

# GLOSSARY OF TERMS

OREGON AFTERSCHOOL FOR KIDS



## MISSION

OregonASK (Oregon Afterschool for Kids) is a collaboration of public and private organizations and community members which seek to address common issues and concerns across all out-of-school time services—child care, recreation, education and youth development. Our mission is to support, expand and advocate for quality out-of-school time programs and activities for children, youth, and families throughout Oregon.

## VISION

The vision is that all Oregon children, youth and families will have access to quality out-of-school time options within their communities. All services will enhance children's positive development, and future opportunities while keeping them safe from harm. All programs, services and activities will be of high quality and contribute to strong communities and schools.

## PARTNERS

Alliance of Y's  
Child Care Resource and Referral Network  
City of Salem  
Community Colleges and Workforce Development  
Education Northwest  
Fight Crime Invest in Kids  
Inclusive Child Care Project  
Multnomah County - SUN School System  
Office of the Governor  
Oregon Alliance for Arts Education  
Oregon Commission on Children and Families  
Oregon Community Education Association  
Oregon Department of Education - USDA  
Oregon Department of Education - 21st CCLC  
Oregon Employment Department - Child Care Division  
Oregon Mentors  
Oregon PTA  
Oregon Recreation and Park Association  
Oregon State Library - Youth Services  
Oregon Volunteers!  
OSU Extension - 4 H Afterschool  
PSU - Oregon Center for Career Development in Childhood Care & Education  
Safe Kids - Oregon  
Willamette Education Service District

Oregon Afterschool for Kids (OregonASK), a collaboration of over 24 organizations representing government agencies, afterschool programs, and statewide associations, has been working together since 2004. We have been climbing the hill. Congratulations to the Oregon Statewide Afterschool Network for the magnificent achievement of climbing this far together.

I would like to express my personal gratitude to the individuals and organizations that have been climbing this hill with me; I am grateful for your support shaping the work of OregonASK. It is a challenging and joyful experience to provide leadership to this collaboration.

Our partner organizations have provided deep, thoughtful conversations, time, resources, and have stayed at the table to build our work together, which, in part, is found in the pages of the following document.

I am now asking all of you to join together to travel on the road to quality afterschool.

Oregon has seen great gains in afterschool over the past five years. Since 2004, the state's afterschool participation rate has risen five percent. Oregon also ranks in the top ten states for average hours per week that children spend in afterschool, with an average of nine hours; and percentage of high need children served with 50 percent of our afterschool participants qualifying for free or reduced lunch. Despite this significant increase in the number of Oregon children attending afterschool programs, today 31 percent of the state's schoolchildren spend their afternoons alone. Another 12 percent are in the care of their brothers or sisters. In addition, the parents of 37 percent of children not already in afterschool say they would enroll their kids in a program if one were available.

Underlying the idea of expanded learning in afterschool is the concept of supporting the whole child. All educators know that children's social-emotional health and physical development are essential to prepare them to be confident, creative, and engaged in lifelong learning. Art, music, and physical education have significant roles to play in helping children explore their creativity and recognize their unique abilities. Opportunities to experience success in these areas can be particularly important for children who may struggle to achieve academically. Yet, in the current climate of demands for accountability tied to test scores, many schools have been forced to forego these subjects and concentrate on the basics of math, science, and reading. Afterschool programs, however, can fill this need by incorporating art, music, and physical recreation into their daily programming. We need intentional alignment from school to afterschool. We need to take care of our children and youth—all the time.

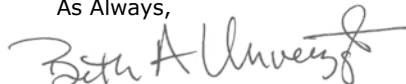
Over the past three years, OregonASK has worked with over 350 afterschool professionals across the field to develop a set of core competencies for the afterschool workforce and quality standards for programs. These documents were created to support the improvement in the quality of afterschool programs. A glossary of terminology has also been developed to clarify future discussions while we build a framework and foundation for funding and systems of support.

All of OregonASK's work is dedicated with appreciation to the field of afterschool professionals. These individuals are Oregon's unsung heroes who work with children and youth between the hours of 3-6, during school breaks, and in the summer. The afterschool professional often works long hours, in less than ideal circumstances, and for lower wages. But, they continue to be passionate about this work and give of themselves, keeping our kids safe while supporting working families and inspiring the learning of children and youth. It is our intention that these documents will provide a framework for quality improvement providing understanding, recognition, and future support of the work of these individuals. Oregon's children and youth are the future we need to value - it is time to climb over the hill and travel down the road and for these individuals and programs to receive the recognition and support that they deserve.

Oregon has made great strides because of strategic efforts at the state and local level to create a groundswell of support for quality afterschool programs. But we still have a long distance to go to make certain that all of Oregon's young people have safe places to play, learn, and grow when school is not in session.

Finally, the collaboration of OregonASK was recently designated as the state affiliate for the National Afterschool Association. We exist to support the individuals who work on behalf of Oregon's programs to provide for children and youth in out-of-school time. It is important to maintain forward momentum in order to ensure that the gains that have been made are not eroded during difficult economic times. It is easier when we all work and travel down the road together.

As Always,



Beth A. Unverzagt, Director, OregonASK

As I reflect on the work of the past five years, I am reminded of a quote by Pfeffer in the Six Secrets of Change by Michael Fullan.

"People have built quite successful careers—describing the hill, measuring the hill, walking around the hill, and taking pictures of the hill. And so forth.

Sooner or later, somebody needs to climb the hill."

**Welcome to the Oregon Afterschool for Kids** glossary of afterschool terms! This document was created in an effort to simplify conversations regarding afterschool as well as to unify the field of afterschool around common terminology.

The terms have been organized loosely into seven categories of associated terms;

- Afterschool
- Afterschool Professional
- Program Quality
- Afterschool Stakeholders
- Professional Development
- Program Philosophies
- General Afterschool Terms

Most of the terms are nationally recognized terms used in the field of afterschool. Some, however are specifically Oregon focused and we have highlighted those for your convenience.

We recognize that this list is not exhaustive of all of the terms utilized in the world of afterschool. We hope that this glossary will be used to clarify and start great conversations regarding afterschool. This document will be updated frequently to reflect our continued commitment to staying relevant and focused on what is important in afterschool.

## Afterschool

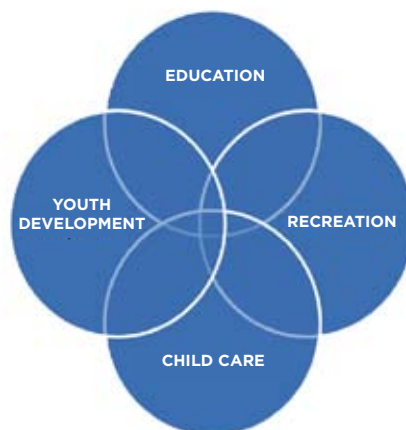
Programs and activities for 5-21 year olds that take place when they are not in school before/after school, evenings, weekends, summer, and holidays.

### Youth Development

Traditional youth development programs have included 4-H, Boys and Girls Clubs, Scouts, Camp Fire, and youth leadership programs. Youth development may also include community intervention or treatment programs, as well as programs that target at-risk populations. These programs and activities usually have been designed from an Asset-Based Approach for older children and youth, from age 10 through 21.

### Recreation

Afterschool recreation includes programs at community centers, schools or parks, as well as classes (such as art, music, and dance) and sports teams that are offered by park and recreation district/departments, community groups, and some for-profit organizations. These activities are not academic in nature but rather allow students time to relax or play and learn specific skills. Sports, games, and clubs fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned in recreational activities are in the areas of social skills, teamwork, leadership, competition, and discipline.



## **Child Care**

When an adult cares for and supervises children 5-12 years old when they are not in school and their primary caregiver is unavailable to take care of their immediate needs. In Oregon, some child care programs are licensed through the Child Care Division and must meet basic health and safety requirements. Child care as defined in federal law generally serves children from birth up to the age of 13.

## **Education**

Includes community education/community schools, schools or school districts offering enrichment programs, and programs that receive 21st Century Community Learning Center grant funding. The focus is often on enrichment and/or academic support, including tutoring. Education-related programs and activities can serve children and youth K-12th grade.

## **Afterschool Professional**

A person who works or volunteers in the field of afterschool.

### **Front Line or Site Staff**

A leader, teacher, assistant or aide who works directly with children and youth to implement program elements and/or activities.

### **Program Administrator / Coordinator / Manager**

A person at a high level of supervision. This person may not necessarily work directly with children and youth, but oversee those who supervise programs directly.

### **Site / Program Supervisor / Director**

A person who directly oversees program activities, staff, children and families.

### **Youth Worker**

One of the terms currently used to refer to people who work directly with children and/or youth in a wide range of afterschool programs.

### **Content / Curriculum or Education Specialist**

A person who develops curriculum, education and/or content for afterschool program.

### **Family Engagement Coordinator**

A specialist who works directly with parents and families to reinforce program goals and increase engagement.

### **Program Volunteers**

A person who provides assistance and support to the program.

### **Mentor**

A person who provides leadership and support to children, youth, families and staff.

### **Tutor**

A person who assists children, youth and families with academic support.

## Program Quality

### **Accreditation**

A process to assure consumers that services meet a professionally recognized level of quality that goes beyond minimum standards.

### **Best Practice**

A practice that promotes high-quality standards of afterschool programming. Best practices are research based and evaluated to show a positive impact on child and youth outcomes.

### **Evidence-Based Practices**

A practice, regimen, or service that is grounded in consistent scientific evidence showing that it improves outcomes. Elements of the practice are standardized, replicable, and effective within a given setting and for a particular group of participants.

### **Model Program**

A program that successfully implements one or more best practices, meets the standards of a high quality afterschool program, and serves as an example for other programs to learn from.

### **Promising Practice**

Something that an afterschool program has done that, based on repetition and experience, has shown to provide a positive outcome.

### **Quality Standards**

A set of agreed upon voluntary benchmarks that afterschool programs identify as being important to their success. They also serve as guides to continuous improvement and accountability. In some cases, they may be linked to incentives.

### **Quality-Assessment Tool**

An applied tool (usually in paper form), used to assess specific aspects of an afterschool activity or program. Quality Assessment tools can be used by afterschool program staff as part of their ongoing quality improvement or by an outside observer. Participants may also use self-assessment tools to assess their own growth or progress.

### **Qualitative Evaluation**

An evaluation method that yields narrative data—often describing experiences, perceptions, or opinions—that are less easily summarized in numerical form. Content analysis is the most common way of analyzing qualitative data. Qualitative data adds detail, depth, and meaning to quantitative data.

### **Quantitative Evaluation**

An evaluation method that yields numerical data that is typically analyzed using statistical methods.

## Afterschool Stakeholders

The agencies, organizations, and individuals who administer staff and participate in afterschool services and programs in local communities.

### **Beneficiaries**

The people and organizations that derive indirect benefit from children and youth having access to high-quality afterschool opportunities, including local business and industry.

### **Champions**

The private sector, governmental and foundation leaders who can provide financial and marketing leadership and advocacy at the local and state levels in support of afterschool time programs. Champions bring resources and influence to bear for programs across the state.

### **Children and Youth**

Individuals ages 5-21.

### **Families**

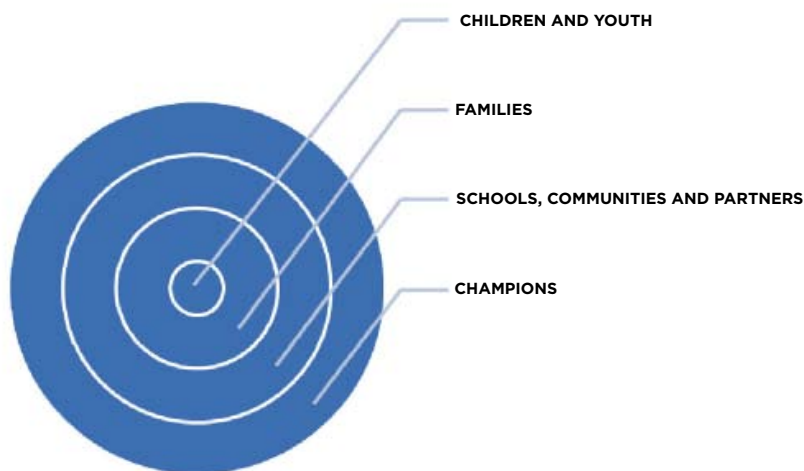
Includes all persons whom are responsible for and involved with the child/youth and who the child/youth identifies as having a significant impact on their lives.

### **Partners**

The agencies, organizations – including faith-based – and other community members who provide financial support and other resources for programs. These partners may have formal or informal arrangements with one another.

### **Subcontractors / Independent Contractors**

A partner who provides activities or services under contract.



## Professional Development

The advancement of skills or expertise through continued education and training.

### Code of Ethics

A set of standards, rules, guidelines and values that govern and guide the ethical behavior of a profession's members, interactions among its members and interactions between its members and the public.

### Core Competencies

The knowledge and skills that can be measured to assess the effectiveness of an afterschool professional. Core competencies can be used to develop professional development plans. The afterschool field has identified nine core competencies for afterschool programs and professionals. Those competencies are:

- Activities and Curriculum
- Child and Youth Development
- Diversity and Inclusion
- Environment
- Families, Communities and Schools
- Health, Safety and Nutrition
- Personal, Professional Leadership Development
- Program Management
- Understanding and Guiding Behaviors

### Core Body of Knowledge

The agreed upon information that professionals in the field of childhood care and education need to know in order to be effective and provide high quality services. The Core Body of Knowledge is connected to the Core Competencies used by all afterschool professionals. The Core Body of Knowledge outlines the training and education that is essential for on-going professional development by identifying, defining, and setting standards for introductory, intermediate and advanced levels of knowledge in 10 Core Knowledge Categories:

- Diversity
- Families & Community Systems
- Health, Safety & Nutrition
- Human Growth & Development
- Learning Environments & Curriculum
- Observation & Assessment
- Personal, Professional & Leadership Development
- Program Management
- Special Needs
- Understanding & Guiding Behavior

### Community Based Training

A professional development opportunity that is presented by a qualified trainer outside of the college system.

### Professional Credential

A credential given to recognize the body of work and knowledge of an Afterschool Professional. Oregon has a school-age professional credential administered through the Center for Career Development in Childhood Care and Education at PSU.

## Program Philosophies

### Asset-Based

An asset-based approach that sees youth as resources and agents of change, rather than problems to be fixed or passive consumers of services. The asset-based approach identifies the factors youth need to achieve healthy adulthood, and sets program goals in terms of "building assets" rather than "reducing risks."

### Community School

A community school is 1) a philosophy of providing integrated services that meet the academic, health, and social need of children, youth, families, and the community; 2) a physical location where these integrated services are provided; and 3) the group of organizations collaborating to provide the services. A community school will strive to improve student learning, strengthen families, and develop healthier communities. A community school is open to everyone all day every day, including evenings and weekends.

### Enrichment

Activities that expand on students' learning in ways that differ from the methods used during the school day. Enrichment activities often are interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply the knowledge and skills stressed in school to real-life experiences.

### Expanded Learning Opportunities

A variety of initiatives that ensure students have access to a diverse array of content-rich, high-quality opportunities that expand the time they are actively engaged in learning. These opportunities provide students structured opportunities for academic support and enrichment; extra-curricular activities; mentoring; recreation; character education; and other developmental activities. Such opportunities may include but are not limited to:

- Before school and afterschool programs - school or community-based programs that occur before the scheduled school day begins and/or after the scheduled school day ends on weekday afternoons. They may offer a range of diverse programming including academic support, homework help, mentoring, field trips, physical education, and arts and cultural enrichment.
- Extended day/year initiatives-initiatives that explicitly modify the traditional school calendar by adding time to the school day, lengthening the school year, or otherwise modifying the school schedule. These initiatives may provide more time for core academic instruction, community-based enrichment activities, and teacher professional development.
- Saturday and weekend programs - programs that offer the potential to engage students and families whose work-related commitments constrain their ability to participate in programs during the school week.
- Summer programs, which include two main categories:
  - School-based remediation and credit-recovery programs – programs that provide supplemental instruction and support for students not performing at grade level.
  - Extracurricular, recreational, and enrichment programs – programs offered by schools, community-based providers, youth-serving organizations, and for-profit companies.

## **Mentor / Mentoring**

A developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person to develop in a specified capacity.

## **Positive Youth Development (PYD)**

A philosophical approach to working with young people that includes empowering the youth to be a resource to their communities; working with youth rather than for them; and involving young people in all stages of decision-making. Goals and outcomes are based on the capacities, strengths, and developmental needs of the young people. This creates meaningful ways for young people to address real needs and issues.

## **General Afterschool Terms**

### **Advocacy**

The pursuit of influencing public policy and resource allocation decisions within the political, economic, and social system with the intention of positively affecting children and families' lives.

### **Community-Based Organizations (CBO)**

Most often, the term "CBO" is referring to afterschool programming providers such as YMCAs or Boys & Girls Clubs, museums and libraries. However, a CBO can also be a local sports franchise, a law enforcement group, an arts council or a fraternal organization such as the Rotary Club.

### **Child / Youth Outcomes**

What children and/or youth are expected to know and be able to do as a result of participating in an activity, lesson, program, or event.

### **Child and Adult Care Food Program (CACFP)**

A Federal program from the Department of Agriculture, implemented in Oregon by the Department of Education, that provides healthy meals and snacks to children participating in afterschool programs. CACFP plays a vital role in improving the quality of afterschool and making it affordable for many low-income families.

### **Confidentiality**

Respecting and protecting the privacy of information related to the children, youth, families and colleagues in the program.

### **Continuity**

Activities or programs that display enough support over time to allow the participants to build content mastery. Participants also have access to guidance and support to learn about the real-world applications of the skills they are learning and what they must do to acquire these skills.

### **Engagement**

The elements that allow children and youth to develop their interest and motivation over time in creative ways. Engagement can be displayed through a variety of methods (e.g., behavioral, emotional, cognitive, and vocational).

**Family Engagement**

The activities and events designed to encourage families to participate in program elements, offer feedback and to “engage” in the operation of program activities.

**Global Literacy**

The International knowledge, skills and perspectives that are woven into afterschool activities such as games, reading, and art or cooking.

**Literacy Enhancements**

A variety of materials available for reading such as books, newspapers, magazines, books on tape etc. in languages of the children and youth in the program. Program activities that assist children and youth in developing literacy skills.

**School age**

A term that is primarily used to refer to children from 5-12 years of age. In Oregon we use the term to include children and youth from 5-21 years.

**Service Learning**

The activities and projects planned, implemented and evaluated by participants that provide a service to the community. Components include presentation of the knowledge/data or need to the students/youth participating. Action steps for the project are student-driven and adults advise during the service time, assisting youth in processing their thoughts and ideas during the project. A reflection time is lead at the end to discuss impact and potential next steps.

**Supplement not Supplant**

Under the federal “supplement not supplant” requirement, 21st CCLC grantees may use grant funds only to supplement and to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources for the education of participating students.

**Summer Learning**

Academic and Enrichment activities that occur in the summer to support students in sustaining skills learned during the school year.

**Sustainability**

A fiscal model that includes revenue and nonfinancial resources that meet the financial requirements to operate a program past short term funding streams. A program is “sustainable” if it has sufficient resources to operate its activities overtime.

**Tutoring / Homework Help**

Activities with a designated space and time, during which qualified staff provide direct assistance to students with direct links to the school, teachers, students and families.



**Oregon Afterchool for Kids**

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[www.oregonask.org](http://www.oregonask.org)