## Youth

# RIPQA

**Rhode Island Program Quality Assessment**

Form B – Organization Items

Family and Civic Engagement

Staffing and Professional Development

Program Leadership

Version 3 – Updated 2018

   

**Background and Purpose**

The Rhode Island Program Quality Assessment (RIPQA) is a process designed to give out-of-school-time program leadership and other staff feedback that will help guide the design and delivery of programs. The goal is to ensure that youth are given high-quality, structured academic and enrichment opportunities that promote strong outcomes. The assessment process is conducted on a periodic basis and is required for Rhode Island 21st Century Community Learning Centers every two to three years by the Rhode Island Department of Education. The Form B Organizational Assessment is one part of the RIPQA process.

Form B *is*:

* A self-assessment,
* A set of ratable standards for best practice,
* A way to get feedback on the organizational structure and supports for out-of-school-time programs,
* A guide for continuous program improvement,
* A tool that can be used for comparison and assessment of progress over time, and
* A tool that can be used to help access future funding.

Form B *is not*:

* A high-stakes tool to be used for immediate funding or personnel decisions.

The Form B Organizational Assessment goes hand-in-hand with the *Quality Assurance Evidence* or “*Evidence Binder,*” that each Rhode Island 21st Century Community Learning Center must maintain. The *Evidence Binder* is a compilation of documents that provide physical evidence demonstrating that the grantee is meeting legal and programmatic expectations of the 21st Century grant. Specific documentation contained in the *Evidence Binder* may be used to validate team members’ scores in the Form B process*.*

Finally, Form B is complemented by a series of youth program quality observational assessments, which are facilitated by trained Quality Advisors in collaboration with site staff, using a nationally validated tool (RIPQA Form A). Form A observations are preferably conducted after Form B has been completed.

*Some items in this tool are based on content originally developed by High/Scope Educational Research Foundation and owned by the Forum for Youth Investment (copyright 2012). Adapted with permission.*

**Assembling a Team**

Form B should be completed by a team of individuals who have some knowledge of the out-of-school-time program and who have a variety of perspectives. Program directors and coordinators should consider from whom they would like input, as well as whom they would like to educate further about the program. The ideal team includes all types of people, positions and organizations that interact with the out-of-school time program. Depending on the size and structure of the program, the team may include:

* The program director,
* The site coordinator,
* A school administrator, ideally including the school principal,
* One or two front-line staff,
* One or two youth – one experienced with the program, and if possible, one newer to the program,
* One or two parents of afterschool participants,
* A teacher who works in the program, and
* A community provider that delivers program offerings.

Program leaders should let all members of the team know what perspective(s) they are hoping they will bring to the process. In addition, program leaders should provide team members with some context about the out-of-school-time program and RIPQA so that all team members feel prepared to participate fully in the Form B process. All team members should have a shared understanding of key terms – particularly “program leadership” – so that they may consistently evaluate program structure and delivery.

Each individual should then complete Form B on their own. The team will review the feedback from each individual, without revealing the individual scores. The team will note trends, common themes, and differences in perspectives. This information will give the team the opportunity to talk about the improvements that they would like to make and set program improvement goals to work on together over the next few years.

**Instructions for Completing the Form**

1. Please work on your own and rate each indicator in the tool.
2. Answer to the best of your ability, based on your own perception of the program. There are no incorrect answers. As you consider each indicator, think of your various experiences with the out-of-school-time program, with program leadership, and with the staff in general.
3. Use these experiences to help you add information to the Supporting Evidence box for each section. If you have relevant documents which support how you scored any indicator, these may be attached to Form B.
4. If there is an indicator about which you do not have any knowledge, check the “Don’t Know” box, but please use that box sparingly. Your point of view is important, even if you do not have detailed knowledge about an item. Please know that the scores themselves are less important than the subsequent whole group discussion.
5. When you are finished, please submit the completed form to the director or coordinator of the afterschool program who asked you to complete it. Also feel free to contact the program director or coordinator if you have any questions along the way. If the program is a 21st Century Community Learning Center, you may also contact the Quality Advisor assigned to the program with questions.

**Glossary**

**Out-of-School Time Program / Afterschool Program:** A structured program that provides students with experiential, hands-on, learning opportunities during out-of-school hours. Typically these are offered after school, but they may be offered before school, on weekends, in the summer, or during school vacation weeks. Out-of-school time programs are designed to reinforce and complement the regular school day.

**Family Engagement:** An active, two-way, meaningful partnership between an out-of-school time program and families to support students’ learning and healthy development in multiple settings (e.g. home, school, afterschool, etc.)

**Civic Engagement:** Providing youth with the knowledge, skills and motivation to make a difference in the community and address issues of public concern. In this context, it also includes partnering with other organizations and individuals in the community to provide access to opportunities for engagement and to build support for the out-of-school time program itself.

**Staffing:** The selection and support of individuals to run the out-of-school time program. The term “staff” generally refers to individuals who are hired directly by the program. Please bear in mind, however, that the program may also have a variety of other individuals working with the youth, including volunteers, school-day teachers, other school instructional staff, and external contracted providers.

**Professional Development:** The planned provision of orientation, mentoring, training and other supports to staff to ensure that they continuously develop and deepen knowledge and skills to support students’ learning and healthy development.

**Program Leadership:** Those responsible for administration and oversight of the out-of-school time program. Program leaders may have titles such as Executive Director, Program Director, Program Manager, Coordinator, Site Director, Site Coordinator, etc. Program leadership may look very different at different sites, depending on the size, scope and structure of the program. As noted earlier, it is important that all members of the Form B team understand the different roles and responsibilities of the program leadership team when filling out the form.

**Scoring Levels:**

**1 = Not Present** – There is no evidence that this indicator is being addressed in the out-of-school time program.

**2 = Basic** – The program is minimally addressing the indicator or is maintaining a low level of practice but is making no noticeable improvement.

**3 = Emerging** – The program is working towards improvement goals and is starting to change practice.

**4 = Proficient** – The out-of-school time program is meeting the indicator fully.

**5 = Exemplary** – The program exceeds the indicator and is a model of practice for other organizations.

**Do Not Know** – The member of the team completing the form does not have any knowledge about how the program is meeting the indicator.

**N/A** – Some indicators are more of a yes/no indicator than a practice that can be rated from not present to exemplary. For those indicators there are only two options: “Not Present” if the program is not currently doing the practice and “Exemplary” if it is.

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| V. Family and Civic Engagement A. Staff and volunteers interact with families in positive ways. | | | | | | |
| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |
| 1. Staff share information and develop relationships with parents and other caregivers. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program demonstrates a commitment to family engagement, which is formalized in a policy that is shared with parents/guardians annually. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| V. Family and Civic Engagement B. Staff and volunteers provide opportunities for meaningful engagement of participants’ family members. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. Family members are welcomed as part of the program (e.g., there is an open door policy, families are given opportunities to volunteer or participate in activities, there is an orientation for families on enrollment into the program). | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff communicate with families regularly (e.g., conferences, newsletters and phone calls) about a variety of topics including youth academic and social/emotional goals and well-being. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Family members have opportunities and are encouraged to be involved in program/organization decision-making (e.g., family representatives on board, yearly evaluation of program, input in program planning). | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| V. Family and Civic Engagement C. The program builds upon community resources. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. Youth are encouraged to recognize their part in the community through community service, civic engagement, and/or service learning opportunities created in conjunction with staff members. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership actively seeks out other organizations with which to collaborate (e.g., for field trips, guest speakers, and other expanded offerings). | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| V. Family and Civic Engagement D. Staff and volunteers are aware of cultural and individual differences in working with participants and their families. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. Staff mentoring and training supports working with diverse populations (e.g., youth with disabilities or special needs, English Language Learners, homeless youth, LGBTQQ youth, youth involved with DCYF, or youth of different races, cultures, and religions). | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff participate in intentional orientation regarding the neighborhood and community in which they work and where children and youth live. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff use various strategies to communicate with families who do not speak English (e.g., hire bilingual staff and create multilingual materials). | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| V. Family and Civic Engagement E. Program policies and procedures are responsive to the needs of children, youth and families in the community. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. Program policies seek to make the program accessible to all youth (e.g., makes accommodations for children and youth with special needs, makes an effort to be affordable, takes families’ needs into account when developing hours of operation). | 1 | 2 | 3 | 4 | 5 |  |
| 1. Family input is sought in program policies and procedures such as student dismissal protocol, program schedule, attendance, etc. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| V. Family and Civic Engagement F. The program engages families as partners in its success. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. Family members are made fully aware of program policies and practices. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff and families join together to support parents to advocate for the needs of children in schools. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff and family representatives develop a community/family involvement plan. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Parent/guardian input in planning activities and reflection on practice is actively and annually sought and documented. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| V. Family and Civic Engagement G. The program builds links to the community. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. Program staff facilitate relationships between youth and police, fire, and community agencies. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Program staff recruit and train community volunteers from diverse backgrounds (e.g., area college students, AmeriCorps/VISTA volunteers, parents, etc.) to assist in program activities. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership pursues new opportunities for community members to support the program (e.g., in-kind donations of space and materials, financial support) and partnership agreements are in place. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Program staff build links to physical and mental health resources and providers in the community and provide families with referrals where appropriate. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff actively seek new participants by reaching out to youth and families that are not yet enrolled or involved in the program. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VI. Staffing and Professional Development H. All program staff receive relevant training and attend ongoing professional development activities that support their own growth and build more effective program practice. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. Support is available and accessible for staff at all levels to participate in a variety of regular professional development activities, and to attain appropriate credentials (e.g., release time, travel costs, conference fees). | 1 | 2 | 3 | 4 | 5 |  |
| 1. All permanent/regular staff attend at least 20 hours of training annually. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Program directors and coordinators receive training in program management and staff supervision. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Professional development activities for staff are planned intentionally, taking into consideration staff interests and the identified needs and goals of the program and of staff. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff have access to supplemental professional development resources (e.g., library, online resources, organizational memberships, opportunities to visit other sites). | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VI. Staffing and Professional Development I. Program managers assess job performance and satisfaction among staff and volunteers and make improvements where necessary. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. Staff receive continuous supervision and feedback, including written and shared performance reviews on a regular basis, but not less than once a year. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff participate in a self-evaluation at least annually, which includes identifying training needs and goals. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VI. Staffing and Professional Development J. Staff and volunteers are familiar with their job roles and responsibilities prior to working with participants and their families. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. A written job description that outlines and clearly defines responsibilities is reviewed with each staff member. | 1 | 2 | 3 | 4 | 5 |  |
| 1. New staff are given a comprehensive orientation to the program mission, routines, and practices, as well as all written policies and procedures (e.g. confidentiality, emergency management). Staff are personally introduced to all of the people with whom they will be working at the program site. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VI. Staffing and Professional Development K. Staff and volunteers of all levels are eligible and well prepared to work with participants and their families. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. All supervising staff meet minimum age requirements (age 18 in Rhode Island) for activities/programs offered as set forth by local regulations. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Established criteria for position/job eligibility (e.g., education and experience levels) exist and all staff meet the criteria for their particular role. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VI. Staffing and Professional Development L. Staff receive the necessary support to work effectively. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. All full-time staff are offered competitive benefits (e.g., health insurance, paid time off, tuition reimbursement, retirement plans, parental leave). | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff receive appropriate management and supervision to make their work experience positive and productive. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Regularly occurring staff meetings include planned opportunities for staff to share new ideas and materials with one another. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VII. Program Leadership  M. Staff-to-participant ratios and group size enable the staff to meet the needs of participants. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. There are no more than 13 youth for every 1 adult in groups of children and youth ages 5 and older. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Group sizes vary according to the age and abilities of youth and the type and complexity of the activity (i.e., group size for open gym may be larger than for homework help) but is never larger than 26. (Research shows that an appropriate group size for school-age youth is no more than 30.) | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VII. Program Leadership  N. The program leadership sets clear expectations for participant behavior and active, consistent participation. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. A clear attendance policy is in place. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Youth and staff together develop guidelines for behavior (e.g., attire and standards of respect and cultural awareness). There are clear policies for monitoring and enforcing these guidelines. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Behavior guidelines are publicly displayed. | 1 | 2 | 3 | 4 | 5 |  |
| 1. All new staff and youth participants are oriented to the behavior guidelines by selected youth currently involved in the program. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VII. Program Leadership  O. The program leadership provides sound leadership and management. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. The program leadership provides sound fiscal management for the program. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Program directors and coordinators are involved in program implementation and are accessible to staff on a regular basis. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership oversees the recruitment and retention of staff. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Personnel files exist for all staff members and include, at a minimum, resumes and background checks. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership regularly evaluates the program’s equal opportunity hiring and staffing practices and uses equitable promotion practices for staff. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership involves key stakeholders – including staff, board of directors or other governance bodies, families, and youth – in long-term planning, fiscal management, and decision-making. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership fosters a collegial environment (e.g., teambuilding activities, regular staff meetings to discuss concerns and successes). | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership recruits and manages an active advisory board, which addresses meaningful organizational and programmatic issues. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VII. Program Leadership  P. Program policies and procedures exist to enhance the health and safety of all participants. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. There is a plan to provide adequate staff coverage in case of staff shortages and/or emergencies. | 1 | 2 | 3 | 4 | 5 |  |
| 1. There is an emergency management plan in place including procedures for fire drills and natural or other disasters, and all staff and participants are familiar with it. | 1 | 2 | 3 | 4 | 5 |  |
| 1. If the program provides transportation, there are established policies to transport youth safely; the policies comply with all legal requirements for vehicles and drivers. | 1 | 2 | 3 | 4 | 5 |  |
| 1. All paid and volunteer program staff undergo the highest possible level of criminal background checks. Policies and procedures are in place to ensure that youth are never alone with individuals who have not undergone national fingerprinting. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Policies and protocols are in place to guide staff interactions and interventions with children and youth (e.g., behavior management, appropriate verbal and physical interactions with youth) and all staff are trained in them. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Emergency information (e.g., home and mobile phone number, the list of family members who can/cannot pick up youth, information on special needs for youth with allergies or other medical conditions) for each participant is on file and accessible. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VII. Program Leadership  Q. The program engages and involves children and youth in program design and delivery. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. There is a formal process whereby youth assess the program and its offerings and that information informs planning. Youth are involved in activity selection, planning, implementation, and community-building. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Youth are engaged in leadership opportunities during the afterschool program. These may forward-facing (e.g., leading) or behind the scenes (e.g., providing administrative or team support). | 1 | 2 | 3 | 4 | 5 |  |
| 1. Regular opportunities (e.g., structured and/or regular meetings, intentional opportunities for purposeful dialogue) exist for conversation between youth and program staff and program directors and coordinators. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Youth are engaged in planning opportunities that have real-life connections and/or improve their communities. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VII. Program Leadership  R. The program has a system for using information for learning and program improvement as well as for measuring outcomes relevant to program activities. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. The program has a written evaluation plan as well as all necessary permissions/agreements to collect data. The program implements the evaluation plan with fidelity. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program has procedures for tracking enrollment and using participation data to inform program design. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership shares results of evaluation with families, youth, and community and uses the results to guide program improvement efforts. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Staff regularly reflects upon program delivery, including looking at qualitative and quantitative data. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VII. Program Leadership  S. The program has a clear vision and mission and a plan to support sustainability. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. The program’s mission statement sets forth the program’s philosophy, goals, and related outcomes and is clearly visible to all who enter the program space. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership has a sustainability plan and actively seeks new funding to maintain and grow the program. | 1 | 2 | 3 | 4 | 5 |  |
| 1. The program leadership has a plan to improve staff stability and retention (e.g., improved working conditions, higher salaries). | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |

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| VII. Program Leadership  T. There is an active, mutually beneficial partnership between the school and the out-of-school time program. |

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| Indicators | **Not Present** | **Basic** | **Emerging** | **Proficient** | **Exemplary** | **Do Not Know** |

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| 1. Program leadership and the school administration have a shared vision for student success and both can articulate the actions and the role of the out-of-school time program within the school. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Program leadership participates in school decision-making committees, such as the School Improvement Team, student success team, etc.; ideally, the out-of-school time program is written into the School Improvement Plan, School Reform Plan or other action plan, as an explicit strategy to achieve outcomes. | 1 | 2 | 3 | 4 | 5 |  |
| 1. Program and school staff communicate with each other regularly about the design of afterschool activities and about the academic and social/emotional needs of students. | 1 | 2 | 3 | 4 | 5 |  |
| ***Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)*** | | | | | | |