

THE QUALITY STANDARDS FOR BPS SCHOOL-COMMUNITY PARTNERS

The Quality Standards for BPS School-Community Partners establish shared understanding, common language, and clear expectations for quality learning opportunities provided by BPS School-Community Partners. The standards are grounded in research and aligned with District priorities, including the BPS Strategic Implementation Plan: Stronger Schools, Stronger Boston and The BPS Essentials for Instructional Equity. The Quality Standards for BPS School-Community Partners establish essential program and organizational standards that serve as the District's framework for increasing alignment, improving quality, clarifying expectations and providing support throughout the BPS School-Community Partnership landscape.

Program Standards

Culturally and Linguistically Sustaining	Program uses the cultural knowledge, prior experience, frame of reference, and performance styles of ethnically diverse learners to make learning encounters more relevant and effective in promoting achievements; it teaches through and to strengths; and it's culturally validating and affirming. ^[1]
Safe, Healthy and Welcoming	Program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students; ^[2] ensures everyone is healthy, safe, engaged, supported, and challenged; ^[3] celebrates, values and affirms diverse identities; and develops, nurtures, and maintains authentic and positive relationships and interactions among staff and participants. ^[4]
Designed for Access	Program purposefully selects, designs and prepares tasks and activities to ensure the content is aligned to standards; content is represented in ways that access prior knowledge and reflect varying learning styles; there are multiple means for processing information; and there are multiple means of expressing what is learned. The program intentionally and inclusively engages marginalized populations and provides them with authentic learning opportunities.
Cognitively Demanding	Program maintains high expectations for all participants; intentionally links program goals, activities and curricula with academic, social-emotional, physical and/or 21st-century skills and facilitates cognitively demanding tasks to help participants achieve mastery of these skills. ^[5] Program staff facilitate program so that program participants, rather than staff, does the vast majority of the cognitive work.

Organizational Standards

Assesses for Learning	Partner uses a multi-step, self-correcting process of creating explicit and measurable objectives to clarify what the program is doing and achieving. ^[6] Program has clear measurable outcomes and uses multiple strategies to assess quality and impact; reflects on data to create actionable improvement plans and implements them; takes time to reflect on progress along the way and adjusts activities as needed in order to achieve better results.
Partners Effectively	Partner intentionally collaborates with school administration, teachers, students, families, partners and other members of the school community to strengthen the BPS Elements of Effective Partnership: strategic alignment, shared accountability, coordinated services, results-driven, and effective communication. ^[7]
Employs Well-Trained, Qualified and Diverse Staff	Partner recruits, attracts, develops and retains a highly effective staff that is responsive to the diverse racial, cultural, and linguistic needs of Boston youth. ^[8] Staff has skills and qualifications that align with their roles and responsibilities. Staff participates in ongoing needs-based professional development.

[1] Gay, Geneva, *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press: New York, NY. 2010.

[2] Quality Standards for Expanded Learning in California:

[3] ASCD and CDC, *Whole School, Whole Community, Whole Child*. ASCD, CDC: Alexandria, VA. 2014.

[4] Quality Standards for afterschool & youth development programs, Washington State

[5] Department of Education, State of California, *A Crosswalk Between the Quality Standards for Expanded Learning and The Program Quality Assessment Tools*. Public Profit: Oakland CA. 2014

[6] Root Cause, United Way of Massachusetts Bay, Black Ministerial Alliance, *Improving Nonprofit Performance*. Root Cause: Boston, MA. 2013.

[7] BPS Elements of Effective Partnerships

[8] Boston Public Schools, *Stronger Schools, Stronger Boston: BPS Strategic Implementation Plan*. Boston Public Schools: Boston, MA. 2016