

The Quality Connection

Issue 2 - October 2019



CCLC – 591-1-1-.03(1)

FCCLH – 290-2-3-.09(1)

Beyond the Rule

School-Age Activities and Quality Standards:

Georgia's after school and youth development programs provide thousands of youth – from kindergarten through high school – with a safe and enriching place to go after the school day ends.

High quality after school programs keep Georgia's young people on track to succeed in school, careers, and life.

BY THE STANDARDS

Georgia Afterschool & Youth Development (ASYD) Quality Standards

In effort to support childcare providers that serve school-age children, The Georgia Afterschool and Youth Development (ASYD) Quality Standards are research-based best practice guidelines that delineate the critical components of high-quality youth development programs. The quality standards can be found at this website: <http://georgiaasyd.org/quality-standards/>

But what does high quality look like?

Each of the 9 Elements from the Standards indicate areas of quality programming:



Quality Element 1: Programming and Youth Development
Engage families and communities in the program.

Quality Element 2: Linkages with the School Day



Build upon what young people are learning during the school day.



Quality Element 3: Environment and Climate

Are safe and clean and reflect the needs and interests of all youth.



Quality Element 4: Relationships

Nurture positive relationships and promote a respectful environment.



Quality Element 5: Health and Well Being

Provide opportunities for physical activity and to practice healthy habits.



Quality Element 6: Staffing and Professional Development

Need great staff and volunteers and should support their growth and development.



Quality Element 7: Organizational Practices

Have a clear mission, defined goals, and good financial management.



Quality Element 8: Evaluation and Outcomes

Need to always be improving – data collection and analysis is key.



Quality Element 9: Family and Community Partnerships

Engage families and communities in the program.

Here's a closer look at ASYD Quality Element 1: Programming & Youth Development

GUIDING PRINCIPLE:

A quality program designs and implements a flexible, well-rounded daily schedule that supports the physical, social and cognitive development of all youth by providing programming and activities that are well-organized, developmentally appropriate, and offer opportunities to gain new knowledge and skill.

- **Promotes a strength-based approach to programming that fosters the relationships, opportunities, and personal qualities that youth need to thrive.**
 - Program staff can articulate an understanding of strength-based programming and can delineate specific practices that support this approach.
 - There is a mechanism in place for determining the strengths of each youth and caregivers (e.g., youth surveys, 1:1 discussions, meetings with family members, etc.).
 - Program activities and instructional practices recognize and build on youths' strengths and capabilities and
- **Provides activities that feature an array of instructional approaches.**
 - Program day offers a mix of approaches including some adult-directed, peer-directed, cooperative learning and independent learning experiences.
- **Offers access to materials that effectively support program activities and meets staff and youth needs.**
 - Youth do not have to wait more than a few minutes to have access to the materials in order to engage in the activity.
 - Materials are age-appropriate (i.e., the right size and appropriate for skill levels).
 - Materials enrich the program by

provide strength development opportunities (i.e., activities focus on what youth can do as opposed to what they can't do).

- Staff verbally recognize youths' strengths, accomplishments and skills on a daily basis.
- **Offers project-based and/or experiential and hands-on activities on a daily basis.**
 - Youth are actively involved in the activity experience and must make choices/decisions, create, and modify the activity to match their own interests, abilities, ideas or personal style.
 - Staff engage youth in structured time for reflection on how the activity went, what they learned, and on next steps.
- **Ensures that youth experience a balance of group sizes across the program day.**
 - Program day offers an array of activities including some small groups, large groups, some independent time or time with one or two peers.

allowing the youth to "do" the activity.

- Materials and resources allow youth of varying skills and abilities to participate effectively in the activity.
- **Solicits and incorporates youth input in the planning, development and implementation of programming.**
 - Youth have multiple opportunities to provide input into the structure and content of the program (e.g., through youth councils, informal conversations and surveys)



In Summary: Why does quality matter?

- Participation in high quality after school programs can increase attendance, improve behavior and raise student achievement.
- One Georgia study shows that the prevalence of obesity decreased for children participating in after school programs compared to those who did not participate.
- Parents report that they have less stress, fewer unscheduled absences and more productive work time when their children are enrolled in after school programs.

On the Scale.....

How School-Age Quality is Rated

The Georgia Department of Early Care and Learning's Quality Rated program is a voluntary program to measure quality in childcare learning centers, family childcare learning homes, as well as eligible programs serving only school-age children.



Programs serving only school-age children (during after school hours and during school breaks) have a specially tailored process to complete Quality Rated that reflects the population they serve and are supported with technical assistance, free training, mini-grants, bonus packages after receiving a star rating, and marketing materials.

PLANNING THE ENVIRONMENT

The layout and design of after school space requires special planning. There are certain basic items required by either regulation or best practices or both, and there is a wide range of materials from which to choose. Considerations include developmental appropriateness, alignment with state standards, environment rating scales, as well as your budget.

The National Association for the Education of Young Children (NAEYC) reminds us that developmentally appropriate practices have three qualifiers: appropriate to the child, appropriate to the group, and appropriate to the culture.

Therefore, there can be no strict rule of thumb for what a well-equipped school-age after school space looks like. However, there are guidelines that can help you design a classroom to support the learning and play of school-age children.

An immediate goal in planning the after school-care space is to offer children a sense of place and an understanding of the values and customs in the program. The environment can have a powerful influence on the child's experience and attitudes and can support the learning and creativity process.



School Age Materials and Resources

The following section includes a list of suggested materials and equipment to assist with planning for and creating quality school-age environments.

LARGE MUSCLE

Materials to Develop Large-Muscle Motor Skills

Jungle Gym
Slide
Swings
Basketball Hoop & Basketball
Hopscotch
Obstacle Course
Volleyball Set
Bicycles & Helmets
Balls & Bats
Jump Ropes
Scooters & Helmets
Hula Hoops
Roller Skates
Tumbling Mats
Frisbees
Parachutes
Croquet Set
Scoop Ball Set
Badminton Set
Ring Toss Set

SMALL MUSCLE

Materials to Develop Small-Muscle Motor Skills

Board/Table
Games
Legos
Lincoln Logs
Blocks (*various types, shapes & sizes*)

Block Accessories (*people figures, vehicles, animal figures, accessories for different themes, etc.*)
Carpentry Tools & Supplies (*only with close supervision*)
Pegs & Peg Boards
Dominoes
Beads/Buttons with Laces
Tinker Toys
Etch-A-Sketch
Geoboards
Card Games
Jacks
Marbles
Erector Sets
Spirograph

Horse Shoe Set
Tennis Rackets & Tennis Balls

Pick-Up Sticks

SCIENCE & NATURE

Materials to Develop Cognitive Skills

Magnifying Glasses
Microscope with Slides
Nature Collections (*leaves, insects, rocks, seashells, etc.*)
Magnets & Metal Items
Balancing Scales
Gardening Activities (*seeds, soil, containers, etc.*)
Prisms
Realistic Science & Nature Books
Aquarium with Fish
Globe & Maps
Terrarium with Plants
Bird Feeders
Bug Boxes
Butterfly Catchers
Egg & Clock Timers
Measuring Tools (*rulers, yardsticks, tape measures, measuring cups & spoons, etc.*)
Astronomy Kit

LANGUAGE

Materials to Develop Language and Literacy Skills

Books
Tape/CD Players with Headphones
Story Tapes or CDs
Language Games (*Scrabble Jr., Pictionary, Cranium, Boggle Jr., crossword puzzles, etc.*)
Writing Supplies (*paper, pens, pencils, erasers*)
Individual Writing Boards & Erasers (*chalkboards, chalk, white boards, markers*)
Newspapers & Magazines
Dictionaries
Encyclopedias
Flannel Board & Story Sets
Puppets

DRAMATIC PLAY

Materials to Develop Social, Emotional, & Creativity Skills Through Dramatic Play

Dress-Up Clothes (*male & female*)
Hats, Shoes, Purses, Jewelry, etc.
Suitcases
Costumes
Prop Boxes (*beauty parlor, grocery store, housekeeping, restaurant, magic show, etc.*)
Puppets & Puppet Stage
Outdoor Playhouse with Accessories

ARTS & CRAFTS

Materials to Develop Social, Emotional, & Creativity Skills Through Arts & Crafts

Markers, Crayons & Chalk
Pencils (*lead & colored*)
Paint & Paint Brushes
Modeling Clay & Playdough
Jewelry-Making Materials
Weaving Materials
Paper (*white & construction*)
Cardboard & Poster Board
Blunt Tip Scissors/Hole Punch
Easels
Stamps/Stamp Pads
Tape/Tape Dispenser & Glue
Rolling Pins & Cookie Cutters
Pom Poms & Cotton Balls
Popsicle Sticks
Fabric
Buttons/Beads
Sponges
Collage Items
Glitter
Pipe Cleaners
Papier-Mâché Supplies
Origami Materials
Pottery Materials

RHYTHM & MUSIC

Materials to Develop Social, Emotional, & Creativity Skills Through Music

Tape/CD Player (*with tapes/CDs of various types of music*)
Musical/Rhythm Instruments
Dance Props (*ribbons, scarves, streamers, capes, etc.*)
Karaoke Machine

Stage/Amphitheater (for drama/theater productions)

Scripts for Plays

Microphones

Dolls with Accessories (doll clothes, doll houses, doll equipment, etc.)

Cooking Utensils

Dishes & Silverware

Telephones

Empty Food Containers

Plastic Food

Sample Lesson – The following is an example of a school-age appropriate activity to enhance and support student interest, group learning and creativity.



education

MAKER Connect: Make Wearable Technology

Wearable technology is being used more every day. We see it in heart monitors, mind-controlled and hand-controlled devices, virtual reality headsets, and smart watches that can pay for your shopping. These are just a few of the products that already exist.

Look at the pictures below.

- What can you see?
- What problems can you see?
- Can you make something to help?



Click here for the complete lesson -

<https://le-www-live-s.legocdn.com/sc/media/lessons/maker/pdf/wearables-student-worksheets-elementary-adbbea60f788112425c6d42e2df31cbd.pdf>

Links to Resources:

- National Afterschool Association - <https://naaweb.org/>
- National Institute on Out of School Time - <https://www.niost.org/>
- The Forum for Youth Investment - <https://forumfyi.org/>
- Center for Youth Program Quality - <http://www.cypq.org>
- Afterschool Alliance - <http://www.afterschoolalliance.org/>
- Afterschool Materials Guide - <https://www.sc-ccrr.org/media/751/afterschool.pdf>
- Georgia Afterschool & Youth Development Initiative - <http://georgiaasyd.org/>
- Georgia Statewide Afterschool Network - <http://www.afterschoolga.org/>
- Click2Science - <http://www.click2sciencepd.org/webinars>
- Georgia Department of Early Care and Learning/Quality Rated -

