



How did you engage stakeholders in the process of creating statewide quality standards?

Gathering and incorporating public input was an essential step in the process. The heaviest lifting came from two unique working groups (each with a 1-year commitment) that closely informed the development of the standards. Public input was also gathered via online survey and was disseminated by statewide technical assistance providers including CAN, ASAPconnect, and the Partnership for Children and Youth, as well as regional after school technical assistance providers. Additional input was also sought through the facilitation of large groups of stakeholders (i.e., during in-person meetings or conference workshops) addressing the questions outlined in the public input survey.

In total, more than 450 stakeholders informed the development of Quality Standards and Standards in Action over a 2-year-long process.



What advice do you have for other states before they start to develop or implement their own quality standards?

Engage a variety of field-based perspectives to the table to create your quality standards. **Enrich** those field perspectives with evaluation and youth program quality expertise. **Be transparent.** We shared our thinking at every step of the way and incorporated input outside of our core planning groups, including input from nearly 200 site coordinators, 85 program managers, 27 school and/or district administrators, and 29 front-line staff. We are proud of our inclusion of multiple types of stakeholders. This gave us confidence we were making field-supported standards. And finally, **give yourself time.** This is not easy work. It took us 2 years of development before the Standards were finally approved and released by the California Department of Education.



Jeff Davis

Executive Director



What challenges did you encounter and how did you overcome them?

Quality Standards were the foundation of a new program requirement to implement a continuous quality improvement process. However, because the Quality Standards were created by the field for the field, there was no directly aligned assessment tool. Therefore, the work group that created the Quality Standards also recommended the [Crosswalk Between the Quality Standards for Expanded Learning in California and Program Quality Assessment Tools](#). The crosswalk was created in partnership with Public Profit.

Please share your thoughts with us via e-mail at SANSupport@air.org. We look forward to hearing from you.



What successes are you most proud of?

The Standards were created by the field, for the field, and were ultimately informed by more than 450 after-school and summer-learning stakeholders through a process led by the CAN Quality Committee.

Stakeholders were inclusive of California's diverse geography, including northern, central, southern, and coastal regions representing urban, rural, and suburban communities. Stakeholders included the California Department of Education, regional and statewide technical assistance providers, school districts, county offices of education, community-based organizations, cities, researchers, and evaluation experts, as well as site-level practitioners.



Who did you work with to create your quality standards?

- ASAPconnect
- Partnership for Children and Youth
- Hemet Unified School District
- Central Valley Afterschool Foundation
- Sacramento City Unified School District
- Center for Collaborative Solutions
- Public Profit
- Temescal Associates
- California Teaching Fellows Foundation
- San Diego Science Alliance
- California AfterSchool Network
- Forum for Youth Investment
- UC Davis CRESS Center, School of Education
- Ventura County Office of Education
- LA's BEST
- Visalia Unified School District
- Los Angeles County Office of Education
- Target Excellence
- Ukiah Unified School District–Grace Hudson Elementary
- A World Fit for Kids
- SRI Education
- Healthy Behaviors Initiative
- THINK Together
- Stanislaus County Office of Education
- Los Angeles Unified School District Beyond the Bell Branch
- California Department of Education, Expanded Learning Division