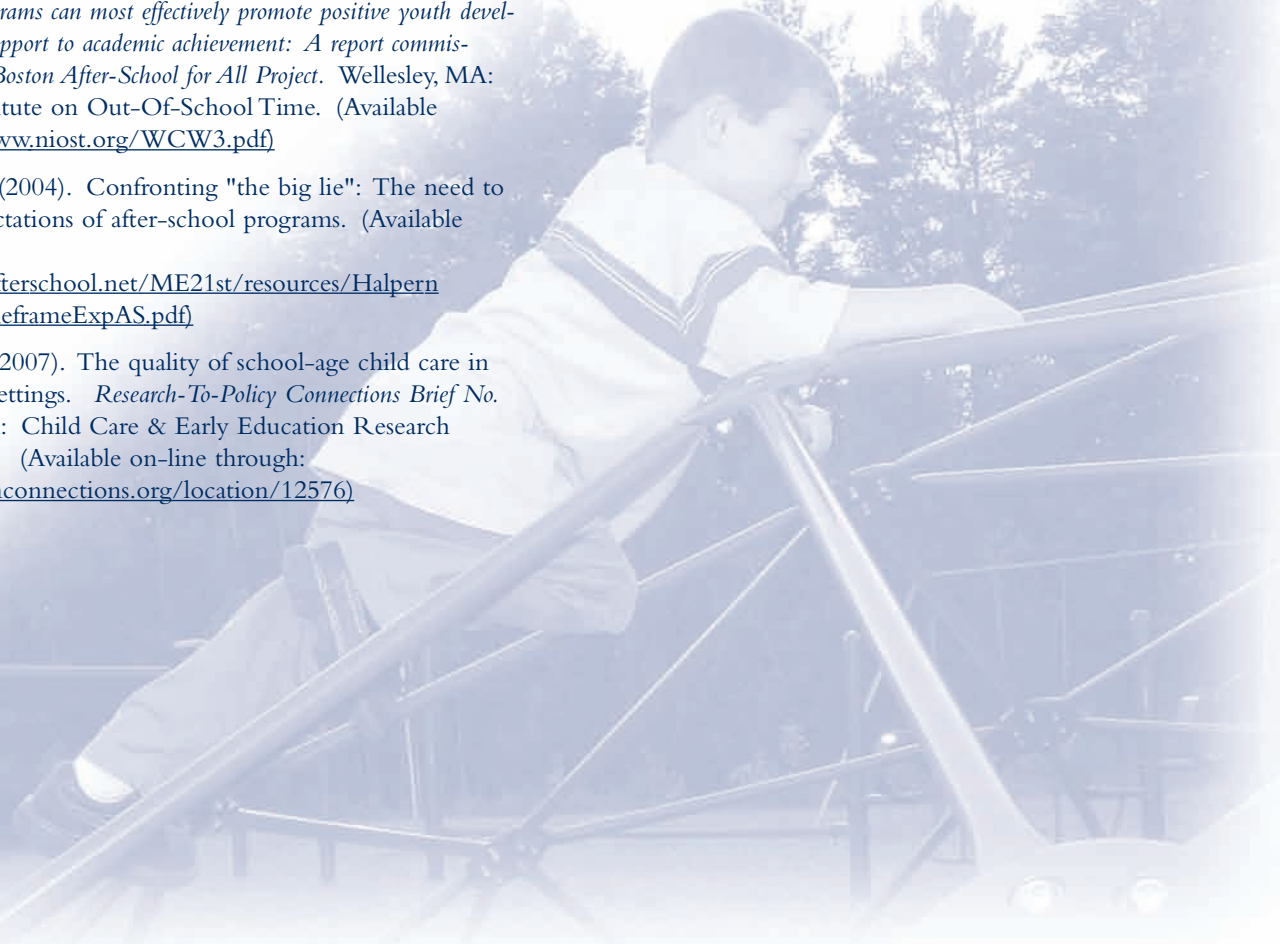
Miller, B. M. (2003). *Critical hours: Afterschool programs and educational success--Executive summary*. Quincy, MA: Nellie May Education Foundation. (Full report available on-line through: www.nmefdn.org/research)

National Institute on Out-of-School Time. (2007). *Making the case: A fact sheet on children and youth in out-of-school time*. Wellesley, MA: Wellesley Centers for Women at Wellesley College. (Available on-line at: www.NIOST.org)

Reisner, E. R., Vandell, D. L., Pechman, E. M., Pierce, K. M., Brown, B. B., & Bolt, D. (2007). *Charting the benefits of high-quality after-school program experiences: Evidence from new research on improving after-school opportunities for disadvantaged youth*. Washington, DC: Policy Studies Associates. (Available on-line at: www.maineafterschool.net/ME21st/documents/promising_programs_policy_paper.pdf)

Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). *Outcomes linked to high-quality after-school programs: Longitudinal findings from the Study of Promising AfterSchool Programs*. Irvine, CA: University of California, Irvine, Department of Education. (Available on-line through: www.childcareresearch.org/location/13442)

Wright, E. (2005). *Supporting student success: A Governors guide to extra learning opportunities*. Washington, DC: National Governors Association Center for Best Practices. (Available on-line at: www.maineafterschool.net/ME21st/resources/supporstudentsuccess.pdf)



CHAPTER 2: BEST PRACTICE STANDARDS FOR AFTERSCHOOL PROGRAMS

Chapter 1 reviewed current research showing that quality afterschool programs can be a powerful force to promote the intellectual, emotional, physical and social development of children and teens. It also briefly listed certain traits that experience and research have shown make such programs particularly effective in promoting child development. This chapter provides a much more detailed discussion of what those "best practices" in afterschool programming are. This review of the state-of-the-art in the field can serve as a guide for the afterschool program qualities Maine should encourage (for example, through State licensing regulations, funder requirements, or professional development standards for staff).

Afterschool programs across Maine are extremely diverse and serve various age groups; no single tool has been developed that is appropriate for assessing the quality of all those programs. Accordingly, the Afterschool Work Group selected three research-based program assessment tools that are widely used and respected by professionals in the field, and used them to analyze best practices in afterschool programming. These are:

- the accreditation standards used by the National AfterSchool Association (NAA--an overview of that program improvement/accreditation system can be found at www.naaweb/pdf/StandGlan.pdf)
- The Youth Program Quality Assessment (YPQA) developed by High/Scope Educational Research Foundation (see www.aypf.org/forumbriefs/2007/fb110207.htm for details)
- University of Maine Cooperative Extension 4-H Youth Development Standards

The Work Group looked for common elements across these three quality assessment systems, grouping those elements into 12 categories of program standards identified by Priscilla Little from the Harvard Family Research Project in "The Quality of School-Age Child Care in After-School Settings." These 12 categories were derived from a scan of 44 afterschool program quality assessment tools conducted by Little in 2005. Appendix A provides the full analysis of quality program standards developed by the Work Group. The rest of this chapter provides a summary of the information in that Appendix. This summary groups the 12 Harvard categories into five clusters of program quality standards categories, with brief explanatory text and examples of best practice indicators under each of the five.

Physical Space and Environment Safety, Health and Nutrition

A quality program provides a safe, healthy and nurturing environment for all participants. The environment needs to encourage both group and individual participation in the program. It must be supportive and yet have clear boundaries. Quality programs also strive to provide universal access.

Indicators of best practice include:

- The program spaces reflect the interests of the children and are suitable for a wide variety of activities.
- The program spaces meet or exceed local health and safety codes.
- The heat, ventilation, noise level and light in the indoor space are comfortable.
- The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating, and socializing.
- The program space is clean, sanitary and free of health hazards.
- Staff are responsive to the individual health needs of the children and youth.
- There are adequate supplies and facilities for hand washing.
- The program serves appropriate amounts of healthy foods to meet the needs of the children.
- Staff protect children from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, and hot liquids; overexposure to heat or cold.
- Each child has a chance to play outdoors and/or have 30 minutes of physical activity for every 3 hour block of time in the program.
- Other appropriate safety and emergency equipment is available to the program offering as needed, can be located by staff, and is maintained in full-service condition.

Program Planning, Activities and Structure

Assessment, Evaluation and Accountability

Utilizing the Youth Development Approach

A quality program provides a well-rounded variety of activities and opportunities that support the physical, social and cognitive growth and development of all participants. It has a system for measuring outcomes and using that information for on-going program planning, improvement and evaluation. A quality program also provides opportunities for youth to participate in planning, to exercise choice and to engage in a rich variety of offerings.

Indicators of best practice include:

- The director involves staff, board, families, and children in both long-term planning and daily decision-making.
- Staff receive continuous supervision and feedback. This includes written performance reviews on a timely basis.
- Program directors and administrators receive training in program management and staff supervision.
- Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.
- Program strives for accreditation.
- Programs utilize national quality assessment tools.
- Activities and materials reflect and support the program's mission.
- The routine provides stability without being rigid.
- There are regular opportunities for active physical play.
- There are regular opportunities for quiet activities and socializing.
- Activities reflect the languages and cultures of the families served.
- Children have opportunities to join enrichment activities that promote basic skills and higher-level thinking.
- Activities are in line with the styles, abilities, and interests of the individuals in the program.
- All youth have multiple opportunities to practice group-process skills (e.g., actively listen, contribute ideas or actions to the group, do a task with others, take responsibility for a part).
- Staff give children many chances to choose what they will do, how they will do it, and with whom.
- Staff ask children to share their ideas for planning so that activities will reflect the children's interests.
- Staff ask questions that encourage children to think for themselves.

- When children move from one activity to another, the transition is smooth.
- Materials are complete and in good repair.
- There are enough materials for the number of children in the program.
- Materials are developmentally appropriate for the age range of the children in the program.

Relationships

Family, School and Community Linkages

A quality program develops, nurtures and maintains positive relationships and interactions among staff, participants, families and communities. Staff uses positive techniques to guide the behavior of children and youth. Program staff works with the school staff to ensure that there are linkages between the after-school program and the school day, thus building strong relationships that support the development of the child with all partners. A quality program recognizes the importance of collaborative partnerships at all levels.

Indicators of best practice include:

- Staff, families and schools work together as a team to set goals for each child; they work with outside specialists when necessary.
- The program offers community service and service learning options, especially for older children.
- Staff encourage families to give input and to get involved in program events.
- There is a policy that allows family members to check in/visit any time throughout the day.
- Staff and families join together to communicate and work with the schools.
- The program makes itself affordable to all families by using all possible community resources and sources of subsidy.
- The program develops a list of community resources. The staff draws from these resources to expand program offerings.
- Activities reflect the languages and cultures of the families served.
- Youth have input into program planning. Program works to gain community partnerships to expand resources.
- Staff can relate to a child's culture and home language. Staff have basic awareness to support children with different cultures.
- Youth strongly identify with the program offerings (e.g., hold one another to established guidelines; use ownership traditions such as shared jokes, songs, and gestures).

- Children are encouraged to discuss their differences and work out a solution unless there is a suspected bullying situation.
- The activities include structured opportunities (e.g., group presentations, sharing times, recognition celebrations, exhibition, performances) to publicly acknowledge the achievements, work, or contributions of at least some youth.
- Staff use no harsh discipline methods.
- Youth have structured opportunities to get to know each other (e.g., there are team building activities, introductions, personal updates, welcomes of new group members, icebreakers, and a variety of groupings for activities).
- Children/youth show respect for each other.
- To help youth understand and resolve conflicts and negative behavior, staff encourages youth to examine the relationship between their actions and consequences.
- Staff seek input from youth (separately in a possible bullying situation) in order to determine both the cause and solution of conflicts and negative behavior (e.g., youth generate possible solutions and choose one).
- Staff treat children with respect and listen to what they say.
- Children usually cooperate and work well together.
- Staff respond to the range of feelings and temperaments of children and youth.
- Staff know that each child has special interests and talents.
- During activities, staff are almost always actively involved with youth (e.g., they provide directions, answer questions, work as partners or team members, check in with individuals or small groups).

Equity and Diversity

A quality program respects the diversity and individuality of the youth, families, and community it serves.

Indicators of best practice include:

- There is no evidence of bias, but rather there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance, or sexual orientation.
- There is a written and posted expectation prohibiting bullying/harassing verbal or physical behaviors.
- Staff and families interact with each other with respect.
- Staff plan activities that will reflect the culture of the program and the broad diversity of human experience.
- Staff can relate to a child's culture and home language. Staff have a basic awareness to support children with

different cultures.

- Youth strongly identify with the program offering.
- Youth have structured opportunities to get to know each other.
- Children are encouraged to discuss their differences and work out a solution unless there is a suspected bullying situation.
- Staff respond to the range of feelings and temperaments of children and youth.
- Staff know that each child has special interests and talents.
- Staff recognize and respond to the range of children's abilities.

Program Management and Administration

Staffing and Supervision

Fiscal Management and Sustainability

Organizational Capacity

A quality afterschool program must have a mission, sound fiscal management and administration, as well as support the children, families and community which it serves. The program must have written policies and procedures which inform parents and staff; a board representing the children, families and communities the program serves; and a plan in place for accountability and sustainability. A quality program has a coherent vision and a plan for increasing capacity that supports continuing growth. It has a clear direction in terms of program, business and fiscal sustainability, and collaborations at the local level support this direction. The program maintains quality staff by hiring, compensating and retaining qualified staff; offering opportunities for staff development/training; effectively using volunteers; and maintaining a low staff-to-student ratio.

Indicators of best practice include:

- Program demonstrates quality in terms of space, materials, equipment and programming to help ensure sustainability.
- Written guidelines are in place regarding the use and maintenance of the program facility.
- Staff-to-child ratios as per licensing or smaller group size ensure quality.
- Arrivals/departures of children are supervised as is age appropriate. There is a system in place to know where children are.
- Staff are CPR/First Aid trained.
- Parent handbook outlines program policies.
- Staff Handbook describes health, safety, and emergency procedures.

- Pre-service orientation and training is required for all working with children and youth. Training is directly tied to staff responsibilities.
- Staff working conditions must be adequate with best possible wages/working conditions to prevent turnover.
- Staff meet the requirements for experience with school-age children in recreational settings.
- Staff plan for different levels of supervision according to the level of risk involved in an activity.
- Staff supervises children appropriately according to children's ages, abilities, and needs.

National AfterSchool Association. NAA standards for quality school-age care: Standards at a glance. (This summary pamphlet on the NAA Program Improvement/Accreditation System is available on-line at: www.naaweb.org/pdf/StandGlan.pdf)

New York State AfterSchool Network. Program quality self-assessment tool. (Available on-line through: www.tascorp.org/section/what_we_do/public_policy/partners/nysan1)

Sources for this chapter:

High/Scope Educational Research Foundation. Youth program quality assessment. (Description of this tool is available on-line at: www.highscope.org/Content.asp?ContentId=117)

Little, P. M.. (2007). The quality of school-age child care in after-school settings. *Research-To-Policy Connections Brief No. 7*. New York: Child Care & Early Education Research Connections. (Available on-line through: www.researchconnections.org/location/12576).



CHAPTER 3: COLLABORATION'S ROLE IN PROMOTING QUALITY AFTERSCHOOL PROGRAMS

Chapter 1 demonstrated that afterschool programs can contribute very significantly to the academic, social, emotional and physical development of school-age children and youth. This is especially true when the programs are of high-quality. Chapter 2 analyzed the various traits of high-quality afterschool programs in depth, describing current best practices in the field.

Despite growing interest and support from families, businesses, foundations and government across the nation, afterschool programs often lack the resources they need to meet the needs of young people in their communities. As a result, more than 14 million children and youth in this country lack the opportunity to participate in high-quality afterschool programs. One way the programs can compensate for their limited resources is to collaborate more closely with schools, families, funders, professional associations, all levels of government and other service providers as they offer their services.

"Collaboration" is a much-used (and often ill-defined) term in human services today, generally meaning "coordination," "partnerships," or "working together." Collaboration can be a major help to afterschool programs in many ways:

- Collaboration can **improve services for children and youth**. Young persons may have complex needs that cannot be addressed by any one organization. By working together, collaborators increase the chances that the full range of client needs will be tackled successfully.
- Collaboration **increases communication** among service providers and can better coordinate their work, creating a **more comprehensive, coordinated human services system** for the community. It can promote joint service planning, helping to minimize the chance that children and youth will "fall through the cracks" or get lost in a jungle of services.
- From a community-wide perspective, collaborations can **make more efficient use of limited resources**. Each partner organization can specialize in those tasks where it has particular strengths/skills, creating efficiencies and getting the most impact out of community assets. It can reduce duplication and the overall cost of the service system.
- Collaboration can **add to partners' knowledge and expertise**. As they work together, organizations share information, skills and experience, strengthening each other and boosting the quality of their work. They can create a "learning community."
- Collaborators usually bring different perspectives to their mutual work. Sharing these can inspire them to

think in new ways, create novel ideas or solutions, and reach better decisions.

- Collaborating partners can share information about other organizations and individuals working in the field locally or nationally, **building networking potential**.
- A single organization can have difficulty **braiding together multiple funding streams** to support its work. It can be easier for various partner organizations to do this, each bringing different, complementary resources to the table.
- Experience working together can **strengthen relations between partners**, building a more solid base for future efforts together.
- A quality program built through community collaboration that includes a "youth voice" (**meaningful participation by significant numbers of young people**) is more likely to meet and exceed local needs.

While collaborations can be a huge asset to afterschool programs, such partnerships do present certain challenges. They can divert staff and/or volunteer time away from service provision (for example, to keep partners informed, to deliberate solutions as problems arise, to settle disagreements, or to do paperwork generated by the collaboration). They may also generate administrative costs (for example, for group facilitators, collaboration staff or travel costs). Partners may have vested interests that make relations rocky, and their different perspectives on problems and preferred solutions can cause conflict. It can be difficult to coordinate various funder requirements regarding client eligibility for services, reporting and desired outcomes, as well as goals, objectives and work processes. Finally, competition for funding may strain relationships.

Collaborations vary in how formalized and intensive they are, and in terms of how many members they include. At their broadest, some communities have begun to develop area-wide collaborative systems to support afterschool care. One example of this is the six communities that are part of The Collaborative for Building After-School Systems. These cities have developed staff to serve as intermediaries, working with afterschool programs, schools, neighborhood organizations, policymakers, and funders. They establish ongoing relationships with all these parties, acting to bring them together, generate policy change, mobilize human and monetary resources for afterschool programming, and evaluate the impact of those programs.

The sections below look at two aspects of collaboration for afterschool programs. First, some traits of effective partnerships are identified through a brief research review and by examining learnings from some Maine afterschool programs

that have successfully used collaborations to increase their impact. Second, possible resources that afterschool programs might mobilize through collaboration are identified.

Traits of effective collaborations

There is no one best way to develop and implement collaborations. Each community is unique in its culture, players, and resources, so the collaboration-building process will also look different from community to community. Recognizing this fact, it is still possible to lay out certain "best practices" in forming and running collaborative partnerships.

A good example of the findings of the general community-building and social service research literature on effective collaborations is the work of the Wilder Foundation (Mattessich, Monsey, & Murray-Close, 2001). This research, based on extensive review of findings in the field, cites twenty factors that promote successful collaborations:

- A history of collaboration or cooperation in the community
- The collaborative group is seen as a legitimate leader in the community
- A favorable political and social climate
- Mutual respect, understanding, and trust among partners
- An appropriate cross-section of members in the collaborative
- Members see collaboration as in their self-interest
- An ability to compromise
- Members share a stake in both the process and outcomes
- Multiple layers of decision-making
- Flexibility
- Development of clear roles and policy guidelines
- Adaptability
- The collaborative develops at an appropriate pace
- Open and frequent communication among partners
- Established informal relationships and communications links
- Concrete, attainable goals, objectives and desired outcomes
- A shared, common vision
- A unique purpose
- Sufficient funds, staff, materials, and time
- Skilled leadership

Research on effective collaborations also describes several steps to creating a collaborative: (1) setting the stage for the work

(for example, defining the problem to be addressed, identifying collaboration members and obtaining their buy-in, determining who will serve as convenor or facilitator, identifying the resources needed to start the work); (2) organizing the work (for example, setting ground rules and the work plan, determining how decisions will be reached, dividing into specialized subgroups, and researching the problem and various options); and (3) developing and implementing the workplan. (See, for example, Proehl, 2001.)

In addition to the general literature on collaboration, some research has also focused specifically on how collaborations can be developed to further afterschool programming. Typical of these studies is "After School Collaboration: When It Works--Why It Works--A Literature Review" (National Assembly of Health and Human Service Organizations, 2001). That survey reveals that more successful collaboration leads to a more effective project, regardless of the type of program. Detailed conclusions (summarized in Utah State University Extension, 2002) included:

- "Establish a clear consensus of what is to be achieved among members of the collaboration. Each member should consider the time and effort possible to accomplish the goals, and the other responsibilities each partner has outside of the collaboration.
- Decentralize decisionmaking to individual schools regarding how to balance after school programs between academic and youth development. This was best accomplished by creating site-based committees to balance youth development and academic activities, and funding a site-based coordinator responsible for managing day-to-day involvement of partners.
- Regular and open discussion between partners, and development of relationships between partners was at the heart of the projects examined.
- Identify specific measures of success.
- Negotiate Letters of Agreement between schools and community organizations, and clearly define roles, responsibilities and expectations of each partner.
- Develop a clear timeline with measurable milestones.
- Make decisions about the use of school facilities as a group.
- Share in-kind resources.
- Participate in training on collaboration.
- Conduct on-going training and discussion meetings for partners."

In addition to research on collaboration, Maine also has a number of exemplary afterschool programs that effectively use collaborations in various ways to mobilize community resources. Appendix C has details on six of these programs from around the state. The case studies are diverse in terms of urban-rural locale, age groups served, geographic location, funding, and the nature of collaboration they use. They include Project

ASPIRE, The Neighborhood Program, Mahoosuc Kids Association, the After School Aspirations Program (ASAP), A Company of Girls, and The EdGE.

These six programs also highlight several key ways in which collaboration can contribute to program success, including the following:

- Both program quality and sustainability depend on the breadth and depth of effective collaboration, as it is difficult to have either one without the other.
- Children and youth outcomes are improved when a program uses a diverse set of skills from a varied group of school and community adults, all interacting with young people in ways that honor their unique learning styles and needs.
- Collaboration between community and schools strengthens and improves common messages and values about learning and development between parents/caregivers, the youngsters, non-school community organizations and schools.
- Resources are maximized and go farther so limited funding can be prioritized more strategically.
- Collaboration with a range of funders fosters program sustainability, and it is important for programs to have strong community support from local businesses (e.g., through dedicated volunteers, in-kind services, and donated goods and funds).
- Programs are strengthened by collaboration with/involvement of a significant number of children and youth as they develop their programs.

Potential collaborators for afterschool programs

Given that collaborations can marshal significant additional resources for Maine's afterschool programs, where might afterschool program managers look for such resources locally, statewide or nationally? What types of resources might be available from each source? The text below names organizations or programs that might assist afterschool programmers in Maine. Since each community is unique, not all of these sources are probably available in every community. Instead, this listing should be viewed as a "shopping list" of potential help. For each source, the exponent indicates which of the four basic types of resources (funding, volunteers, content expertise, or in-kind assistance) that source typically might provide.

Possible resources that might be available to programs through collaboration:

Local community volunteers/organizations/businesses:

- Local schools (e.g., staff time, free space, transportation, utilities, technology) ^{1,4}
- County offices, University of Maine Cooperative Extension/4H (e.g., staff time) ^{3,4}

- Local businesses ^{1,2,4}
- Parents ^{1,2,4}
- Parks and recreation programs ⁴
- Boys & Girls Clubs ⁴
- Faith-based groups ^{1,2,4}
- Mentoring programs (e.g., Big Brothers/Big Sisters, college/community mentoring) ^{2,4}
- Senior groups (e.g., senior centers, RSVP, Senior Spectrum) ^{2,4}
- Arts groups ^{2,4}
- Service Corps of Retired Executives (SCORE) (e.g., workshops) ^{2,3,4}
- Nonprofit business specialists ^{2,4}
- Service clubs (e.g., Rotary, Kiwanis) ^{1,2,4}
- United Ways ^{1,2,3,4}
- Libraries, museums ⁴
- Local Communities for Children and Youth coalitions ^{2,4}
- Local artists/artisans ^{2,4}
- Collaborations with other programs providing care (e.g., child care providers, community-based organizations in schools) ⁴
- Head Starts ⁴

State resources:

- 21st Century Community Learning Centers program ^{1,3}
- 12 to 15 Program ^{1,3}
- Other No Child Left Behind funds (e.g., Title I dollars) ¹
- Child Care Development Funds (CCDF) ¹
- Vouchers ¹
- Temporary Assistance for Needy Families (TANF) ¹
- Child and Adult Care Food Program (USDA--through DHHS) ⁴
- School Nutrition Program (USDA--through DOE) ⁴
- Safe and Drug-Free Schools Program ⁴
- Comprehensive community health coalitions ⁴
- Colleges/universities (e.g., mentors, help with evaluation) ^{2,3,4}
- Maine Philanthropy Center at USM (e.g., help identifying possible funders of afterschool programs) ³
- University of Maine Cooperative Extension (umext.maine.edu) ²

National resources:

- National AfterSchool Association (www.naaweb.org)-help with accreditation and professional development)
- Afterschool Alliance (www.afterschoolalliance.org)-help with publications and education)
- National Institute on Out-of-School Time (www.niost.org)
- 21st Century Community Learning Centers (www.maineafterschool.net)

- Children, Youth, and Families Education and Research Network (www.CYFERnet.org)
- National 4-H Council (www.4hcouncil.edu)

(Note: Examples of the type of resources available from each source are indicated by numeric superscripts. 1=funding support, 2=volunteers, 3=content expertise, 4=in-kind contributions)

Conclusion

Maine needs a coordinated effort to create a sustainable resource and solid collaboration base for afterschool programs. Though some funding and collaboration support is available, much more support could be provided, and both could be better leveraged. Afterschool providers are faced with the challenge of not only finding funding for collaborative partners to get up and running, but also continuing to cultivate funding and sustain/build collaborations/partners after programs have opened their doors. Often programs need assistance in seeking these resources, and a statewide initiative could help across Maine.

Given the information in the first three chapters, Chapter 4 now turns to the Work Group's recommendations for further strengthening afterschool programming in Maine.

Sources for this chapter:

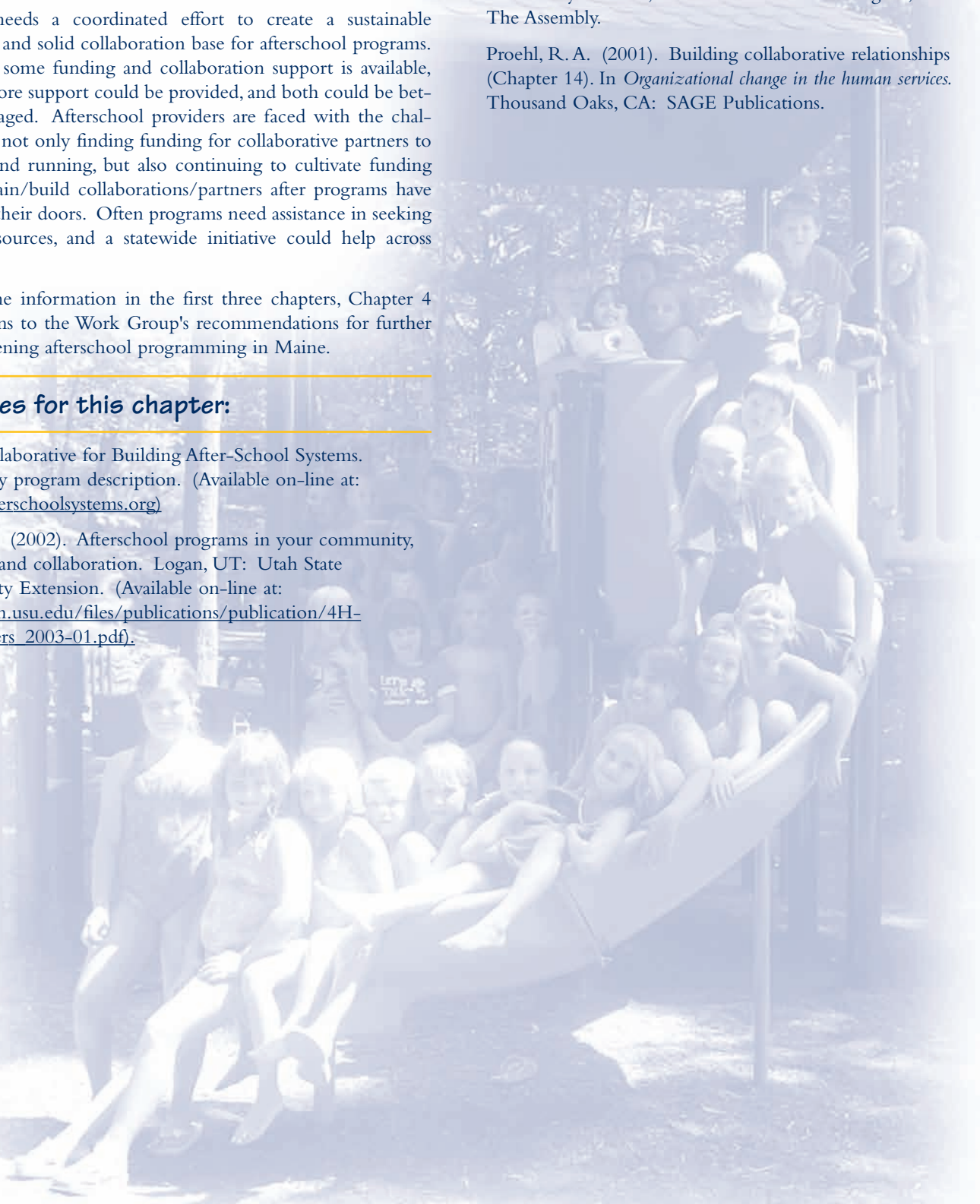
The Collaborative for Building After-School Systems. Summary program description. (Available on-line at: www.afterschoolsystems.org)

Jones, D. (2002). Afterschool programs in your community, funding and collaboration. Logan, UT: Utah State University Extension. (Available on-line at: extension.usu.edu/files/publications/publication/4H-Volunteers_2003-01.pdf).

Mattessich, P.W., Monsey, B., & Murray-Close, M. (2001). *Collaboration: What makes it work, a review of research and literature on factors influencing successful collaborations*. (2nd ed.). St. Paul, MN: Amherst H. Wilder Foundation. The Wilder Collaboration Factors Inventory based on this research is available on-line at: surveys.wilder.org/public_cfi/index.php

National Assembly of Health and Human Service Organizations. (2001). *After school collaboration: when it works-why it works, a literature review*. Washington, DC: The Assembly.

Proehl, R. A. (2001). Building collaborative relationships (Chapter 14). In *Organizational change in the human services*. Thousand Oaks, CA: SAGE Publications.



CHAPTER 4: WORK GROUP RECOMMENDATIONS

There are a wide range of afterschool programs for children and youth under age 19 across Maine—programs based on a variety of models, with different components, and implemented in various ways. There are also no uniform statewide standards to assure quality in all of these programs.

- Afterschool programs offering child care are licensed under Maine Department of Health and Human Services (DHHS), Division of Licensing & Regulatory Services, Child Care Licensing Unit child care rules, unless they are run by a school.
- Afterschool programs funded by the 21st Century Community Learning Centers program and administered by school systems (in partnership with community-based organizations) are overseen by Maine's Department of Education (DOE).
- Some programs that are unregulated by DHHS or DOE have standards imposed by their contracts with funders (for example, United Way-funded programs), and some (for example, Boys & Girls Clubs, scouting programs) may adhere to program standards set by their national organization.
- Many afterschool programs not offering child care services are not held to any particular standards at all. The same is true of programs run by local school districts without State funding.

Given how important afterschool programs are to fostering our children's development and increasing their chances for success in the 21st century, the Afterschool Work Group believes that it is critically important for all such programs to be monitored and regulated in a consistent manner statewide. Not only is this important to help all of our children and youth to meet their full potential, it is also crucial because (1) parents, policy-makers and funders need to be able to determine when programs are high quality and (2) programs need to be able to prove the developmental value of their programs (for instance, to attract funding).

Some initiatives are now underway that will promote afterschool program quality (for example, DHHS' evolving Quality Rating System), but more can be done to assure consistent quality across all programs. As noted in the Introduction, a key part of the Work Group's charge from the 123rd Maine State Legislature was to make recommendations to accomplish this, and these are presented below.

The seven recommendations fall into three areas:

- Recommendations concerning basic health and safety standards

- Recommendations to enhance the quality of afterschool child care programs
- Recommendations to mobilize supports strengthening afterschool programs

The recommendations are presented in boxes in bold face. Each recommendation is followed by brief text citing the reason(s) for the recommendation and/or explaining it in greater detail.

Recommendations concerning basic health and safety standards

Recommendation 1. *All Maine afterschool programs for children and youth should meet basic health and safety standards.*

This fundamental requirement is included in the best practice standards summarized in Chapter 2 and described in more detail in Appendix A. The Work Group believes strongly that every child and parent has the right (at a minimum) to expect that afterschool programs will ensure children's basic health and safety. School-age child care programs already need to meet these basic standards in order to be licensed; this recommendation will extend this requirement for the first time to all other afterschool programs. The minimum health and safety standards should include elements such as criminal history checks for staff, fire inspections, a medical emergency plan, minimum space and building safety requirements, and supervision of children.

The Department of Health and Human Services, working with a group of stakeholders, will examine the best way to implement and enforce this requirement. For example, should the requirement be placed in State law? Should it be monitored by DHHS child care licensing staff and, if so, how? How will afterschool program providers be informed of the requirements and helped to comply at reasonable cost? "The Maine Afterschool Network Health and Safety Checklist" (see Appendix B) could be updated and revised to help implement this recommendation.

Recommendation 2. *Afterschool programs that are not currently required to be licensed should be required to meet basic health and safety standards in order to receive State and/or State-administered federal funds (for example, reimbursements, vouchers).*

As noted above, every child and parent has the fundamental right to expect that afterschool programs will assure children's basic health and safety, and this recommendation will be a powerful additional incentive encouraging programs to adopt best practices that accomplish this. The costs incurred by afterschool programs to comply with the basic standards should be minimal (for example, cost of annual fire inspections and criminal history checks).

Recommendations to enhance the quality of afterschool child care programs

Recommendation 3. *Maine's DHHS should convene a diverse group of stakeholders to help the Department develop licensing rules for school-age afterschool care programs. These rules should be separate from existing child care facility rules, and should:*

- a. be consistent, when applicable, with current child care rules*
- b. be age-specific*
- c. define what types of programs will be licensed under these rules*

"School-age afterschool care programs" are the subset of afterschool programs that meet the State definition of child care. The new, separate set of licensing rules will emphasize the importance that the State attaches to assuring high-quality afterschool programs. It will also make State requirements more visible to afterschool care programmers, better promoting compliance.

Content of the afterschool licensing rules should incorporate identified best practices in the field (as summarized in Chapter 2 and detailed in Appendix A). DHHS and the stakeholders can develop the new rules by starting with current child care licensing rules, then extracting those parts that are appropriate for school-age child care programs (DHHS staff has begun to do this as part of the Work Group's efforts). This will help ensure that the afterschool program rules are consistent with existing child care rules.

The licensing standards should be age-specific in order to recognize the fact that children of different ages have different developmental needs. In particular, separate licensing regulations should be developed for programs serving children younger than age 13, and for programs serving teenagers. New Hampshire's criteria for licensing school-age programs may be useful in delineating which programs would be regulated by the licensing regulations.

Recommendation 4. *Afterschool programs must be licensed or meet another set of rules (for example, camp regulations) in order to receive a child care subsidy from State and/or State-administered federal funds*

This requirement will provide a powerful incentive encouraging programs to adopt best practices; this in turn will boost their ability to promote the academic, social, emotional and physical development of children and youth, benefits detailed in Chapter 1.

In order to implement the recommendation, DHHS will need to specify which rules (besides child care and camping regulations) will meet this requirement. DHHS will also need to analyze and address the consequences of this requirement. What costs will it impose on providers? Will it affect the number of afterschool programs available to Maine families?

Recommendation 5. *The Maine Department of Education should develop quality standards and rules for school-administered afterschool programs that mirror DHHS requirements, or require the programs they administer to be licensed by DHHS.*

Part of the Maine Legislature's charge to the Afterschool Work Group was to make recommendations on how to "standardize rules, standards and policies" affecting afterschool programming statewide. The Maine Department of Education currently has legal responsibility for regulating and assuring the quality of afterschool programs funded by 21st Century Community Learning Centers grants, most of which are school-based. It is critical that the regulations for these programs be similar to those developed by DHHS, to assure regulatory consistency and better promote development of Maine's children and youth. Empowering DHHS to license the school-administered afterschool programs would require change in state law.

Recommendations to mobilize supports strengthening afterschool programs

Recommendation 6. *The Maine Afterschool Network and its partners (including the State) should pursue additional non-State resources with which to encourage and support the adoption of high quality standards in Maine's youth development programs.*

Chapters 1 and 2 show how critical it is for afterschool programs to be of high quality; research shows that high quality programs better meet the developmental needs of children and

youth, increasing their chances of success in life. Quality is so centrally important that expanded efforts are merited to encourage development of high-quality programs.

The term "non-State resources" here includes funds, technical expertise in programming or management, and professional development opportunities for afterschool staff supported by the federal government, foundations, corporations or non-profit organizations. These entities could provide encouragement, for example, by (1) providing more incentives for licensed school-age afterschool child care programs to move up the Quality Rating System levels (currently such incentives only exist when programs get to the highest level--accreditation), or (2) providing staff trainings, or scholarships for trainings offered by others.

Recommendation 7. *The Maine Afterschool Network should extend its work with and in support of afterschool programs and local communities to help them collaboratively use data on existing community resources to (1) assess services available to children and youth, (2) plan for effective coordination of those services, and (3) work to address gaps in service.*

Chapter 3 shows the value of collaboration in promoting high-quality afterschool programs. As noted there, collaboration is not always easy; there are many challenges to working together effectively. With their expertise in networking, technical assistance and training, the Maine Afterschool Network and its partners have the skills to help communities strengthen their ability to work together.

It is important that all groups in a community that are concerned with afterschool programming collaboratively develop a needs assessment. This will help develop a coherent community system of afterschool services for children and youth. What afterschool services are available? Where are the gaps in service? What is needed to fill those gaps? How can providers help fill those gaps? Such collaborative planning can (a) increase/coordinate resources available to programs, (b) promote a learning community of afterschool providers, and (c) enhance and sustain afterschool program quality. The State can also encourage programs to collaborate by valuing or requiring such collaboration when the State makes funding decisions.



APPENDIX A: DETAILED CROSSWALK OF BEST PRACTICES IN AFTERSCHOOL PROGRAMMING

Cross Walk of Quality Standards

Program Management and Organizational Capacity

Standards Program Administration and Management / Organizational Capacity

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Child/Staff Ratios	NAA	Administrative	Staff/Child ratios and group sizes permit the staff to meet the needs of children and youth.	Including K's: 1:8 to 1:12, 6+ 1:10 – 1:15 (B)
	Licensing			Ages 4–6 yrs. 1:10 max group size 30 Ages 6 –15 yrs. 1:12 max group size N/A (B)
	4H			Ratios as per licensing or smaller group size to ensure quality enrichment For grades k-3: Ratio of child to staff for a typical program offering less 10 to 1.
	YPQA			For grades 4 and up: Ratios of youth to staff for a typical program offering is less than 15 to 1. (B)
Supervision	NAA	Administrative	Children and youth are supervised at all times.	Arrivals/departures supervised (if applicable), There is a system in place to know where children are. (B) There is closer supervision for higher risk activities. (B)
Program Policies	NAA	Administrative	Program policies and procedures are in place to protect the safety of the children and youth.	Staff are CPR/First Aid trained. (B) Parent Handbook outlines program's policies. (B)
Program Orientation	NAA	Administrative	Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children and youth	Pre-service orientation and training is required for all working with children and youth (B)
Staff Training	NAA	Administrative	The training needs of staff are assessed, and training is relevant to the responsibilities of the job	Training directly tied to staff responsibilities, level of supervision, and must meet licensing regulations.(B)
Staff Support	NAA	Administrative	Staff receive appropriate support to make their work a positive experience	Staff working conditions must be adequate with best possible wages/ conditions to prevent turnover. (B)

Standards Fiscal Management and Sustainability

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Sustainability	NAA	Activities Activities	There are sufficient materials to support program	Materials are complete and in good repair. activities. Program demonstrates quality in terms of space, materials, equipment and programming to help ensure sustainability.(B)
Sustainability	NAA			There are enough materials for the number of children in the program. (B)
			There are quality enrichment programs offered to Support positive youth development.	Enrichment programs are of quality and diversity to Promote positive youth development and ensure program Support. (B)
Sustainability	UMaine Extension/ 4-H		Sustainability is a focus from the grass roots level. The design partners, parents, community members, and school officials together build a program of quality enrichment.	Sustainability is a focus as are quality programs (B)
Sustainability	UMaine Extension/ 4-H		Community board development, program and policy development are a focus.	Quality program design and policy are in place. (B)
Fiscal sustainability	UMaine Extension/ 4-H		Board/Program develop fiscal sustainability plan which includes fee structures, local fund development, fundraisers in the community, grant projects, and the building of a local trust fund for fiscal sustainability	Fiscal Sustainability plan is in place (B)



Standards Staffing and Supervision

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Appropriate Structure	NAA	Human Relationships	Staff use positive techniques to guide the behavior of children and youth.	Staff encourage children to resolve their own conflicts. If not related to a bullying issue, staff step in only if needed to discuss the issues and work out a solution. (B)
Physical and Psychological Safety	NAA	Administrative Keys	All staff are professionally qualified to work with children and youth.	Enough qualified staff are in place to meet all levels of responsibility. Qualified staff are hired in all areas; to administer the program, to oversee its daily operations, and to supervise children. (B)
Physical and Psychological Safety	NAA			Staff have received the recommended type and amount of preparation. They meet the requirements that are specific to school-age child care and relevant to their particular jobs. (B)
Physical and Psychological Safety	NAA			Staff meet minimum age requirements. (B)
Physical and Psychological Safety	NAA			Staff meet the requirements for experience with school-age children in recreational settings. (B)
Physical and Psychological Safety	NAA	Administrative Keys	Children and youth are supervised at all times.	Staff have a system for knowing where the children are at all times. (B)
Physical and Psychological Safety	NAA			Children's departures are supervised.
Physical and Psychological Safety	NAA			Children's arrivals are supervised. (B)
Physical and Psychological Safety	NAA			Staff plan for different levels of supervision according to the level of risk involved in an activity. (B)
Physical and Psychological Safety	NAA	Safety, Health and Nutrition	Children and youth are carefully supervised to maintain safety.	Staff closely supervise activities that are potentially harmful. (B)
Physical and Psychological Safety	NAA			Staff supervise children appropriately according to children's ages, abilities, and needs. (B)

Standards Staffing and Supervision (continued)

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
	YPQA (Form A)	Safe Environment	Psychological and Emotional Safety is Promoted	The emotional climate of the session is predominantly Psychological Safety positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or youth. (B)
Positive Social Norms	NAA	Human Relationships	Staff work well together to meet the needs of children and youth.	Staff provide role models of positive adult relationships. (B)
Supportive Relationship	NAA			Staff communicate with each other while the program is in session to ensure that the program flows smoothly. (B)
Supportive Relationship	NAA			Staff are respectful of each other. (B)
Supportive Relationship	NAA			Staff are cooperative with each other. (B)



Cross Walk of Quality Standards

Program Planning and Evaluation

Standards Program Planning, Activities, and Structure

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Daily Schedule	NAA	Activities	The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children.	The routine provides stability without being rigid. (B)
Activity Choices	NAA	Activities	Children and Youth can choose from a wide variety of activities.	There are regular opportunities for quiet activities and socializing. (B) Children have a chance to join enrichment activities that promote basic skills and higher-level thinking. (B)
Program Activities	NAA	Activities	Activities reflect the mission of the program and promote the development of all the children and youth in the program.	Activities are in line with the styles, abilities, and interests of the individuals in the program. (B) Activities are well suited to the age range of the children in the program. (B)
Program Materials	NAA	Activities	There are sufficient materials to support program activities.	Materials are complete and in good repair. (B) There are enough materials for the number of children in the program. (B) Materials are developmentally appropriate for the age range of the children in the program. (B) Materials promote the program's mission. (B)



Standards Utilizing a Youth Development Approach

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Balance of Autonomy and Structure	NAA	Activities	The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children	Individual children move transition from one activity to another, usually at their own pace. (B)
Balance of Autonomy and Structure	NAA	Human Relationships	Staff encourage children and youth to make choices and to become more responsible.	Staff give children many chances to choose what they will do, how they will do it, and with whom. (B)
Balance of Autonomy and Structure	NAA	Administrative Keys	Staff, children, and youth work together to plan and implement suitable activities, which are consistent with the program's philosophy.	Staff ask children to share their ideas for planning so that activities will reflect children's interests. (B)
Balance of Autonomy and Structure	NAA	Human Relationships	Staff interact with children and youth to help them learn.	Staff ask questions that encourage children to think for themselves. (B)
Balance of Autonomy and Structure	YPQA (Form A)	Engagement	Youth have opportunities to make choices based on their interests.	All youth have the opportunity to make at least one open-ended content choice within the content framework of the activities (e.g., youth decide topics within a given subject area, subtopics, or aspects of a given topic).(B)
Balance of Autonomy and Structure	YPQA (Form A)			All youth have the opportunity to make at least one open-ended process choice (e.g., youth decide roles, order of activities, tools or materials, or how to present).(B)
Balance of Autonomy and Structure	YPQA (Form A)	Interaction	Youth have opportunities to partner with adults.	Staff share control of most activities with youth, providing guidance and facilitation while retaining overall responsibility (e.g., staff use youth leaders, semiautonomous small groups, or individually guided activities). (B)
Balance of Autonomy and Structure	YPQA (Form A)	Interaction	Youth have opportunities to act as group facilitators and mentors.	During activities, all youth have one or more opportunities and mentors to lead a group (e.g., teach others; lead a discussion, song, project, event, outing, or other activity).(B)
Balance of Autonomy and Structure	YPQA (Form A)			During activities, all youth have one or more opportunities to mentor an individual (e.g., teach or coach another). (B)
Opportunities for Meaningful Youth Involvement	YPQA (Form A)			All youth have multiple opportunities to practice group-process skills (e.g., actively listen, contribute ideas or actions to the group, do a task with others, take responsibility for a part). (B)

Standards Utilizing a Youth Development Approach (continued)

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Learning-Oriented, With Skill-Building Activities	NAA	Activities	Children and Youth can choose from a wide variety of activities	Children have a chance to join enrichment activities that promote basic skills and higher-level thinking (B)
Opportunities for Meaningful Youth Involvement	NAA	Activities	Activities reflect the mission of the program and promote the development of all the children and youth in the program.	Activities are in line with the styles, abilities, and interests promote the development of all the children and of the individuals in the program. (B)
Opportunities for Meaningful Youth Involvement	YPQA (Form A)	Engagement	Youth have opportunities to reflect.	In the course of the program offering, all youth have structured opportunities to make presentations to the whole group. (B)
Opportunities for Meaningful Youth Involvement	YPQA (Form A)			All youth are given the opportunity to reflect on their activities in 2 or more ways (e.g., writing, role playing, using media or technology, drawing). (B)
Opportunities for Meaningful Youth Involvement	YPQA (Form A)			All youth are engaged in an intentional process of reflecting on what they are doing or have done (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience). (B)
Opportunities for Meaningful Youth Involvement	YPQA (Form A)	Supportive Environment	Staff support youth with encouragement.	Staff make frequent use of open-ended questions (e.g., staff ask open-ended questions throughout the activity and questions are related to the context). (B)
Positive Social Norms	NAA	Human Relationships	Staff encourage children and youth to make choices and to become more responsible.	Staff help children make informed and responsible and to become more responsible. choices. (B)
Supportive Relationships	NAA			Staff offer assistance in a way that supports a child's initiative. (B)
Supportive Relationships	NAA	Human Relationships	Staff interact with children and youth to help them learn.	Staff share skills and resources to help children gain information and solve problems. (B)
Supportive Relationships	NAA	Activities	There are sufficient materials to support program activities.	Materials are developmentally appropriate for the age range of the children in the program. (B)

Standards Assessment and Evaluation

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Assessment	NAA	Administrative Keys	The administration provides sound management of the program.	The director involves staff, board, families, and children in both long-term planning and daily decision-making. (B)
Assessment	NAA	Administrative Keys	Staff receive appropriate support to make their work experience positive.	Staff receive continuous supervision and feedback. This includes written performance reviews on a timely basis. (B)
Assessment	NAA	Administrative Keys	The training needs of the staff are assessed, and training is relevant to the responsibilities of each job. Assistant Group Leaders receive at least 15 hours of training annually. Group Leaders receive at least 18 hours of training annually. Senior Group Leaders receive at least 21 hours of training annually. Site Directors receive at least 24 hours of training annually. Program Administrators receive at least 30 hours of training annually.	Program directors and administrators receive training in program management and staff supervision.(B)
Assessment	NAA	Administrative Keys	The administration provides sound management of the program.	Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.(B) Program strives for accreditation.(B) Programs utilize national quality assessment tools. (B)

Cross Walk of Quality Standards

Environment/Climate & Health, Safety and Nutrition

Standards Physical Space and the Environment

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Physical and Psychological Safety	NAA	Administrative Keys	The program's indoor space meets the needs of staff.	The indoor space meets or exceeds local health and safety codes. (B)
Physical and Psychological Safety	NAA			Written guidelines are in place regarding the use and maintenance of the program facility. (B)
Physical and Psychological Safety	NAA			Staff have access to adequate and convenient storage. (B)
Physical and Psychological Safety	NAA			There is enough room in the indoor space for staff to plan various program activities. (B)
Physical and Psychological Safety	NAA	Indoor Environment	The program's indoor space meets the needs of children and youth.	There is adequate and convenient storage space for equipment, materials, and personal possessions of children and staff. (B)
Physical and Psychological Safety	NAA			There is enough room for all program activities. (B)
Physical and Psychological Safety	NAA			The space is arranged well for a range of activities; physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating, and socializing. (B)
Physical and Psychological Safety	NAA			The space is arranged so that more than one activity can go on at the same time without much disruption. (B)
Physical and Psychological Safety	NAA	Indoor Environment	The indoor space allows children and youth to take initiative and explore their interests.	The indoor space reflects the work and interests of the children. (B)
Physical and Psychological Safety				Some areas have soft, comfortable furniture on which children can relax. (B)
Physical and Psychological Safety				Children can get materials out and put them away by themselves. (B)
Physical and Psychological Safety	NAA			Children can arrange materials and equipment to suit their activities. (B)

Standards Physical Space and the Environment (continued)

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Physical and Psychological Safety Physical and Psychological Safety	YPQA (Form A)	Safe Environment	Program space and furniture accommodate the activities offered.	Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this). (B)
Physical and Psychological Safety	YPQA (Form A)			Program space allows youth and adults to move freely while carrying out activities (e.g., room accommodates all participants without youth blocking doorways, bumping into one another, and crowding). (B)
Physical and Psychological Safety	YPQA (Form A)			Physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved). (B)
Physical and Psychological Safety	YPQA (Form A)			Furniture is comfortable and of sufficient quantity for all youth participating in the program offering. (B)
Physical and Psychological Safety	NAA	Safety, Health and Nutrition	The program provides an environment that protects and enhances the health of children and youth.	The heat, ventilation, noise level, and light in the indoor space are comfortable. (B)
Physical and Psychological Safety	YPQA (Form A)	Safe Environment	The physical environment is safe and free of health hazards.	Ventilation and lighting are adequate in the program space. (B)
Physical and Psychological Safety	YPQA (Form A)			The temperature is comfortable for all activities in the program space. (B)
Physical and Psychological Safety	YPQA (Form A)			The program space is clean and sanitary. (B)
Physical and Psychological Safety	YPQA (Form A)			The program space is free of health and safety hazards. (B)
Physical and Psychological Safety	NAA	Outdoor Environment	The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.	Children can use a variety of outdoor equipment and games for both active and quiet play. (B)
Physical and Psychological Safety	NAA			The outdoor space is suitable for a wide variety of activities. (B)

Standards Physical Space and the Environment (continued)

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Physical and Psychological Safety	NAA			Permanent playground equipment is suitable for the sizes and abilities of all children. (B)
Physical and Psychological Safety	NAA	Administrative Keys	The outdoor space is large enough to meet the needs of children, youth, and staff.	Staff use outdoor areas to provide new outdoor play experiences. (B)
Physical and Psychological Safety	NAA			There is enough room in or access to the outdoor space for all program activities. (B)
Physical and Psychological Safety	NAA			There is a procedure in place for regularly checking the safety/maintenance of the outdoor play space. (B)
Physical and Psychological Safety	NAA			The outdoor space meets or exceeds local health and safety codes. (B)



Standards Safety, Health, and Nutrition

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Physical and Psychological Safety	NAA	Administrative Keys	Program policies and procedures exist and are in place to protect the safety of the children and youth	<p>Staff and children know what to do in case of general emergency. (B)</p> <p>The program has established procedures to prevent accidents and manage emergencies. (B)</p> <p>There is current documentation showing the program has met state/local health and safety guidelines and/or regulations. (B)</p> <p>The program has established policies to transport children/youth safely and complies with vehicle and driver legal requirements, etc. (B)</p> <p>There are written policies and procedures to ensure the health and safety of children/youth. (B)</p>
Physical and Psychological Safety	NAA	Administration	The program provides an environment that protects and enhances the health of children and youth	<p>There are no observable health hazards in the indoor or Psychological Safety outdoor space. (B)</p> <p>Staff protect children and youth from communicable disease by providing a comfortable space physically located away from other children. (B)</p> <p>No smoking is allowed in the program space indoors or outdoors (B)</p> <p>Staff are responsive to the individual health needs of the children and youth (B)</p> <p>Equipment for active play is safe. (B)</p> <p>The program provides an environment and that the indoor and outdoor facilities are clean. (B)</p> <p>There are adequate supplies and facilities for hand washing. (B)</p> <p>Staff and children wash hands frequently, especially after using the toilet or before preparing food. (B)</p>

Standards Safety, Health, and Nutrition (continued)

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Physical and Psychological Safety	NAA	Administration	Program policies and procedures are in place to protect the safety and security of children and youth.	<p>Staff are always prepared to respond to accidents and emergencies. (B)</p> <p>Staff protect children from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, and hot liquids; overexposure to heat or cold. (B)</p> <p>Systems are in place to protect the children from harm especially when they move from one place to another or use the restroom, (B)</p>
Physical and Psychological Safety	NAA	Safety, Health and Nutrition	If the program serves snacks, foods and drinks meet the needs of children and youth.	<p>The program serves healthy foods. (B)</p> <p>Snacks and meals are timed appropriately for children. (B)</p> <p>The amount and type of food offered is appropriate for the ages and sizes of children. (B)</p> <p>Available food and drink is healthy (e.g., there are vegetables, fresh fruit, real juice, or home-made dishes). (B)</p> <p>Drinking water is readily available at all times. (B)</p>
Physical and Psychological Safety	NAA	Safety, Health and Nutrition	Children and youth are carefully supervised to maintain safety.	<p>Staff know where the children are and what they are doing. (B)</p> <p>Staff note when children arrive, when they leave and with whom they leave (B)</p> <p>Access to outdoor program space is supervised during program hours (B)</p> <p>All entrances to the indoor program space utilized by the program are supervised for security during program hours (can include electronic security system). (B)</p>

Standards Safety, Health, and Nutrition (continued)

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Physical and Psychological Safety	NAA	Outdoor Environment	The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.	Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at the program. (or indoor physical activity due to weather) of physical activity for every three-hour time block. (B)
Physical and Psychological Safety	YPQA (Form A)	Safe Environment	Appropriate emergency procedures and supplies are present.	<p>At least one complete first-aid kit is accessible and visible from the program space. (B)</p> <p>At least one charged fire extinguisher is accessible and visible from the program space. (B)</p> <p>Emergency procedures are posted in plain view (B)</p> <p>Other appropriate safety and emergency equipment (needed for a specific environment or project) (e.g., for water or vehicle safety, sports, or repairs) is available to the program offering as needed, can be located by staff, and is maintained in full-service condition. (B)</p>



Cross Walk of Quality Standards

Equity and Diversity

Standards Equity and Diversity

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Physical and Psychological Safety	YPQA (Form A)	Safe Environment	Psychological and Emotional Safety is Promoted Staff proactively promote an inclusive environment Honoring and protecting all children and youth for who they are.	There is no evidence of bias but rather there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance, or sexual orientation. (B) There is a written and posted expectation prohibiting bullying/harassing verbal or physical behaviors. (B)
Connection with School, Home, and Community	NAA	Human Relationships	Staff and families interact with each other in positive ways.	Staff and families interact with each other with respect. (B)
Connection with School, Home, and Community	NAA	Administrative Keys	Staff, children, and youth work together to plan and implement suitable activities, which are consistent with the program's philosophy.	Staff plan activities that will reflect the cultures of the families in the program and the broad diversity of human experience. (B)
Connection with School, Home, and Community	NAA	Human Relationships	Staff respond appropriately to the individual needs of children and youth.	Staff can relate to a child's culture and home language. Staff have basic awareness to support children with different cultures (B)
Opportunities for Meaningful Youth Involvement	YPQA (Form A)	Interaction	Youth have opportunities to develop a sense of belonging.	Youth strongly identify with the program offering (e.g., hold one another to established guidelines; use ownership language, such as "our program"; engage in shared traditions such as shared jokes, songs, gestures).
Opportunities for Meaningful Youth Involvement	YPQA (Form A)	Interaction		Youth have structured opportunities to get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers, and a variety of groupings for activities).
Positive Social Norms	NAA	Human Relationships	Children and youth generally interact with one another in positive ways.	Children are encouraged to discuss their differences and Work out a solution unless there is a suspected bullying situation. (B)
Supportive Relationship	NAA	Human Relationships	Staff respond appropriately to the individual needs.	Staff respond to the range of children's feelings and temperaments of children and youth. (B) Staff know that each child has special interests and talents. (B) Staff recognize and respond to the range of children's abilities. (B)

Cross Walk of Quality Standards

Relationships & Family, School and Community Linkages

Standards Family, School, and Community Linkages

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Connection with School, Home, and Community	NAA	Administrative Keys	Staff support families' involvement in the program.	Staff encourage families to give input and to get involved in program events. (B)
Connection with School, Home, and Community	NAA			There is a policy that allows family members to check in/visit any time throughout the day. (B)
Connection with School, Home, and Community	NAA			Staff offer orientation sessions for new families. (B)
Connection with School, Home, and Community	NAA			Staff keep families informed about the program. (B)
Connection with School, Home, and Community	NAA	Administrative Keys	The program build links to the community	The program offers community service and service learning options, especially for older children. (B)
Connection with School, Home, and Community	NAA			Staff provide information about community resources to meet the needs of children and their families. (B)
Connection with School, Home, and Community	NAA	Administrative Keys	Staff, families, and schools share important information to support the well-being of children and youth.	Program policies require that staff (program and school) and family members communicate about the child's wellbeing. (B)
Connection with School, Home, and Community	NAA			Staff, families, and schools work together as a team to set goals for each child; they work with outside specialists when necessary. (B)
Connection with School, Home, and Community	NAA			Staff and families share information about how to support children's development. (B)
Connection with School, Home, and Community	NAA			Staff and families join together to communicate and work with the schools. (B)
Connection with School, Home, and Community	NAA	Human Relationships	Staff and families interact with each other in positive ways.	Staff share the languages and cultures of the families they serve, and the communities they live in. (B)

Standards Family, School, and Community Linkages (continued)

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Connection with School, Home, and Community	NAA			Staff make families feel welcome and comfortable. (B)
Connection with School, Home, and Community	NAA			Staff and families work together to make arrivals and departures between home and child care go smoothly. (B)
Connection with School, Home, and Community	NAA	Administrative Keys	The program build links to the community.	The staff plan activities to help children get to know the larger community and as basic enrichment opportunities. (B)
Connection with School, Home, and Community	NAA	Administrative Keys	Program policies and procedures are responsive to the needs of children, youth, and families in community.	The program makes itself affordable to all families by the using all possible community resources and sources of subsidy. (B)
				Youth have input into program planning. (B) Program works to gain community partnerships to expand resources.(B)
Connection with School, Home, and Community	NAA			The program's hours of operation are based on families' needs. (B)
Connection with School, Home, and Community	NAA	Activities	Activities reflect the mission of the program promote the development of all the children and youth in the program.	Activities reflect the languages and cultures of the families served. (B)
Connection with School, Home, and Community	NAA	Administrative Keys	The program build links to the community.	The program develops a list of community resources.The staff draw from these resources to expand program offerings. (B)
Supportive Relationship	NAA	Activities	There are sufficient materials to support program activities.	Materials promote the program's mission. (B)

Standards Relationships

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Appropriate Structure	NAA	Human Relationships	Staff use positive techniques to guide the behavior of children and youth. Staff use youth-centered approaches to reframe	Staff use no harsh discipline methods. (B) Youth exhibit predominately inclusive relationships with all in the program offering, including newcomers (B)
Physical and Psychological Safety	YPQA (Form A)	Interaction		The activities include structured opportunities (e.g., group presentations, sharing times, recognition celebrations, exhibitions, performances) to publicly acknowledge the achievements, work, or contributions of at least some youth.
Positive Social Norms	NAA	Human Relationships		Children show respect for each other. (B)
Positive Social Norms	YPQA (Form A)	Supportive Environment	Staff use youth-centered approaches to reframe conflict.	Staff acknowledge conflicts and negative behavior and follow up with those involved afterward. (B)
Positive Social Norms	YPQA (Form A)	Supportive Environment		Staff predominantly approach conflicts and negative behavior in a non-threatening manner (i.e., approach calmly, stop any hurtful actions, and acknowledge youth's feelings) (B)
Positive Social Norms	YPQA (Form A)	Supportive Environment		To help youth understand and resolve conflicts and negative behavior, staff encourage youth to examine the relationship between their actions and consequences. (B)
Positive Social Norms	YPQA (Form A)	Supportive Environment		Staff seek input from youth (separately in a possible bullying situation) in order to determine both the cause and solution of conflicts and negative behavior (e.g., youth generate possible solutions and choose one). (B)
Supportive Relationship	NAA	Human Relationships	Staff relate to all children and youth in positive ways.	Staff treat children with respect and listen to what they say. (B)
Supportive Relationship	NAA	Human Relationships		Staff are engaged with children, (B)
Supportive Relationship	NAA	Human Relationships		Children appear content and engaged with each other. (B)

Standards Relationships (continued)

Quality Concepts	Instrument	Category	Sub-Category	Indicator Best Practice (B)
Supportive Relationship	NAA	Human Relationships		Children usually cooperate and work well together. (B)
Supportive Relationship	NAA	Human Relationships		Staff respond to children with acceptance and appreciation. (B)
Supportive Relationship	NAA	Human Relationships		Staff make children feel welcome and comfortable. (B)
Supportive Relationship	NAA	Human Relationships	Staff use positive techniques to guide the behavior of children and youth.	Staff give attention to children when they cooperate, of children and youth share, care for materials, or join in activities. (B)
Supportive Relationship	YPQA (Form A)	Supportive Environment	Staff support youth with encouragement.	During activities, staff are almost always actively involved with youth (e.g., they provide directions, answer questions, work as partners or team members, check in with individuals or small groups) (B) Staff encourage youth by acknowledging positive involvement with specific non-evaluative language. (B)
Supportive Relationship	YPQA (Form A)	Supportive Environment	Staff provide a welcoming atmosphere.	During activities, staff generally smile, use friendly gestures, and make eye contact. (B)
				All youth are greeted by staff within the first 15 minutes of the session. (B)
				During activities, staff use respectful language and a positive tone. (B)



APPENDIX B: MAINE AFTERSCHOOL NETWORK HEALTH AND SAFETY CHECKLIST



The University of Maine at Farmington • 186 High St. • Farmington, ME 04938-5522

207-778-7575 • Deb Chase, Director • deborah.chase@maine.edu

The Maine Governor's
Children's Cabinet

Department of Health
and Human Services
Office of Child Care and
Head Start

Department of Education

21st Century Community
Learning Centers

4-H Afterschool
Cooperative Extension

The Center for
Community Inclusion
and Disability Studies

Maine Resource
Development Centers

Maine School-Age
Care Alliance.

Dear Program Provider,

Quality of programs for children and youth is a priority for the state of Maine. Based on input from the Maine AfterSchool Network partners the Network convened a work group to research a number of documents, including the Maine Child Care Licensing regulations, the Maine regulations for day camps, a health and safety checklists from several other states to create a user friendly document that would support programs through a self assessment process of determining basic criteria needed to support the health and safety needs of children and youth.

While DHHS Child Care Licensing covers health and safety standards for some programs, there are many more programs operating throughout the state that do not have basic standards of practice.

Partners of the Network felt that by using the health and safety checklist programs could voluntarily look at how they structure their programs to ensure basic health and safety of programs participants and their families.

We hope that you will use this document as a guide to creating a safe and healthy environment for the children that you serve.

Sincerely,

Deb Chase, Director
Maine AfterSchool Network
186 Main St.
Farmington, ME 04938

Funded in part by the C.S. Mott Foundation and the Department of Health and Human Services Office of Child Care and Head Start

February 19, 2008

Program Name _____

Date _____

Observer _____

All Maine children and youth have a right to a safe and healthy environment in which to engage in activities with their peers.

To use this checklist:

Mark C if the statement completely applies,

Mark NC if the statement does not completely apply.

If the statement is not applicable to the facility or activities, mark N/A.

The notes section is for explanation, suggestions, or comments.

This checklist is a self-evaluation of non-mandatory suggestions to create a healthy, safe, and constructive environment in which to grow, learn, and to be supervised.

Facility

Water Supply and Hand Washing	C	NC	N/A	Notes
1. Building has water supply and sewage disposal which is tested and approved by the Maine Department of Health and Human Services, Division of Health Engineering.				
2. Drinking water used by children for drinking is from a public water supply or a drinking water source approved by the Division of Health Engineering.				
3. Washing and toilet facilities with both hot (not to exceed 120° F) and cold running water, soap, and disposable paper towels are available.				
4. All staff and children wash their hands properly after each trip to the bathroom and before food preparation/eating.				
5. Proper hand washing procedures are posted at all hand washing sinks including food preparation and art sinks.				
6. There are separate sinks for hand washing after toileting and for food preparation.				
7. A waterless hand sanitizer is available for field trips only when hot running water and soap are not available.				

Facility

Food Preparation (if facility does not serve or allow food, skip to question 16)	C	NC	N/A	Notes
7. Food preparation areas are separate from eating and play areas and are washed before and after each use. Area is not being used for other activities while food is being prepared or served.				
8. Information regarding children's food allergies is available to food preparation staff and food is prepared accordingly.				
9. Refrigerator temperature does not exceed 41° F. Freezer temperature does not exceed 0° F. There are thermometers in both the refrigerator and freezer.				
10. Food brought in by students or prepared by the facility are properly stored in refrigerators or on shelves. Box/bag lunches or other food supplied from outside the facility shall be kept refrigerated if required.				
11. All milk products are pasteurized. All fruits and vegetables are washed thoroughly before use.				
12. Paper products are single use and are disposed of immediately after use.				
13. Dishes are washed in an automatic dishwasher or in warm soapy water and are rinsed in hot water.				
14. Surfaces coming into contact with food or drink are easily cleanable, in good repair, and are not made of toxic material.				
15. Children are permitted in meal preparation areas only when directly supervised by a staff person and there is no danger of injury from equipment.				
16. Staff who are ill do not work in the food preparation areas. Staff with open sores do not handle or prepare food.				
17. All food is stored, prepared and served in a sanitary manner.				
18. All cooked foods are cooked to proper temperatures. All reheated foods are cooked to at least one hundred and sixty-five degrees (165°) Fahrenheit.				
19. When food is transported, sanitary containers shall be used to keep hot food at or above at least one hundred and forty degrees (140°) Fahrenheit and cold food at or below 40° F.				

Building and Grounds	C	NC	N/A	Notes
20. Building and grounds are maintained, repaired, and free of dangers to children's life, health, and safety, including satisfactory lead paint levels.				
21. Building is free from insects, rodents and other vermin.				
22. When animals and pets are in the facility, supervision is such that ensures that neither the animals nor the children are harmed. There is proof of rabies and other vaccinations. Animals are not allowed in the food preparation and storage areas. All indoor and outdoor areas accessible by children are free from animal waste.				

Facility

Building and Grounds(continued)	C	NC	N/A	Notes
23. The facility temperature is at least 68° F. year around. If specific activities require the temperature to be below 68° F. parents or guardians and students must be notified.				
24. Doors and windows used for ventilation are equipped with securely fastened screens.				
25. Every room, hallway, and stairway used by children is well-lit and ventilated.				
26. All stairs used by children are equipped with a properly secured handrail.				
27. Natural light is available in any room which a child is in for more than 4 (four) hours per day.				
28. Smoking is prohibited on the premises when children are present. This includes all indoor and outdoor areas where children may be present.				
29. Weapons, firearms, and ammunition are prohibited in the program area. If sporting equipment, firearms and ammunition are used for specific instruction and/or practice which is supervised by a trained adult, parents/guardians are notified and such items are securely locked when not in use.				
30. A non-coin operated, corded telephone is in working condition and accessible. Emergency numbers and information, including the address of the facility, are posted next to each telephone.				
31. Cleaning supplies, toxic substances, matches, lighters, power tools, and items dangerous to children are stored away from food storage and in such a way as to be inaccessible to children, even in rooms which are not used by children.				
32. Gasoline and other explosives are plainly marked and are in locked facilities not occupied by children or staff and located a safe distance from other buildings.				
33. Lead paint is not used on toys, furniture or any other interior surface.				
34. Swimming and wading pools are cleaned and emptied daily or equipped with a filtration and/or treatment system. The water in a swimming pool must have sufficient clarity. The bottom must be clearly visible in the deepest part of the pool.				
35. Swimming and wading pools are emptied or removed from play areas when not in use or are protected by locking fencing or other barriers to prevent access by children without staff approval, observation, and supervision.				
36. Garbage and refuse is collected as often as necessary and is done in a sanitary manner. Bags are kept in leak-proof, non-absorbent, and rust and corrosion resistant containers with tight-fitting lids.				
37. Facility has written procedures for routine cleanings of refrigerator, bathroom, kitchen facilities, and play areas.				
38. Facility has written procedures for proper storage and refrigeration of food - provided or brought in.				

Facility

Emergency Procedures	C	NC	N/A	Notes
39. Emergency evacuation routes are posted in each room accessible by a child or staff member.				
40. Evacuation drills are conducted routinely during the program. (If only a one-time workshop, evacuation routes are posted and staff person goes over them verbally.) Ideally, evacuation drills are conducted monthly while children are at the facility.				
41. All emergency evacuation routes are free of obstruction and are in working order to allow access out of the building.				
42. A procedure is in place for notification of parent/guardian (and/or secondary parent/guardian) if a child sustains a sudden illness, accident, or injury. Emergency transportation is available at all times.				
43. Working smoke detectors are located in every room or as otherwise required by the Fire Marshal. Carbon monoxide detectors are also recommended.				
44. The facility documents all accidents, injuries, or emergencies. A copy is given to the parent/guardian.				
45. There is a fire extinguisher or sprinkler system accessible in every room.				
46. The facility has at least one fully equipped, readily available first aid kit and manual and at least one separate first aid kit and manual available for field trips (if applicable).				
47. Heating units are safeguarded to prevent injuries and burns. Portable heaters are prohibited*, except those approved by the Fire Marshal.				
48. Children or staff who are ill or severely injured are temporarily isolated from the rest of the group while waiting to be transported elsewhere. Screens are acceptable, kitchen facilities or bathrooms are not acceptable. A screen that provides a visual barrier could be used as a way of temporarily isolating.				

Indoor and Outdoor Play Areas	C	NC	N/A	Notes
49. Activities are developmentally appropriate for the age of the children attending the activity or program.				
50. Television, video viewing/games, and/or the use of a computer are limited to one hour per day, unless for instruction or education purposes, and are educational and age appropriate.				
51. Play and/or instruction areas are large enough for the number of children present at one time. If the areas are not large enough, the group is split in order for each child to play and/or practice without threat of harm from another child or fixtures within the space.				
52. The premises, toys, and equipment are kept clean and in proper working order to ensure health and safety. Water tables are cleaned daily when used.				

Facility

Indoor and Outdoor Play Areas (continued)	C	NC	N/A	Notes
53. Helmets are worn by children when riding or using equipment such as pedal bikes, skateboards, scooters, rollerblades, etc. or other vehicles such as ATV's, snowmobiles or electric vehicles (under the supervision of an adult).				
54. Indoor and outdoor areas are free from hazards and inspected by staff daily, prior to children having access to the areas.				
55. Outdoor space is protected by fencing or other natural barriers from hazardous conditions and has at least one exit other than through the building.				
56. Outdoor play equipment is constructed and anchored properly. All play areas have proper drainage.				
57. All play areas have energy absorbing materials such as mulch, sand, or padding under "fall areas" (under swings, climbing structures, etc.)				

Transportation and Vehicles <i>(skip to question 60 if transportation is not provided)</i>	C	NC	N/A	Notes
58. All vehicles transporting children under supervision of the facility or program have current registration, insurance, inspection and working seatbelts.				
59. There is one (1) adult per vehicle for up to thirteen (13) children per vehicle.				
60. For young children (up to age 8 or between 40 and 80 pounds) a booster seat is used and properly positioned and fastened.				

Administration and Records	C	NC	N/A	Notes
61. The facility keeps a written record of each child's personal and emergency information including but not limited to the following: Parent/Guardian contact information, alternate parent/guardian contact information, allergy information, list of current medications for the child and written authorization to obtain emergency medical care.				
62. If a child requires medication while at the facility, a signed request by the parent/guardian is provided with the original container. All medication, prescription or not, is only given according to the instructions on the container and is not expired. All medications are kept as to be inaccessible to children. (Recommended to be locked.)				
63. The facility does not administer nonprescription medication (i.e., Tylenol) without written permission from a parent/guardian. The written permission is signed, dated, and names the medication and dosage.				
64. The facility records all medication, prescription or nonprescription, given to any child including the amount, time, date, and signature of the administrator of the medication.				

Facility

Administration and Records (continued)	C	NC	N/A	Notes
65. It is recommended that the facility keep a copy of criminal history reports, out of home abuse investigation reports, and child protection reports of each temporary or regular staff member, director, or volunteer. These records are held in strict confidence and securely stored.				

Staff

Staff and Volunteers	C	NC	N/A	Notes
66. A personnel record is kept for every temporary or regular staff member, director, owner, administrator, or volunteer. (This includes parents who volunteer on a weekly basis.)				
67. Information included in these records includes but is not limited to: Emergency contact information, background check reports, certificate of immunization, mailing address, phone number, date of birth, social security number, training, education, experience and any other qualifications.				
68. Annual motor vehicle checks are performed for all staff or volunteers who transport children.				
69. There is at least one person in the facility at all times with current certification in Adult and Child CPR and/or First Aid.				
70. Administrative and front line staff performed their assigned tasks and meets all requirements for qualifications of that task. The instructor in charge of a supervised activity possesses the competence in skills specific to the activity. Scuba diving and any other technical activity instructors possess an appropriate instructor's certificate.				
71. Staff hiring, training, and supervising procedures promote the employment of emotionally well adjusted, mature, and responsible adults. The facility owner or director considers the following for hiring or continued employment (if that person is working directly with children or youth): convictions of sexual or violent crimes; any crimes involving children or activities which could have resulted in convictions for such crimes if prosecuted; admission to a substance abuse treatment facility, or conviction in the past five years of OUI or any other activity which involves substance abuse; any serious physical or mental health problems that have required admission to a hospital or other inpatient facility that would impair the proper supervision and guidance of children and youth or the ability to perform assigned tasks; investigations from Child Protective Services or the Institutional Abuse Unit (IAU) or other allegations of child abuse or neglect; any prior conditional licenses, license suspension, fine, and/or revocation regarding a child or adult care license or approval issued to the applicant; the removal of children from their care or custody by court order; and any other information regarding the mistreatment of children, adults, or animals.				
72. The staff is supervising children, both indoors and outdoors, and are aware of and responsible for the ongoing activity of each child and is close enough to intervene when needed. For swimming activities, children must be within sight and sound of staff.				

Staff

Staff and Volunteers (continued)	C	NC	N/A	Notes
73. Minimum age of staff who are directly responsible for supervision of children and youth are 17 years or older and are under the direct supervision of a senior staff member or director.				
74. Staff and volunteers who are under the age of 18 are at least two (2) years older than the group with which they are working.				
75. There are no more than thirteen (13) children and youth per staff member over the age of 18.				
76. The director is at least 21 years of age and has 6 months of administrative or supervisory relevant experience, is a high school graduate or equivalent, and has 12 hours of training.				
77. The director or supervisor of water activities is at least 21 and has evidence of at least one of the following certifications from a nationally-recognized certifying body: lifeguard training, swim instructor certification, or equivalent certification.				
78. Water staff, separate from the director or supervisor, has a minimum of current lifeguard certification from a nationally- recognized certifying body or equivalent certification. For guidance refer to the American Red Cross. <i>An example of how one program has staffed for this is below: 5-15 people at the pool requires 1 lifeguard, 16-40 requires 2, 41-65 requires 3, and 66-90 requires 4, any number over 90 requires 6.</i>				
79. Staff use positive methods of child guidance which encourage self-control, self-direction, self-esteem, and cooperation. Child guidance meets the needs of the individual child. The facility has guidelines for constructive methods of guidance. This includes but is not limited to the following: conflict resolution, encouraging the use of language skills, redirecting, providing choices, using praise or positive reinforcement, recognizing a child’s strength, and allowing for individual differences.				
80. The use of corporal punishment is strictly prohibited. “Corporal punishment” means actions against a child, including, but not limited to: Slapping; Striking; Shaking; Shoving; Spanking; Pinching; Twisting; Kicking; Biting; Ear pulling or ear twisting; Hair pulling; Forcing a child to taste or eat spicy, bitter or otherwise distasteful products for the purpose of discipline; Spraying with water as a means of controlling behavior; Placing tape over a child’s mouth; Mechanical restraints, such as tying a child to a chair; Other forms of aggressive contact; or Requiring or forcing a child to take an uncomfortable position such as: Squatting; Kneeling; Standing holding arms outstretched at sides or overhead; Bending; or Requiring or forcing a child to repeat physical movements. Food, rest, or bathroom breaks are not withheld as a form of punishment or any other means of control.				
81. Staff observes children daily at the time of arrival and throughout the day for signs of illness, such as fever, diarrhea, vomiting, or skin rashes.				

Staff

Staff and Volunteers (continued)	C	NC	N/A	Notes
82. The facility makes sure all personnel are aware of their responsibility to report any suspected abuse or neglect of a child under the age of 18. The facility has adopted a written policy for handling suspected instances of child abuse or neglect in accordance with Maine law. The facility cooperates in the investigation of allegations of abuse or neglect.				
83. The facility does not employ or otherwise permit any person to serve therein, any capacity, if such person has a communicable or contagious disease which would threaten the health and safety of the children and youth or other staff members, unless Standard Precautions reduce or eliminate exposure or risk to the children.				

Children

Children	C	NC	N/A	Notes
84. Children's records include records of past medical treatment, date of last tetanus shot, a list of all known allergies, and a description of any current health conditions requiring medication, treatment, or special restrictions in case of emergency.				
85. Children in attendance for more than four (4) hours have an opportunity for rest for one (1) hour or longer according to the age and needs of the child.				
86. Children in attendance for less than four (4) hours are allowed an opportunity for rest of at least ten (10) minutes.				
87. Children have the rights to the following: Freedom from abuse and neglect; Confidentiality; Freedom from harmful actions or practices; Freedom from discrimination; Consideration and respect; A variety of appropriate activities, materials, and equipment; Mandatory report of rights violations; And reasonable modifications and accommodations.				

Children

Activities	C	NC	N/A	Notes
88. The program must develop policies and procedures regarding activities that potentially expose children to increased risks such as swimming, rock climbing, boating, skiing. Policies and procedures must cover all of these types of activities that take place both on and off program's premises. This shall include a written emergency plan for each type of these activities. The program must complete a procedure checklist on any day on which one of these activities occurs.				

Children

Activities (continued)	C	NC	N/A	Notes
<p>89. All non-swimmers must be clearly identified as non-swimmers in a way that is visually and easily recognized by lifeguards, and staff. Commonly used identifiers are specified bathing suits or caps, wristbands or colored zinc-oxide sun block. Personal flotation devices of any kind shall not be used as identifiers.</p>				
<p>90. The program must develop safety procedures for field trips an/or other off- premises activities. This should include a procedure checklist and describe a process by which child participants can be identified and accounted for by staff.</p>				

Resources:

Maine Center for Disease Control <http://www.maine.gov/dhhs/boh/>

Maine AfterSchool Network www.maineafterschool.org

Maine Fire Marshall Office <http://www.maine.gov/search?q=Fire+Marshall>

American Red Cross <http://www.redcross.org/>

DHHS Division of Licensing <http://www.maine.gov/dhhs/dlrs/>

APPENDIX C: CASE STUDIES OF EFFECTIVE AFTERSCHOOL COLLABORATIONS IN MAINE

Members of the Work Group identified six afterschool programs across Maine that are examples of effective collaborations. All of them feature strong partnerships with community-based organizations and local schools. The information below on each program includes the following: program name; the lead organization and fiscal agent for the program (these may be the same organization or different ones); the partner organizations that collaborate in offering the program—who contributes what; program funding sources; where the program operates; program staffing and budget; description of the program's various components; the number of children and families served by the program; challenges that have been faced/are being faced by the program; and a contact name/Web site address for the program.

Case Study 1: After School Aspirations Program

1. Program name: Greater Waterville Communities for Children and Youth Coalition's (GWC4CY's) *After School Aspirations Program (ASAP)*
2. Lead organization/fiscal agent: *Waterville Public Schools*
3. Partner organizations that collaborate in offering the program: The GWC4CY Coalition is unique in its ability to bring organizations and individuals together to fill gaps in services for children and youth. Its work is based on "best practices" in prevention and positive youth development and promotes pooling resources among organizations to diminish duplication and overhead.

The Coalition's ASAP partners include:

- *Colby College*
- *Alfond Youth Center (Boys and Girls Club/YMCA)*
- *Waterville Public Schools (building principals and guidance staff, and before- and aftercare program staff)*
- *Waterville Public Library*
- *Good Will-Hinckley*
- *Catholic Charities of Maine*
- *Waterville Opera House*
- *Waterville Maine Street's Freshwater Arts*
- *Hardy Girls Healthy Women*
- *Healthy Maine Partnership of Greater Waterville*
- *Maine Children's Home for Little Wanderers*

4. Program funding sources:
 - *21st Century Community Learning Centers grant*

- *Private foundations*
 - *Local business contributions/grants*
5. Where the program operates:
 - *Albert S. Hall School*
 - *Alfond Youth Center*
 - *George J. Mitchell School*
 - *South End Learning Center (SELC)*
 6. Program staffing and budget: *Now in its fifth year of funding, it has one full time Project Director, four Site Coordinators, and 73 college mentors. The total budget for this fiscal year is \$83,084.*
 7. Description of the program's various components: *At each ASAP site, the program's goal is to improve MEA Reading, Math, and Writing scores in low-income, at-risk elementary age students. ASAP currently serves 73 students in grades K-5 who are not meeting learning standards in reading, math and writing and who qualify for free or reduced lunch. All students in the ASAP program are paired with a Colby mentor. Under the direction of ASAP site coordinators, mentors are trained to aid literacy and problem-solving skill development for ASAP youth. For a half hour twice a week during their meeting time, mentees and mentors work together on academic skill-building activities and/or homework aligned with MEA Learning Results. Mentors also participate in high-quality Youth Asset Development training. All students participate in high-quality cultural enrichment activities, engage in physical activity, receive nutritious snacks daily, and their parents are engaged throughout the year in various program offerings.*

ASAP's Advisory Committee is now collaboratively designing a new mission statement, which will reflect the ASAP program's new design and include its older youth focus. ASAP currently follows the Coalition's mission statement, which is: "The mission of the Greater Waterville Communities for Children and Youth is to measurably improve the lives of children and youth in the Greater Waterville area by fostering community collaboration."
 8. Number of children and families served by the program: *The program currently serves 73 children. All these students are low performing, regular attendees. ASAP also serves an additional 200 area youth through quality cultural arts programming year-round.*
 9. Challenges that have been faced/are being faced by the program: *Financial sustainability, maintaining quality staffing under financial limitations*

10. Contact information: *Laura Brock, Director*
Email: laura@gwc4cy.org
(207) 859.9840

Case Study 2: A Company of Girls

1. Program name: *A Company of Girls (ACOG)*
2. Lead organization/fiscal agent: *A Company of Girls (a 501c3 organization)*
3. Partner organizations that collaborate in offering the program:
 - *City of Portland - some in-kind of occupancy*
 - *Compass Project - partner development of boys program*
 - *Acorn Production/the Cassandra Project - partnership bringing access to performances and guest artists*
 - *Open Heart Yoga - use of ACOG in exchange for monthly yoga class and yoga scholarships to ACOG families and community members*
 - *Local restaurants - in-kind donations of dine-out to support social skills programming*
 - *PCA - in-kind donations of tickets (arts enrichment)*
 - *Local Bakeries - in-kind donations of snacks*
 - *Local Supermarkets - in-kind donations of snacks and supplies*
 - *Theatre at Monmouth, Maine State Music Theatre, etc. - access to performances for summer camp free of charge (summer camp is largely scholarship-based)*
 - *Grupo Esperanza and other artists - performances at ACOG fundraisers free of charge for space usage*
 - *Portland Press Herald/Maine Sunday Telegram - free advertising space for performances*
4. Program funding sources: *United Way of Greater Portland, Department of Health and Human Services (12 to 15 Program funding), Horizon Foundation, Sam L. Cohen Foundation, Apple Lane Foundation, Davis Foundation, Jane B. Cook Foundation, Beim Foundation, Maine Community Foundation, River Rock Foundation, ticket sales, fundraisers, and donations.*
5. Where the program operates: *The program operates out of a decommissioned elementary school, Mirada Adams School in Portland's East End.*
6. Program staffing and budget:
 - *1 Executive Director*
 - *1 full-time program assistant*
 - *2 part-time arts educators*
 - *1 part-time bookkeeper*
 - *2 Master of Social Work interns*
 - *3 direct service volunteers*
 - *FY08 Budget: \$192,000*
7. Description of the program's various components: *A Company of Girls is a non-profit whose mission is "to strengthen and empower youth and the community through the arts." As testimony to the success of A Company of Girls programming, it*

was chosen as one of the top ten afterschool programs in the country by the President's Committee on the Arts & Humanities, receiving the "Coming Up Taller" award in 2002. In 2004, A Company of Girls received the "2003 Exemplary Award for Innovative Programs" sponsored by the Center for Substance Abuse Prevention, in collaboration with the National Association of State Alcohol and Drug Abuse Directors, the National Prevention Network, and Community Anti-Drug Coalitions of America. In 2005, A Company of Girls received the Cumberland County Child Abuse Neglect and Prevention Award, and in 2006 the Volunteers of America Volunteer of the Year Award for the ten years of work the girls have done with elders at Bayview Heights.

A Company of Girls is an after school theater and arts program for low-income, at-risk girls that has been serving the greater Portland community for twelve years. As Portland's refugee and migrant communities have grown, A Company of Girls has become a multi-cultural program with participants from Vietnam, Cambodia, Sudan, Somalia, Peru, El Salvador and Iran. A Company of Girls serves 50 girls ages 8-18 and their families. The girls are divided into four age appropriate groups: fledglings, ensemble one, ensemble two, and touring company. Each group meets at least two days per week after school. Participants in the program have long-term involvement, with the average girl staying in the program at least 3-5 years, thus developing strong relationships with caring adults. The program not only provides high quality arts programming but is also a successful prevention program.

A Company of Girls seeks to provide the opportunity to learn theater, dance, filmmaking, and visual arts in a safe, nurturing environment. While entrenched in the arts, the program is also working to promote the building of life skills, such as entrepreneurship, money management, philanthropy, pro-social bonding and increasing social skills. A Company of Girls also emphasizes being a productive member of the community through volunteerism and caring support. To illustrate this, the girls visit local nursing homes once a month, and participate in community gardening, creative writing, neighborhood potlucks, body image workshops, sponsorship and correspondence with a girl in Paraguay, mentoring and public service. The program is free of charge for participants and transportation is provided to and from meetings and field trips.

A Company of Girls is a multi-layered program that fosters strong parental involvement, through parent commitment contracts, required parent volunteerism in the program, parent/daughter conferences at the beginning of the year, monthly parent meetings, mother/daughter and father/daughter events, and staff advocacy/communication with parents regarding their daughters' needs, emotional and social development.

A Company of Girls began film curriculum as an integral part of programming two years ago, combining arts and technology education for the participants. A Company of Girls has produced the Maine Women and Girls Film Festival for the past three years bringing together women and girl filmmakers from around the country.

8. Number of children and families served by the program:

- 50 girls and their families are enrolled in the program
- 225 youth are involved through community arts offerings (e.g., *Día de los Muertos*)
- 1000 youth and adults participate as audience members

9. Challenges that have been faced/are being faced by the program:

- *Space issues: The program lost its home of eleven years last year, as the building was sold and was far too expensive for the program to purchase. Current space is a lease with the city and is a month-to-month situation until final decisions are made about long-term use of the school. The program needs lots of space, at least two rooms at any given time when one group is meeting because of the nature of the curriculum, as well as performance space.*
- *Attracting qualified staff with the current funding structure*
- *Maintaining the ability to provide necessary transportation as the costs rise*
- *A sustainable funding base*
- *Sustainability*

10. Contact information: Odelle Bowman, Director

*A Company of Girls
P.O. Box 7527
Portland, ME 04112
Phone: 207-874-2107
Web: www.acompanyofgirls.org
Email: odelle@acompanyofgirls.org*

Case Study 3: The EdGE

1. Program name: *The EdGE, a program of the Maine Sea Coast Mission*

2. Lead organization/fiscal agent: *The Maine Sea Coast Mission (a non-profit organization)*

3. Partner organizations that collaborate in offering the program:

- *University of Maine Cooperative Extension provides nutrition education and cooking lessons*
- *UMaine Cooperative Extension's 4-H – provides technical assistance, curriculum and grants*
- *MSAD #37 – provides space and technical assistance*
- *Ella Lewis School in Steuben – provides space and technical assistance*
- *AmeriCorps – The Training Resource Center*
- *Good Shepherd Food-Bank – provides food for a 'Back Pack Program' that provides food for children who may go without over the weekend with no school breakfast or lunch*
- *Ellsworth Tennis Center – provides tennis lessons*
- *Healthy Tomorrows a Healthy Maine Partnership – provides technical assistance and materials*
- *Downeast Salmon Federation – provides programming*
- *Maine Forest Service – technical assistance*
- *Washington County One Community – a collaboration of*

county organizations. It meets once a month as a board to develop opportunities that will improve the quality of life for people in the county and once a month as a group focusing on youth development in the county.

- *Maine Robotics – technical assistance to set up a county wide robotics expo for Washington County teams*
- *University of Maine Distance Learning Department – technical assistance to access distance learning for the afterschool sites including virtual field trips and teaching at multiple sites through the polycom system*
- *WinterKids – staff development and curriculum*
- *Cherryfield Fire Department – water for the EdGE ice rink*
- *Kieve Leadership School – EdGE staff and Kieve staff provided a Leadership program to 7th graders in SAD 37*
- *Downeast Rural Conservation and Development – identifies grant opportunities*
- *Communities for Children and Youth AmeriCorps VISTA*

4. Program funding sources:

- *Maine Community Foundation and private foundations*
- *21st Century Community Learning Centers grant*
- *Fundraisers, including an EdGE Tennis Tournament and Sponsor an EdGE Student*
- *MSCM annual fund and capital campaign*

5. Where the program operates:

- *Elementary Schools in Addison, Cherryfield, Columbia Falls, Harrington, Milbridge and Steuben*
- *The EdGE Center in Cherryfield*
- *Narraguagus High School*

6. Program staffing and budget:

- *6 full-time staff: 1 program director, 1 lead site coordinator, 3 site coordinators, 1 administrative assistant*
- *31 part-time staff: 1 community coordinator, 1 site coordinator, 10 classroom teachers, 5 afterschool instructors, 14 high school staff – program assistants.*
- *8 regular volunteers: 3 instructors and 5 high school volunteers*
- *The total budget is \$845,000.*

7. Description of the program's various components: *The program is open to all students. The program, transportation and snacks are provided at no cost to all students in grades 4-12. Each site operates up to 11 hours per week with special weekend and vacation programming. Afterschool, students in grades 4-8 participate in activities focused on academic support and enrichment, aspirations, arts, technology, fitness, nutrition, challenge and leadership skills. Thirty high school students are involved in a mentoring program. Freshman identified as at risk for school failure are matched with a junior or senior. They meet weekly and work on goals and social skills. In addition, high school freshman volunteer as program assistants; older students are employed as program assistants.*

Field trips to colleges, arts performances, and sporting events are a regular occurrence for all EdGE participants. Once a year, the high school students plan an extended trip that includes cultural events, education opportunities and a chance to meet inspirational people.

They visited New York City, Washington, DC and plan to visit Philadelphia this year.

Summer camps are offered each year. Seventeen one-week summer camps were offered in 2007. They included kayak, biking, academic, arts and technology camps. EdGE regularly holds family events. These are recreational, educational and community-building events and include a community Halloween event, pot luck suppers, student presentations, a Winter Carnival (organized by the high school staff), curriculum nights, and advisory council meetings.

Maine Sea Coast Mission's Vision Statement for Youth Development is: "Develop youth by engaging with them in challenging opportunities for personal growth in an ongoing process of meeting their personal and social needs to be safe, cared character and self-confidence through strong parent, family and community programs. Foster aspirations and a life long love of learning through opportunities to exercise leadership and build skills and competencies that will permit them to contribute in their daily lives."

8. Number of children and families served by the program: The EdGE serves over 300 students in grades 4-12 in two school districts, SAD #37 and Steuben. Over 70% of the students in grades 4-8 participate. Approximately 20% of the high school students participate. Also, parents of 80% of all participants attend one or more family events.

9. Challenges that have been faced/are being faced by the program:

- Long-term financial sustainability
- Lack of financial support from local businesses, towns, the school districts and parents. There are a very high number of families living in poverty in western Washington County. There are few local sources with the capacity to provide ongoing support.
- Maintaining high-quality staff

10. Contact information: Charlie Harrington,
charrington@seacoastmission.org
PO Box 428,
Cherryfield ME 04622
Phone: 546.4466 or 632.5525

Case Study 4: Mahoosuc Kids Association

1. Program name: *Mahoosuc Kids Association*
2. Lead organization/fiscal agent: *Mahoosuc Kids Association (a 501c3 organization)*
3. Partner organizations that collaborate in offering the program:
 - MSAD #44 – in kind – space, equipment, transportation (fee based but made available!)

- University of Maine Cooperative Extension – technical assistance, original partner start-up organization
- Local area businesses – specific program-related activities especially in summer, for example, Bethel Inn, Big Adventure Center, Town of Bethel (Davis Park), Town of Greenwood (Greenwood Beach)

4. Program funding sources:
 - Fee-based services
 - 21st Century Community Learning Centers funding – five-year grant – in year 5
 - Towns of Newry and Woodstock
5. Where the program operates:
 - Andover Elementary School – occasional basis
 - Crescent Park Elementary School - school year and 8-week Summer Adventure Program
 - Telstar Middle School – school year
 - Woodstock Elementary School – school year
6. Program staffing and budget:
 - 1 Executive Director
 - MKA staff – 7
 - Other professional staff (i.e., teachers) - approx. 10
 - Volunteer providers - 1
 - FY 08 Budget – \$173, 721
7. Description of the program's various components:

Mahoosuc Kids offers a wide variety of creative learning and enrichment programs in all of its sites. They include homework labs, healthy snacks, art programs, photography, First Lego League, Spanish, creativity, cooking, outdoor activities such as hiking, environmental shoeing, cross country skiing, computer labs-centers such as literacy, games, recycling, and craft. There is also a community service component in the program, more focused in the middle school level.

The organization's vision is as follows: Mahoosuc Kids Association is a school/community partnership providing a safe, affordable setting for school-age children to engage in year-round fun and creative activities which foster learning.

Mahoosuc Kids Association offers a quality school age child care program to elementary students of the MSAD #44 community through:

- * Qualified, skilled, professional staff
- * A community-based Board of Directors
- * Before- and afterschool care
- * Creative Learning Centers and Enrichment programs
- * Summer Adventure Program

Mahoosuc Kids Association operates with a philosophy of service to children, parents, and community. For children, the program offers a safe, supportive environment that encourages creativity and positive self-esteem through wholesome and fun activities, including age-appropriate educational activities, creative, and nutritious snacks. For parents, the program offers an affordable program with dependable scheduling and flexible enrollment policies. For the

community, the program provides support for local business, social services, schools and families.

8. Number of children and families served by the program:
The total number of children as of 12/31/07 was 225 students in grades K-8, and 126 families (not counting Telstar Middle School families)
9. Challenges that have been faced/are being faced by the program:
 - *Finding qualified dependable volunteers to serve in the Board capacity*
 - *Retaining qualified staff*
 - *Middle school students' participation and fees/funding*
 - *Space issues – particularly at Telstar Middle School, but also at Crescent Park Elementary School, which is the biggest serving site.*
10. Contact information: Julie Hart, Director
*Mahoosuc Kids Association
19 Crescent Lane
Bethel, ME 04217
Phone: 207-824-7007
Email: mka@sad44.org;
hartj@sad44.org
Web site – www.sad44.org/mka*

Case Study 5: The Neighborhood Program

1. Program name: *The Neighborhood Program.*
2. Lead organization/fiscal agent: *Supported by Winslow Elementary School. The Superintendent's office supports the program by preparing payroll and supplying revenue and expenditure reports.*
3. Partner organizations that collaborate in offering the program: *Winslow Elementary School provides all in-kind services necessary to operate: heat, lights, space, snack purchases through the hot lunch program at reduced rates, and custodial services. Colby College provides children with weekly enrichment through Project Team.*
4. Program funding sources: *99.86% parent fees, .08% state subsidies (KVCAP, ASPIRE), .05% grants or donations, and .01% snack subsidies from DOE.*
5. Where the program operates: *Winslow Elementary School*
6. Program staffing and budget: *Budget: \$110,000. Staff: Administrator, Program Director, Senior Group Leader, 5 Group Leaders. While not directly on staff, the Principal is a very important part of the program. His support is tremendous.*
7. Description of the program's various components: *The child care program is fortunate to be able to use all areas of the school during before and after school hours on a daily basis. The program is also open during school vacations and during the summer for a full-day program. The program highlight is daily use of*

the gymnasium. The children also have use of the library, cafeteria/stage area, two age-appropriate playgrounds, baseball and soccer fields, and the dedicated childcare space.

The mission of The Neighborhood is to provide a quality, safe, flexible, affordable program where parents can place their children while they are at work. An atmosphere is encouraged where children feel free to be themselves. This is accomplished by the creative ways the children are encouraged to become active participants in their program. The children have an opportunity to participate in physical, social and creative skill building activities that they may not receive otherwise.

A collaborative effort between program staff and the school community helps to create a smooth transition from a very structured day to an afternoon of exciting, fun activities with friends in a semi-structured environment. Enrichment activities such as baking, crafts, intramural sports, library use and quiet time are available to meet the program philosophy. Outside play and snack time are also important parts of the day. The community is encouraged to become active participants. Monthly enrichment programs by community businesses and/or services allow them to share unique skills, talents or collections, which the children are often asked to participate in with a hands-on approach.

The program believes its greatest strengths are the following:

- *It provides a place where children are healthy and safe.*
 - *This is a place where parents can afford to have their children go after school that does not involve a long bus ride.*
 - *Housing the program in the school itself provides a subtle but effective mechanism for increased parental foot traffic into the building.*
 - *It is an environment that fosters improved academic achievement and school attendance.*
 - *This is a place that supports positive social experiences and relationship building for youth to help enrich their lives.*
 - *It offers developmentally appropriate practices by caring, trained caregivers who truly enjoy children.*
 - *It increases children's social and emotional competence by challenging them to be creative in their problem solving methods.*
 - *The Neighborhood successfully partnered with Waterville Adult Education, Maine Parent Federation and the Winslow School Board to secure a Barbara Bush Maine Family Literacy Grant. The Neighborhood secured child care space for low-income families who were being served by this grant. The grant served 10 families and approximately 15 children. This had far-reaching outcomes for those families. The adult reading levels increased, as did the children's. It was a very successful partnership that also included intergenerational projects, dinners, and book giveaways each month.*
8. Number of children and families served by the program:
Currently, the program serves 64 children and 53 families, as some families have more than one child. This is approximately 10% of the school population. Not all of these children come every day.
 9. Challenges that have been faced/are being faced by the program:
 - *Upon program implementation, there was opposition from the*

community for several reasons. Other private, for-profit providers felt threatened about their livelihood. Was the school going to be in the business of childcare? Who was fiscally responsible, and what about the other activities in the community? Would this new program take over what they have been doing for quite some time? Was this program a substitute for those programs? Who was going to be responsible for hiring/firing, and other personnel issues? Who decides who uses what space? How would the School Board participate? The technical assistance papers were very useful in solving some of these issues.

- Decrease in enrollment due to free or reduced fee programs located outside the school that provide daily bussing after school is released. Some children who attend the Winslow Elementary School travel by bus to another town to receive afterschool services.
- Acquiring techs for children who receive assistance during the school day but not during after school hours. This is not seamless for the families and is difficult to say the least. Outside agencies have reported that they do not provide this type of resource for afterschool hours.
- Space issues – school (gym and cafeteria) use by outside community agencies and by the high school students. Gym time for each organization is limited. Fortunately the K-5 children come first, and we collaborate nicely with the community around gym use.
- Grant opportunities seem limited for after school care, in particular.
- The program does not benefit from some national projects dedicated solely for afterschool care, like the JC Penney Afterschool Project.

10. Contact information: Laurie Lizotte, Child Care Administrator
 Web site: SU52.org
lalizotte@yahoo.com
 Phone 859-2305

- Bryant E. Moore School
- Ellsworth Middle School
- Ellsworth High School

6. Program staffing and budget: The program currently employs 1 Director, 4 Site Leaders, and 6 program assistants. The total budget (from 2 grants) for regular program staff including the director is \$117,389. The program also employs several tutors at each site. The tutoring budgets vary each year depending on the needs of the students, as well as the availability of tutors and funds.
7. Description of the program's various components: Each of Project ASPIRE's four programs is unique to fit the different needs of the students, parents and teachers at each of the different levels. All programs are built on the foundation of the Search Institute's 40 Developmental Assets, and these assets are built into the daily routine and programming offered to the students. Programming pieces include academic tutoring to eligible students, academic enrichment opportunities in the areas of math and language arts, homework help centers, cultural and multicultural enrichment opportunities, opportunities for health and well-being education, physical recreation, adventure education, team building education, character education, service learning and mentoring provided by high school students.

Project ASPIRE's older students experience a sense of belonging and engagement by participating in the planning and implementation of daily activities and community service projects. The programs promote a commitment to learning, positive values, positive identity, social competence and constructive use of time through the experience of personal relationships that students have become accustomed to at the end of the day. Some of the veteran students are now in high school, complete with driver's licenses and automobiles, yet they continue to return of their own free-will for the support and caring that they receive during the hours after the school bell rings.

Project ASPIRE's vision statement is: "Ellsworth's After School Program, Project ASPIRE, promotes the optimal growth and development of children by linking communities, families, and schools to provide a continuum of support services. Project ASPIRE provides an accessible and safe environment for students to receive high quality services such as tutoring, homework help, and mentoring, while taking part in community service and enrichment opportunities. We aim to improve the lives of children during the time after the school bell rings."

8. Number of children and families served by the program: Last year the program served 274 total attendees; 121 were regular attendees (attending 30 days or more). The program currently serves approximately 250 students total, with approximately 100 students who attend consistently – and that number is growing.
9. Challenges that have been faced/are being faced by the program: Financial sustainability, high school student attendance, institution of fees.
10. Contact information: Kristina Braga, Director
kbraga@ellsworthschools.org
 (207) 667-4722 x5532

Case Study 6: Project ASPIRE

1. Program name: *Project ASPIRE*
2. Lead organization/fiscal agent: *Ellsworth School Department*
3. Partner organizations that collaborate in offering the program:
 - *Otolith Education – recreational, outdoor and adventure education, character education and service learning (4 days/week)*
 - *James Russell Wiggins Downeast Family YMCA – swimming (2 days/week)*
4. Program funding sources:
 - *21st Century Community Learning Centers grant*
 - *Program fees*
5. Where the program operates: *At each of the 4 Ellsworth schools,*
 - *Charles C. Knowlton School*

APPENDIX D: GLOSSARY OF KEY TERMS

The following terms used in this report have specialized meanings that are important to recognize.

12 to 15 Program: Community- and school-based programs for youth ages 12-15 funded by the Department of Health and Human Services through the Fund for a Healthy Maine to provide a safe, healthy, quality environment that will enhance youths' educational, social, cultural, emotional, and physical development through developmentally appropriate activities. All programs have a community service component. The program activities vary to meet the needs of youth in the area.

Afterschool programs: The term "afterschool program" includes programs offered on a regular basis both before and after the regular school day, as well as summer programs and programs offered over school holidays. These programs may be offered at the school or at another site, and they may be administered by the school system or by another agency. Typically, they offer a range of enrichment activities to help young people learn new skills or explore new interests; they may also help students improve academically (for example, through tutoring or homework assistance).

Children and youth: Under Maine's Rules for Licensing Child Care Facilities, a child is a person under the age of 16 years. A youth is a person aged 16-18.

Collaboration: Collaboration occurs when two or more individuals or organizations work together in a structured way to achieve a shared goal or objective. Typically it requires sharing resources (e.g., money, staff, time, expert knowledge), and is one way for the collaborators to get the most out of limited resources. Synonyms generally include "coordination" or "partnership."

Crosswalk: A matrix document detailing agreed upon standards and corresponding measures (indicators) that contribute to program quality, based on research.

Custodial afterschool program: The program provides surrogate care for the children in the absence of their parents/legal guardians. The children do not have the right to leave the program unless the parent gives permission, usually in writing. In contrast, children attending non-custodial afterschool programs (e.g., drop-in recreation programs) may leave the program at will at any time.

Licensed childcare programs: Programs that must meet Maine Department of Health and Human Services rules for licensure. The Child Care Licensing Unit of the Division of Licensing & Regulatory Services is responsible for issuing child care center licenses, family child care certificates, and nursery school licenses. The licensing rules are available on-line at www.maine.gov/dhhs/occhs/cclicensing.htm.

Maine Afterschool Network: The purpose of the Maine Afterschool Network is to enable every child to have access to quality, inclusive, affordable afterschool programming that meets the needs of the child, the family and the community. This collaboration of individuals and organizations has the following goals: (1) foster statewide, regional, and local partnerships through clear communication among policymakers and providers, in order to coordinate services across the state, (2) assist in securing resources needed to develop new afterschool programs and sustain existing programs, and (3) assist with training, technical assistance and coordination to ensure that programs are inclusive, high quality, and meet the needs of children, families and communities.

National AfterSchool Association: The Association is the national professional association for persons working in the afterschool program field, including practitioners, policymakers, researchers and administrators in the public, private, faith-based, school-based and community-based sectors. Since 1998, it has offered a nationally recognized system of Program Improvement and Accreditation that promotes quality and addresses the needs of children and youth, 5 to 14 years, in afterschool programs.

Quality afterschool programs: Afterschool programs that meet the standards described in Chapter 2 and Appendix A of this report.

Quality for ME Quality Rating System (QRS): Beginning in March 2008, the Quality for ME initiative (a quality rating system) starts operation statewide. Quality for ME is a voluntary, four-step program designed to increase awareness of the basic standards of early care and education, to recognize and support providers who are giving care above and beyond those standards, and to educate the community on the benefits of higher quality care. Licensed school-age care programs will receive a Quality Certificate at Step 4 of the QRS. To reach Step 4, programs must be accredited by the National Afterschool Association and meet higher staff qualifications. The Quality for ME system was also created to identify those programs that may need additional resources and/or supports to increase their level of quality.

Recreation program: "A recreation program is any program where the primary purpose is to offer social or recreational activities to school age children, and where school age children participate in the program voluntarily, and may leave the program at will, rather than surrogate care and supervision of children in the absence of their parents." (Taken from New Hampshire criteria for licensing school-age programs)

School-age child: Under Maine's Rules for Licensing of Child Care Facilities, this is a child who is at least five years of age and under the age of sixteen years.

21st Century Community Learning Centers Program: The 21st Century Community Learning Centers (21st CCLC) program was established by Congress as part of the No Child Left Behind Act under Title IV, Part B. It is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. The U.S. Department of Education defines the goal of the 21st CCLC program as:

- To raise student academic achievement through the creation and expansion of community learning centers
- To provide students with academic enrichment opportunities and additional activities that complement their regular academic program
- To have centers located in elementary, middle or secondary schools, or similarly accessible facilities
- To provide a range of high quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (e.g., hands-on science and technology programs), and community service opportunities as well as physical activities and music, art and other cultural activities

Maine Department of Education 21st Century Community Learning Centers must link to the local School Administrative Unit (SAUs) comprehensive education plan that is aligned with Learning Results focused on the learning of students and oriented to continuous improvement. Grants are provided to establish and/or expand “community learning centers” that keep youth safe, and provide students with academic enrichment opportunities as well as additional activities designed to support their regular academic program. For more information go to:

www.maineafterschool.net

Voucher: Vouchers are approved payments by the Maine Department of Health and Human Services (DHHS) to caregivers on behalf of parents of children attending child care. The parent selects the caregiver and applies for a voucher. If funds are available and the parent meets the eligibility requirements, DHHS pays the provider directly for the cost of care. The parent is assessed a fee based on a sliding fee scale set by the Department. The assessed fee is paid directly to the caregiver by the parent. DHHS pays the balance of the caregiver's rate (up to assessed market rate or private fee, whichever is lower) directly to the caregiver. For more information go to:

www.maine.gov/dhhs/ocfs/ec/occhs/step.htm

Youth development: Quality afterschool programs generally include an emphasis on positive youth development, the process by which adolescents develop into healthy, capable young adults of good character. As defined by Catalano, et al., based on their research, positive youth development programs seek to promote one or more of the following among young people: bonding, resilience, social competence, emotional competence, cognitive competence, behavioral competence, moral competence, self-determination, spirituality, self-efficacy, clear and positive identity, belief in the future, recognition for positive behavior, opportunities for prosocial involvement, and prosocial norms. (See Catalano, R. E., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (1998). Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs (Chapter 2). Seattle, WA: University of Washington School of Social Work. Available on-line at: www.aspe.hhs.gov/hsp/PositiveYouthDev99/)

Youth Program Quality Assessment (YPQA): The YPQA was developed by High/Scope Educational Research Foundation to allow program staff (or outside experts) to use observations and interviews about how a program is functioning to create a program quality profile. This research-validated tool generally takes one to two hours to complete after the necessary information has been gathered.

APPENDIX E: ADDITIONAL RESOURCES ON AFTERSCHOOL PROGRAMMING

The web sites below provide further detailed content about afterschool programs. These sites particularly emphasize information on program administration, program content, staff development, and funding.

Afterschool.gov (www.afterschool.gov)

This Web site connects to federal resources that support children and youth during out-of-school hours. The site includes sections on running an afterschool program (e.g., how to get money, collaboration, program evaluation, finding volunteers, starting a program, and state regulations), activity ideas for children and youth (e.g., academics and enrichment, community service programs, field trips, physical activity and nutrition), Web sites and reports about the afterschool field, links to organizations and publications that focus on youth issues, and Web sites for children and teens.

Afterschool Alliance (www.afterschoolalliance.org)

The Afterschool Alliance is a nonprofit organization created in 1999 to publicize the importance of afterschool programs and to advocate for quality, affordable programs for all children. It aims to ensure that all youth have access to such programs by 2010. This Web site includes: research and publications (e.g., issue briefs, public opinion polling data, research reports, publications on starting and improving afterschool programs, the Afterschool Action Kit, articles on funding), news about developments in afterschool programming across the country, and links to related Web sites.

Child Care Licensing Unit, State of Maine

(www.maine.gov/dhhs/occhs/cclicensing.htm)

The Child Care Licensing Unit of Maine's Division of Licensing & Regulatory Services, Department of Health and Human Services, is responsible for issuing child care center licenses, family child care certificates, and nursery school licenses. The licensing rules support child care services that meet children's psychosocial and developmental needs, while providing a safe, healthy and secure environment. This site provides on-line copy of the licensing regulations. See the "Quality for ME" entry below for Maine's new initiative promoting quality child care programming.

Child Care Resource Development Centers (RDC's)

(muskie.usm.maine.edu/maineroads/pages/rdcs.htm)

RDC's help parents, child care providers/programs, and communities seeking information and resources on child care needs, child care concerns, and child care consumer education.

RDC's also deliver Maine Roads to Quality Core Knowledge Training and provide information on professional development for child care staff. Six RDC's cover the state.

Children, Youth and Families Education and Research Network (www.CYFERnet.org)

CYFERnet is a national network of Land Grant University faculty and county Extension educators working to support community-based educational programs for children, youth, parents and families. This Web site gives reliable, research-based information to those who need comprehensive children, youth, or family information, including educators, researchers, parents, youth agency staff, community members, human services and health care providers, students, policy makers, youth, and media. Specifically, it:

- provides tools and information for working with youth, parents, families, and communities
- shares practical research-based tools, curricula and activities
- helps locate experts in the areas of children, youth, and family across the country
- involves youth with online activities such as goCyberCamp and virtual 4-H clubs
- provides access to the latest research, statistical, and demographic information
- locates funding opportunities and grant writing information
- provides resources and instruments for program evaluation
- provides information on 3000 community-based programs targeting at-risk audiences

Coming Up Taller (www.pcah.gov/cut.htm)

The Coming Up Taller Awards are sponsored by the President's Committee on the Arts and the Humanities to recognize and support outstanding community arts and humanities programs that foster the creative and intellectual development of America's young people, and that provide them learning opportunities and chances to contribute to their communities. The awards enhance the availability of out-of-school arts and humanities programs to children, and are accompanied by a cash award.

Communities for Children and Youth in Maine

www.communitiesforchildren.org

Communities for Children and Youth is a statewide initiative of the Maine Children's Cabinet begun in 1997 to create a partnership between state government and local communities as they work to prevent poor outcomes for children and youth and promote positive child and youth development. The goals of the initiative are to measurably improve the well-being and increase the educational attainment and achievement of children and youth in every Maine community. There are 63 local Communities for Children and Youth councils in more than 300 towns and cities across the state. This Web site includes sections presenting useful Web links; information on grant opportunities, advocacy skills, key initiatives and best practices; and a link to the AmeriCorps VISTA Project home page.

Maine Afterschool Network www.maineafterschool.net

The purpose of the Maine Afterschool Network is to enable every child to have access to quality, inclusive, affordable afterschool programming that meets the needs of the child, the family and the community. This collaboration of individuals and organizations has the following goals: (1) foster statewide, regional, and local partnerships through clear communication among policymakers and providers, in order to coordinate services across the state, (2) assist in securing resources needed to develop new afterschool programs and sustain existing programs, and (3) assist with training, technical assistance and coordination to ensure that programs are inclusive, high quality, and meet the needs of children, families and communities. This Web site includes information on both the Maine Afterschool Network and the Maine 21st Century Community Learning Centers program. It has sections on policy and advocacy, over 500 resources dealing with various aspects of quality afterschool programs, afterschool program funding opportunities, events and trainings, job opportunities, and links to related sites.

Maine Philanthropy Center www.mainephilanthropy.org

The Maine Philanthropy Center (MPC) is a statewide association of grantmakers that promotes philanthropy in Maine. The Web site includes information on programs for grantmakers and for grant seekers (e.g., grantwriting and foundation research classes, seminars for professional advisors on legal, accounting and public policy issues). MPC offers library and online resources for both grantmakers and nonprofit organizations, including the Directory of Maine Grantmakers (in hard copy and on-line).

Maine Roads to Quality

www.muskie.usm.maine.edu/maineroads/

In 1999, Maine's Department of Health and Human Services contracted with the University of Southern Maine's Muskie School of Public Service to create the Maine Roads to Quality Early Care and Education Career Development Center, which manages a comprehensive career development system for early care and education professionals. This Web site features information on the various Maine Roads to Quality services,

including the Career Lattice and Professional Registry (to track members' work and training/educational histories), the Core Knowledge Training Program (which trains new and experienced practitioners in eight core knowledge areas), a registry of approved trainers, the Maine Child Care Leadership Institutes, a scholarship program, and help to programs wishing to earn accreditation from one of three national associations.

Maine School Age Care Alliance (Contact: Nancy Simpson, nsimpson@msad49.org)

The Alliance is a membership organization that advocates for the field of school age care as a profession and works to promote safe, accessible and affordable programs throughout Maine that reflect national standards of quality. It provides educational and networking opportunities for those who work with school-age children during out-of-school time.

National 4-H Council www.fourhcouncil.edu

4-H is the youth education branch of the Cooperative Extension Service in the U. S. Department of Agriculture. This Web site includes the following sections:

- Information on 4-H Afterschool, an initiative that provides opportunities for young people to participate in fun, exciting programs while developing valuable skills. 4-H Afterschool creates safe, healthy, enriching environments that enhance young people's social, emotional, physical and academic success. It also offers resources to youth-serving organizations to help train staff, implement sound youth development practices, create new afterschool programs, and strengthen existing programs. Finally, 4-H Afterschool also works with communities to identify their needs and interests, and then builds customized programs to meet those needs. The "resources" section of this part of the 4-H Council Web site includes research guides, evaluation tools, training documents, and links to other sites concerning afterschool programs.
- The National Directory of 4-H Materials, a searchable database of 4-H materials that shares national and state 4-H resources with educators, 4-H club leaders, youth and volunteers. Users can order materials of interest to them from the Directory site.
- A catalogue of national 4-H curricula.

National AfterSchool Association www.naaweb.org

The Association is the national professional association for persons working in the afterschool program field, including practitioners, policymakers, researchers and administrators in the public, private, faith-based, school-based and community-based sectors. Since 1998, it has offered a nationally recognized system of Program Improvement and Accreditation that promotes quality and addresses the needs of children and youth, 5 to 14 years, in afterschool programs. This Web site provides details on the accreditation system. The "resources" section of the site also offers an extensive list of related Web sites, job postings, and links to a number of publications and products related to afterschool programming.

National Institute on Out-of-School Time

www.niost.org

National Institute on Out-of-School Time (NIOST) conducts research, education and training, consultation, and field-building in afterschool work. NIOST has played a key role in a number of system-building initiatives across the country, using multi-level, multi-faceted, collaborative approaches to help build staff skills, improve program quality, and create stronger, sustainable afterschool systems. NIOST also works on out-of-school time research and evaluation (e.g., development of the Survey of Afterschool Youth Outcomes and the Assessing Afterschool Program Practices Tool). This Web site includes a list of links to other sites dealing with out-of-school time and other nonprofit sectors, grouped into 14 categories. It also has sections on research and publications, and trainings offered by NIOST.

National Partnership for Quality Afterschool Learning

www.sedl.org/afterschool/

The National Partnership for Quality Afterschool Learning helps state education agencies and local practitioners develop high-quality, balanced programs that provide a safe and fun environment for academic enrichment as well as youth development activities. This Web site includes the following sections: information on how the Partnership can help with program development; a catalogue of professional staff development options; an Afterschool Training Toolkit that describes innovative programming to enhance student learning; searchable science, math and literacy curriculum databases; links to other staff and program development resources and research; a link to the Resource Guide for Planning and Operating Afterschool Programs; and a calendar of events and conferences,

Quality for ME Quality Rating System (QRS)

www.maine.gov/dhhs/ocfs/ec/occhs/qualityforme.htm

Beginning in March 2008, the Quality for ME initiative (a quality rating system) starts operation statewide. Quality for ME is a voluntary, four-step program designed to increase awareness of the basic standards of early care and education, to recognize and support providers who are giving care above and beyond those standards, and to educate the community on the benefits of higher quality care. Licensed school-age care programs will receive a Quality Certificate at Step 4 of the QRS. To reach Step 4, programs must be accredited by the National Afterschool Association and meet higher staff qualifications. The Quality for ME system was also created to identify those programs that may need additional resources and/or supports to increase their level of quality.

Promising Practices in Afterschool

www.afterschool.org

The Promising Practices in Afterschool System (begun in 1999) attempts to identify and share things that are working in afterschool programs. Its Web site is aimed mainly at helping afterschool program directors who want to improve the quality of their programs, though it may also be of interest to program staff, volunteers, parents, community members, policy-makers, funders, researchers, and anyone else who cares about children and youth. The Web site lets users search for promising practices in seven topical areas, as well as posting practices they have found successful. Users can also communicate with each other.

The Search Institute (www.search-institute.org)

The Institute is a nonprofit organization whose mission is to provide leadership, knowledge and resources to promote healthy children, youth and communities. The core of its work is its set of 40 Developmental Assets®, concrete, common sense, positive experiences and qualities essential to raising successful, caring, responsible young people. The Web site includes information on the Developmental Assets, strategies that initiatives can use in their community work, the Institute's applied research and publications, and federal funding opportunities.



APPENDIX F: SOURCES USED FOR THIS REPORT

- Chung, An-Me. (2000). *After-school programs: Keeping children safe and smart*. Washington, DC: U. S. Department of Education. (Available on-line at: www.ed.gov/pubs/afterschool/afterschool.pdf)
- The Collaborative for Building After-School Systems. Summary program description. (Available on-line at: www.afterschoolsystems.org)
- Georgia Afterschool Investment Council. (2007). *The current state of afterschool in Georgia: Building a strong foundation*. Atlanta, GA: Georgia Afterschool Investment Council. (Available on-line at: www.afterschoolga.org/Repository/Files/TheCurrentStateofAfterschoolinGeorgia-BuildingaStrongFoundation.pdf)
- Goldschmidt, P., Huang D., & Chinen, M. (2007). *The long-term effects of after-school programming on educational adjustment and juvenile crime: A study of the LA's BEST after-school program--Executive summary*. Los Angeles: National Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles. (Available on-line at: www.naaweb.org/pdf/labest_exsum.pdf)
- Graham, J., Jennings, S., and Reimer, N. (2005). *CYFAR programs and grants, 2000–2005*. Orono, ME: University of Maine Cooperative Extension.
- Hall, G., Yohalem, N., Tolman, J., & Wilson, A. (2003). *How after-school programs can most effectively promote positive youth development as a support to academic achievement: A report commissioned by the Boston After-School for All Project*. Wellesley, MA: National Institute on Out-Of-School Time. (Available on-line at: www.niost.org/WCW3.pdf)
- Halpern, R. (2004). Confronting "the big lie": The need to reframe expectations of after-school programs. (Available on-line at: www.maineafterschool.net/ME21st/resources/Halpern_TheNeedtoReframeExpAS.pdf)
- High/Scope Educational Research Foundation. Youth program quality assessment. (Description of this tool is available on-line at: www.highscope.org/Content.asp?ContentId=117)
- Jones, D. (2002). *Afterschool programs in your community, funding and collaboration*. Logan, UT: Utah State University Extension. (Available on-line at: www.extension.usu.edu/files/publications/publication/4HVolunteers_2003-01.pdf)
- Little, P. M. (2007). The quality of school-age child care in after-school settings. *Research-To-Policy Connections Brief No. 7*. New York: Child Care & Early Education Research Connections. (Available on-line through: www.researchconnections.org/location/12576)
- Mattessich, P. W., Monsey, B., & Murray-Close, M. (2001). *Collaboration: What makes it work, a review of research and literature on factors influencing successful collaborations*. (2nd ed.). St. Paul, MN: Amherst H. Wilder Foundation. (The Wilder Collaboration Factors Inventory based on this research is available on-line at: www.surveys.wilder.org/public_cfi/index.php)
- Miller, B. M. (2003). *Critical hours: Afterschool programs and educational success--Executive summary*. Quincy, MA: Nellie May Education Foundation. (Full report available on-line through: www.nmefdn.org/research)
- National AfterSchool Association. NAA standards for quality school-age care: Standards at a glance. (This summary pamphlet on the NAA Program Improvement/Accreditation System is available on-line at: www.naaweb.org/pdf/StandGlan.pdf)
- National Assembly of Health and Human Service Organizations. (2001). *After school collaboration: when it works-why it works, a literature review*. Washington, DC: The Assembly.
- National Institute on Out-of-School Time. (2007). *Making the case: A fact sheet on children and youth in out-of-school time*. Wellesley, MA: Wellesley Centers for Women at Wellesley College. (Available on-line at: www.NIOST.org)
- New York State AfterSchool Network. Program quality self-assessment tool. (Available on-line through: www.tascorp.org/section/what_we_do/public_policy/partners/nysan1)
- Proehl, R. A. (2001). Building collaborative relationships (Chapter 14). In *Organizational change in the human services*. Thousand Oaks, CA: SAGE Publications.
- Reisner, E. R., Vandell, D. L., Pechman, E. M., Pierce, K. M., Brown, B. B., & Bolt, D. (2007). *Charting the benefits of high-quality after-school program experiences: Evidence from new research on improving after-school opportunities for disadvantaged youth*. Washington, DC: Policy Studies Associates. (Available on-line at: www.maineafterschool.net/ME21st/documents/promising_programs_policy_paper.pdf)
- Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). *Outcomes linked to high-quality after-school programs: Longitudinal findings from the Study of Promising AfterSchool Programs*. Irvine, CA: University of California, Irvine, Department of Education. (Available on-line through: www.childcareresearch.org/location/13442)
- Wright, E. (2005). *Supporting student success: A Governors guide to extra learning opportunities*. Washington, DC: National Governors Association Center for Best Practices. (Available on-line at: www.maineafterschool.net/ME21st/resources/supportstudentsuccess)

NOTES

