

Quality Out-of-School Time (OST) Program Standards

Quality programs result in positive outcomes for children and youth in school age programs. Quality Standards and indicators capture the practices that have been demonstrated, through research and best practices that to lead to quality programs.

OST Quality Standards Should:

The Standards are designed to describe the best practices in out-of-school time programs for children and youth between the ages of five to 18.

- Provide common language for all stakeholders across the state.
- Guide for practitioners, parents, participants, funders and policymakers to what quality should look like in out-of-school time programming.
- Be all-inclusive, acknowledging the diversity in programming across the state of Nevada.
- Allow for continuous discussion regarding the status of OST programming and identify the next steps for the future of out-of-school time programs in Nevada.

Goals for Quality Standards

- Broadly define what quality afterschool programming looks like.
- Serve as a foundation for decisions and practices in all settings and programs.
- Establish a set of standards that support the professionalization of the child and youth development field.
- Developed based on documented research and effective practice.
- Provide an ongoing framework to advance the field and increase the quality of programs offered.

Who are Quality Standards for?

Out-of-school time (OST) programs that work with children and youth in group settings where children participate on a regular basis and where the goal of the program is to support and enhance the overall development of the child. Some examples are: private, for-profit, faith based, school districts, non-profit programs serving children during out-of-school time hours (before, after, breaks and holidays).

Ways Quality Standards can be used

1. Assess the quality of the program through self-assessment and determine areas to work on for quality improvement.
2. Identify specific areas of need for future professional development training and education.
3. Help families and communities understand the expectations of OST professionals and programs.
4. Assist higher education and training institutions in coordinating and designing course content.
5. Develop and implement federal, state and local policies that will enhance the professionalism of the field.
6. Create a framework for schools, communities and programs to determine what a quality program looks like and how it can have positive results for children and youth.

THIS IS A LIVING DOCUMENT & MAY CHANGE BASED ON DEVELOPMENT OF THE FIELD.