Oregon 21ˢᵗ Century Community Learning Centers

Program Reflection Tool

Full Version

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TABLE OF CONTENTS

Introduction

A quality program is one that is reflective and willing to improve, change, and grow. It understands that improving program quality is an ongoing process and requires reflection on one's practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.

The primary purpose of this Program Reflection Tool is to improve the quality of Oregon's 21st Century Community Learning Center (CCLC) programs by helping practitioners take a critical look at their programs against standards of best practice. The tool also gives structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts.

PROGRAM QUALITY ASSESSMENT TOOLS VS PROGRAM EVALUATION

Program evaluation is a broad term that includes both process evaluation and outcomes evaluation. Process evaluations assess whether a program is implemented as intended, and outcome evaluations assess a program's success in reaching its goals and effects on participants. Program quality assessment tools, on the other hand, refer to the criteria, standards, or models that are used to assess program quality. These criteria, standards, or models may be used to assess the different components that comprise "quality." Quality assessment can be viewed as a process measure as well (e.g. how the program is implemented relative to standards). In sum, quality assessment and evaluation are very complementary and are often used together, as quality assessment may be a piece of a larger program evaluation activity.

CONTENT OF TOOL

The Program Reflection Tool is organized around Oregon's Elements of High Quality 21st Century Community Learning Centers (CCLC). These consist of eleven elements of an effective afterschool program, all of which come from evidence-based practice (Finn-Stevenson, 2014; Granger, 2010; Hammond & Reimer, 2006; National Afterschool Association, 1998; Scharf & Woodlief, 2000). Next to each sub-element, you'll find a list of indicators that describe "high quality" characteristics for each practice/element. These are based on a review of multiple Program Quality assessments, including but not limited to: Oregon Integrated Systems Framework Needs Assessment for Schools[1], Iowa Afterschool Alliance's Standards and Indicators, Montana's 21st CCLC Self Assessment Tool, New York's Network for Youth Success Quality Self Assessment Tool, California After School Program Quality Self-Assessment Tool, Harvard Family Research Project's Exploring Quality in After School Programs: Emerging Standards, C.S. Mott Foundation's Moving Towards Success: Framework for After-School Programs, Colorado Department of Education's 21st Century Community Learning Centers Program Monitoring and Quality Improvement Tool and National Afterschool Alliance's Core Knowledge and Competencies for Afterschool Professionals.

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[1] With collaboration through a cross-agency work group and input from practicing educators in Oregon districts, the Oregon Department of Education (ODE) created this evidence and stage-based needs assessment tool for the purpose of assisting schools and districts in identifying systems- strengths and opportunities for growth that align with indicators of the ORIS Framework. It is grounded in implementation and improvement science and multi-tiered delivery systems and is built upon a foundation guided by equity principles.

This "tool" is meant to help your organization grow over time with respect to Oregon's Elements of High Quality 21st Century Community Learning Centers. In order to promote consistency, grantees must address and respond to all the elements. However, we also understand that programs may already use valid and reliable instruments for purposes of monitoring program quality. In light of this and following recommendations outlined in a recent ODE Report on Oregon's Continuous Quality Improvement Process for 21st CCLCs[2], this tool allows programs to incorporate information from other quality assessment tools/instruments that may already be in use. Programs can either incorporate results from these other tools/instruments that are already in use (e.g. YPQA and OR ASK[3]), and/or use suggested indicators as noted herein.

==Please complete this tool for EACH center that offered 21st CCLC programming during this school year.==

DIRECTIONS FOR USE
Use this Program Reflection as a tool to assess your areas of strength and opportunity and to help you determine your program improvement plans. This tool incorporates a program quality rating for each Element and provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the process, program staff will then integrate, prioritize, and refine the improvement goals identified on these worksheets via the Summary and Reflection worksheets and ultimately create an Action Plan (the action plan provides a structure to help grantees consider how improvement priorities will be enacted, i.e. through what activities, by whom, using what resources, and on what timeline).

ASSESS The document is organized under the 11 Elements of Quality.
1. Program Administration
2. Staff Qualifications & Staff Development
3. Partnerships
4. Evaluation & Continuous Improvement
5. Sustainability
6. Diversity, Inclusion, Access and Equality
7. Physical Environment
8. Safety, Health, & Nutrition
9. Interactions & Relationships
10. Youth Centered
11. Social and Emotional Learning and Active Engagement

NEW: For 21-22, we have removed the *Compliance* section given that all programs are undergoing monitoring.

Each indicator is broken down into four levels of mastery. At each indicator, you should ask yourself, "Is my program most like a 1, 2, 3, or 4?" You should use this rating system to assess your program's success in practicing each of the indicators within an element. If you are not sure what is meant by a particular competency statement, score it as a 1. It is expected that even after many years as an after

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[2] Oregon Department of Education (2017). *A grantee's guide to site-level implementation of Oregon's Continuous Quality Improvement Process for 21st CCLC.*
[3] Of note, not all indicators in YPQA or OR ASK are aligned to the 11 Elements of Quality. For these non-aligned indicators, programs will need to refer to the indicators noted herein.

school program, a program can still have much more to learn. Take notes, indicate your evidence for each indicator, and total your ratings as you work through the tool. Use the Summary page at the end of the document to calculate your results.

4: EXCEEDS EXPECTATIONS

Our program is exceptionally proficient in this practice and can demonstrate this in observable ways. This is an area of quality practice where our program can serve as an example for others.

3: MEETS EXPECTATIONS

Our program has achieved proficiency in this area and needs only a little additional work to be exceptionally proficient.

2: APPROACHING EXPECTATIONS

Our program has done some work in this area but need targeted support and improvement to move to the next level.

1: DOES NOT MEET

Our program has not started or is just beginning to work in this area and we have a need to address this practice.

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Programs are expected to strive to meet expectations (3) on all of the indicators within each of the elements of program quality. Over time, programs should continue to strive for an exceeds performance level (4). At this level of performance, programs consistently show evidence of promising practices throughout all program elements, serve as a model for other afterschool programs, and develop and support staff such that they could serve as coaches and mentors for other practitioners.

Many of the indicators are specific to practices at a given site, therefore it is recommended that most elements be considered on the individual site level. Some elements, however, require looking at organizational practices and may have some indicators that are likely to be rated consistently across a multi-site organization.

* NOTE: There are several "not applicable" options in case a particular indicator does not apply to your program. This option is only available for specific indicators.

NEW: The Program Reflection Tool now encourages users to indicate priorities and determine the appropriate timeframe for improvements using the following categories under the new "Urgency for Improvement" column.

- **3=Immediately:** Area should be addressed immediately.

- **2=This Year:** Area should be addressed during the current program year.

- **1=Next Year:** Area should be re-evaluated during the next program year.

REFLECT Use the questions beginning on page 26 to guide your overall reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on the work you do daily with youth as you think through your answers to the questions and set personal priorities. Subsequent planning can occur with the Action Plan in Fall of every year.

Quality Element 1
Program Administration

A quality program has an effective management that develops and implements policies and procedures to ensure the successful operation of the after school program based on the program goals, vision, and design.

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program has _and_ is driven by a clear vision, mission, and purpose.**	There is a clearly defined written statement of vision, mission, and goals.	3	2	When we are first hired we go over this information with the person who is onboarding the staff. We make sure to acknowledge it, I think it would be helpful to have it posted in every CCLC Room.
	Program activities reflect the vision and mission of the program.	3	2	As the coordinator for the Lebanon Elementary program I do my best to make sure this is reflected. I always am looking in the handbook and asking the staff if they know of anything else we can go over to keep things fresh in the kids minds.
	Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.	2	3	This is something that we need to go over, I know some of them but I don't have them all memorized like I should.
2) **Operation is supported by well-documented policies and procedures.**	The program has developed/adopted written policies and procedures to promote effective management.	2	2	We are in the process of getting a new program director here at our club so this is something that we should go over again. Things are constantly changing and we are doing our best to keep up.
	Program policies and procedures are available to, and responsive to, the needs of children, youth, and families in the community.	2	2	I do my best to make everything the kids do something they can take home and teach someone else or even just work on with a family member. I involved the families as

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				much as I can along with family nights
	Program policies, procedures, and schedules ensure that staff, youth, and parents understand expectations.	3	1	We follow the handbook pretty well with the policies and procedures. We make sure to have conversations with parents when needed and never let something go unseen
	The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.	2	1	This is something our site struggled with this school year. When buying supplies we all got budget cards and were given a very specific amount which was fine. We would never hear anything about if we need to adjust budget or sometimes getting our supply cards later in the month that then pushes activities.
3) **Staff have appropriate levels of structure, guidance, and autonomy.**	Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.	2	2	We are in the transition of getting a new director at our club, but with the lack of staffing at the other clubs we sometimes never had additional support
	Program has regular staff meetings that include sharing and reflection.	2	1	Our meetings were never set and stone, everything is constantly changing so we would get an update very last minute on anything.
	Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.	1	1	When there is an issue or you need support in some area most times you had to figure it out yourself. There is one person who is the management roll who goes above and beyond for us and our other

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				director who is leaving would as well. But they were pulled so much to help with other staffing issues that we very much had to figure it all out on our own.
	Staff are empowered with freedom/latitude to plan their time and pursue interests.	3	1	I got to plan all my own activities so I have that freedom to create fun environments for the kids but with how tight the budget is, it's very hard to get to do everything they want to do and will learn from.
4) Stakeholder groups support and inform program planning and administration.	The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.	2	1	Families are the main thing we try to reach out to, having that connection with the families is so important. I make sure to connect with each parent 1-2 times a month if not more to check in on their kid and make sure they are not needing anything additional to what I am already giving them
	A stakeholder advisory team is in place and meets regularly to help guide activities, evaluation process and make program recommendations. **(Compliance)**	1	3	I am unsure and have never heard anything about this
	The stakeholder advisory team has policies and procedures that provide clear governance and regular meetings to ensure effective engagement of members.	1	3	I am unsure and have never heard anything about this.

REFLECTION:

What are strengths to celebrate?

- **We have some freedom to make our programs ours and make sure we are completely catering it to the kids and what**

they can best get out of it.

What are opportunities for Quality Improvement within this Element?

- **Better communication, making sure the person who is taking our directors job here at the club cares and wants to do what is best for these kids. Getting more staff is always a plus but that is limited in our area apparently.**

Quality Element 2

Staff Qualifications & Staff Development

High quality after school programs recruit, hire, and develops diverse staff members who understand, value, and promote high quality practices.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program ensures adequate staffing and recruit and retain highly skilled personnel.**	Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.	2	2	Some staff we have is amazing, the staff I have in my program is the best staff I have ever worked with. But I know in the other locations we are lacking on people who actually want to be there. This is also reflected in the attitudes that are toward some of the kids and they can see that.
	The program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.	3	2	Each person brings something so different to the CCLC program, we all have different strengths and weaknesses. We make sure to play on that and ask each other for the guidance, sometimes its not always met to what we need it to be but we are getting there.
	The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.	3	1	This is something I am very aware about and make sure to implement every day. I always am talking about different types of culture with the kids in my program and they tell me about theirs so we are all learning something

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				new and how we can celebrate and respect those cultures.
	The program completes appropriate fingerprinting and background checks for all staff.	2	2	We all get a background check on us when we get hired. I am unsure if anything happens from after that point, you never hear anything
	Staff has competence in their area of responsibility.	3	1	I am very aware of what my program is and what it needs. I am always looking for ways to make sure that I am respecting every kid and doing what I can to educate them and help them when its needed.
	Staff and volunteers are given clear feedback for continuous performance improvement.	1	2	I have asked for feedback many times, and due to the lack of staff I have only got it one time.
	The student/staff ratio is appropriate and safe for each specific activity conducted and meets student needs.	2	2	I have recently lost a staff member due to her moving so I am working on finding a replacement. The staffing ratio in my program is 1 staff to 10 kids, we have 30 kids so it's me and two other staff in the room with the kids. Some days its changing based on school schedules
2) **Program provides**	The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.	3	1	We have attended some online trainings about culture via Zoom!

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
ongoing professional development at all staff levels.	Program provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.	2	2	Our director of the program here would do everything he can while being a mentor to us. The trainings we did when I first started I was not given much training about CCLC, yes about the club but nothing really about the trainings.
	Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	1	2	I have only been told that I can plan and do what I want with my program within the grants, which is how it should be! But I have never done any trainings on what I am interested in doing with the kids and what I think they need.
3) **Program ensures staff have an understanding of targeted and diverse learning strategies.**	Program develops and supports staff to plan suitable activities that correspond to the developmental needs of participants, including participants with diverse abilities and English language learners.	1	3	We need to have more people hired who are bilingual in this building. We need to go over trainings on different learning styles, we need to go over trainings how to help those who have learning disabilities. We need to be educated in more than just after school programming
	Staff respond appropriately to the individual needs of children and youth, and builds upon children and youths' individual strengths.	3	2	This is something I do every day. I adjust my plans to each kid and make sure they are all getting something out of it. Part of DDADA is adapting

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				and that is something I am very big on doing. No one should have to sit out of something because they do not understand or need it adjusted to meet there needs, I stand by this 100%
	Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.	2	2	Each staff member is different with this. I know for myself I adapt to different learning styles but I would love more trainings on this.
4) **Program promotes a consistent staff presence throughout the program offering.**	The program works to retain quality staff, providing a consistent and stable staffing base for the program.	1	3	The staff that is in my program is always there and very consistent. The staff in other locations are not reliable and have been pulling from other locations which then will make other locations very short staffed and it messes with the kids.

REFLECTION:

What are strengths to celebrate?

- **Willing to learn new things for the kids**

What are opportunities for Quality Improvement within this Element?

- **We need to go back over why we are here and running this program for the kids. We need to be trained on different learning styles and how to best adjust things for them. We need better training on how to help kids who might need a little more help or have learning or physical disabilities.**

Quality Element 3

Partnerships

After school programs build strong partnerships with families, schools, and the community to enhance the quality of after school and youth services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program strives for engagement with and outreach to schools, families, and communities	A plan for family and community involvement is developed, activated, reviewed, updated, and supported.	2	2	Our club tries to do events every month called Family night, this changes every month. Sometimes we do not have the family nights and sometimes we do. This family night is planned by staff, we all work together to plan STEM, STEAM, Healthy Lifestyles and Group work. I have worked two since I have started in January, so they are constantly being changed.
	Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.	2	3	This is something I am personally making a ROCK goal for next school year. The schools do not ever respond to anything we send out. I have sent so many emails to the teachers and the Principals and have heard back from 4 out of all of them. I have even been even in the schools and have not got anything more than an introduction from the school staff. Some of the teachers will not even respond to us wanting to have a conversation in person.
	Programs are tailored to address community and/or neighborhood needs.	3	2	I am someone who checks in with the families to make sure they don't need any additional resources and if they do I go and find the information for them. I make sure to check in

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				with the staff that is the in the management positions to see if they have any additional resources as well.
	Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.	1	3	Our family nights are something we do but it is very limited with what we do every month, most times our family nights have been cancelled.
	Program aims to strengthen family/youth relationships and communication.	2	2	I work very hard with my program to make sure they are learning new ways to communicate and how to be open with their families. If they feel as if they cant be open with their families I do what I can do be a support for them.
	Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.	2	3	I have asked for additional resources for the families and have sometimes never heard back from anyone. I know some parents have also reached out themselves for resources and have never heard anything back.
	Links are built between youth and community (e.g., via service-learning projects, etc.).	1	3	We have only had one event that connects the children to the community. It was our Mental Health event that was In May. We had some vendors come out that would help provide information on resources.
2) **Program promotes complementary**	Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.	1	3	Schools do not respond to us emailing or reaching out at all so it's very hard to have that connection with them.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
alignment of school day and afterschool through regular communication, resource allocation, and data-sharing	Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.	1	3	Schools do not respond to us emailing or reaching out at all so it's very hard to have that connection with them.
	Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the afterschool program.	1	3	Schools do not respond to us emailing or reaching out at all so it's very hard to have that connection with them.
	In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community- based program and school day staff.	1	3	Schools do not respond to us emailing or reaching out at all so it's very hard to have that connection with them.
	For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.	1	3	Schools do not respond to us emailing or reaching out at all so it's very hard to have that connection with them.
	District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).	1	3	Schools do not respond to us emailing or reaching out at all so it's very hard to have that connection with them.

REFLECTION:

What are strengths to celebrate?

- **Trying to find resources for the kids, us trying to reach out to the schools and just showing up**

What are opportunities for Quality Improvement within this Element?

- We need the school day staff to actually follow up and respond, we need them to still care after those students leave the school doors.

Quality Element 4

Evaluation and Continuous Improvement

High quality after school programs conduct evaluations and continuous improvement for program planning, monitoring and to determine overall program effectiveness.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program has systems in place for ongoing data collection, assessment, and reflection using program data.**	Program has measurable program goals/objectives that are aligned with the program vision, mission and identified needs.	3	2	I set very specific goals each week or month depending on what it is for the kids and the staff. I want to make sure they are learning new things while working on things that they are struggling with.
	Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.	2	1	I need to get better at actually writing it all down and keeping track, I want to be able to physically see the goal improving.
	Program has a system in place for assessing program activities, outcomes, and participant engagement levels.	3	1	We do things such as weekly acknowledgements and monthly acknowledgements for the kids
	The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	2	2	I try and reach out to the parents and sometimes I don't get any information back, sometimes I get a lot. I always am asking the kids for feedback on activities and what we could change.
2) **Program engages in regular and ongoing action planning for continuous improvement.**	Program leadership uses assessment and evaluation data to continuously review and refine program activities, policies, staffing, and professional development as part of a continuous improvement process.	1	3	This needs to be improved in all areas
	Program leaders engage staff in continuous improvement process based on evaluation results and stakeholder feedback.	1	3	We have got survey feedback from the parents one time since I have been here.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	1	2	From the surveys all we were told was that the parents want more communication from us. No other feedback was provided for us and no one on one conversations.
	The program identifies and shares promising practices internally.	1	3	This is something that needs to be improved in all areas

REFLECTION:
What are strengths to celebrate?

- **I have a very set scale on how I am setting goals with the kids and they can see us meeting those goals**

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What are opportunities for Quality Improvement within this Element?

- **We need better communication from the staff and better ways to reach out to the families and the schools**

Quality Element 5

Sustainability

High quality after school programs plan for sustainability.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program engages in continuous planning and assessment to ensure fiscally sustainable programming.	The grantee has developed a sustainability plan to gain other sources of funding or in-kind resources to maintain the level of program services as grant support decreases in the fourth and fifth year. **(Compliance)**	2	2	I am unaware of any of this information
	The program makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.	2	2	I am unaware of any of this information
	Leaders actively pursue new sources of funding and in-kind resources.	2	2	We had an auction this spring for donations! Our staff ran it and worked it, it was not just CCLC it was the entire club.

REFLECTION:

What are strengths to celebrate?

What are opportunities for Quality Improvement within this Element?

-   Actually hearing information we need to be aware about

Quality Element **6**

Diversity, Inclusion, Access & Equity

High quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that they are available and accessible for <u>all</u> youth.	The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.	3	2	We don't ever turn away a child, we do everything we can to make sure we are there and have the tools to serve them. If it becomes a safety concern that is different.
	No one is turned away from the program because they cannot pay enrollment fees (where applicable).	3	1	Our program is a free program, this helps those kids and those families so much! No kid is ever turned away because of this!
	When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.	3	1	We have such a wide variety of cultures here at the club and in CCLC. They all respect each other and do what they can to learn about each other's culture or leaning needs.
	Program provides reasonable accommodations and special materials as necessary for all participants to successfully participate during the program and at special events.	2	2	This is something I am personally making a ROCK goal for myself and my program this year! I made sure to connect with the parents and ask about the learning styles I also asked the kids. I had one student who had disabilities and I made sure to have those accommodations but not make him feel like he's excluded or different. I adjusted everything so everyone can have fun and learn. I want to learn more on how I can do

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				better for all the kids and have more tools under my belt for them.
2) **Program develops and implements policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront.**	Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.	3	2	Everyone is welcome, no matter who they are.
	Participants experience and learn about diversity.	3	2	We go over this at least once a month In a huge group but it is also something we work on all year. I make sure that all the students feel included and feel like their voices are heard. We do fun new lessons with the kids and talk about different cultures even If there is no one there in that culture.
3) **Program supports staff in building <u>cultural competence</u> among staff and with youth through culturally responsive practices, activities, and opportunities.**	Staff is sensitive to the culture and language of children and youth.	3	2	I make sure every child and staff feel welcomed when they walk through my door. I do not judge anyone on anything and I usually sit there and let them talk to me about it when they want to!
	Program staff and volunteers engage in culturally responsive practices, including offering activities that reflect the languages and cultures of the participants and families.	3	2	I set the goal to learn about one new state or country every month with my CCLC program. I also was taking an ASL class and was teaching them some as well.
	Staff adapt activities to be accessible to English learners and encourage their active participation in the program.	3	2	We welcome everyone and have some staff members who are Bilingual so they help a lot when we need it! The students also teach us things we should know.
	Program provides professional development opportunities related to diversity/equity and to build cultural competence.	3	2	All are welcome

REFLECTION:

What are strengths to celebrate?

- **We never turn a child away regardless of their financial stance or culture. We are very inclusive**

What are opportunities for Quality Improvement within this Element?

- Having more Bilingual employees

Quality Element **7**

Physical Environment

High quality after school programs provide an appropriate, accessible physical environment.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.	The program's indoor space meets the needs of children and youth and environment is suitable for all offered activities.	___2___ (or not applicable)	2	The room that we are in for CCLC can get a little crowded with all 30 kids but is not too bad. We make it work but with us doing Science projects it would help so much to have a better set up. Same with cooking clubs and physical activities
	The outdoor play area is appropriate for all offered activities and is hazard-free.	__3____ (or not applicable)	1	We have a huge back of the building that is fenced in and is covered in grass
	Adequate materials and supplies are available to support program activities.	2	3	I buy all the supplies that we need but having more options so the kids can learn new things would be so helpful. Such as burners, microscopes and proper storage to store their things in.
	Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.	___3___ (or not applicable)	2	The outside area is a great place for the kids and is safe. The inside building is as well
	The program's hours, activities, schedules, and locations meet the needs of the target population.	3	1	The kids are almost all there every day Monday through Thursday. They love being able to come here right after school and leave around dinner time.
	The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.	2	2	I am working on putting together take home binders for the parents with the information on what I have planned for the year or months ahead. I like to surprise the kids with

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				what we are doing so it might be hard for the parents to have this but it is something I am working on doing.

REFLECTION:

What are strengths to celebrate?

- **We adjust every day and do what we can to use the space we have. I make sure to use what I have and plan around it!**

What are opportunities for Quality Improvement within this Element?.

- **We need to make the classroom have more for the kids, we need to be able to learn every subject in that classroom so adjustments are needed.**

Quality Element 8

Safety, Health & Nutrition

High quality after school programs provide a safe, healthy, and nurturing environment for all youth, staff, and families.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures the emotional and physical safety of youth and staff.	Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.	3	1	This is something I am huge on. I make sure to talk about this every week with the kids and do a mental health check in with them all the time. The kids in my program know they can trust me and also all of them have come to me with needs or to just talk.
	Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).	_3_____ (or not applicable)	1	We don't ever do anything that is not safe for those kids.
	Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).	3	1	I am usually the one who create the groups and make sure everyone is included in the activity
	There are effective health and safety procedures in place, and these are known to staff, youth, and families.	3	1	Everyone knows the most important thing is for everyone to be safe. This is our top priority
	Develops and manages effective arrival and dismissal procedures (including procedures for authorized student pick-ups) and plans for safe travel home.	___2___ (or not applicable)	2	The staff relies on the parents to come and get their children at the end of the day, they also rely on the schools to drop off the kids or have the transportation figured out with them

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Provides effective supervision of participants by an approved adult at all times.	___3___ (or not applicable)	1	This is something that I make sure is always a priority. I make sure that no one is ever alone and I make sure there is no staff alone with a child as well.
	Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	3	2	As we are getting more kids in our program I am making sure to update it when they come and go with the program.
	The program has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	3	2	There is a backpack which is our first aid kit, this is by the door in the CCLC room. All the staff and the kids know where this is at.
	Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.	3	1	We all just went through the training or have the trainings from school. This is something that is important to not be missed.
	The program has policies and training in place to assure safe and appropriate use of the Internet.	2	2	There is staff who is in the tech lab when there are children when they are in there. The usage of cellphones is a problem at the club.
	The program offers students a means of transport if they qualify for after school and are unable to walk to community centers. **(Compliance)**	___2___ (or not applicable)	3	I am unsure about this
2) **Program provides a healthy, welcoming, and**	Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.	2	3	I am working on making sure I have many different plans for all students. I work really hard to do this but know that I can improve and would love to have trainings on this.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
accommodating environment.	Youth have the opportunity to learn about healthy eating and positive food choices through activities such as cooking clubs, gardening, or visits to local grocery stores.	___2___ (or not applicable)	1	As of right now I am starting to plan for the next year. Last school year 21-22 I made sure to involve a healthy lifestyles activity every week, some weeks this would be a cooking lesson or plan.
	Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.	__3____ (or not applicable)	2	We do a gym time every day, there is more than one activity if they are small or one huge activity for 30-40 minutes.
	Program is aware of, records, and supports staff to address the mental and physical health needs of participants in compliance with HIPAA and FERPA.	3	2	We follow HIPAA very well, we can always improve on this.
3) Program ensures that emergency preparedness is a priority.	The program has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	1	3	I am unaware of this.
	Emergency plans are easily accessible and rehearsed.	2	2	We do practice drills once a month
	Program conducts all required fire and safety drills.	3	2	We do drills all the time, at least once a month.
4) Program provides nourishment based on health and wellness standards for children and youth.	The program provides daily nutritional snacks and/or meal during program operation within a sanitary environment and drinking water is readily available.	3	1	We have snack every day.
	The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA). **(Compliance)**	__3_____ (or not applicable)	1	If NA, explain here: We have snack every day.

REFLECTION:

What are strengths to celebrate?

- **Our kitchen staff is amazing and goes above and beyond to make sure our kids are fed and happy.**

What are opportunities for Quality Improvement within this Element?

- **Going over safety practices**

Quality Element 9

Interactions and Relationships

High quality after school programs cultivates and maintains positive relationships and interactions among youth, staff, families, and partners.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program.**	Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.	3	1	This something I am really good at enforcing. I make sure that I have that connection with the kids and they know that I am there for them if need be and when they need it. Same with my staff, we treat everyone as equal and with respect.
	Staff provide specific feedback to youth about positive behavior and accomplishments.	3	2	We have member of the month and little weekly
	Staff model personal interest in youth and allow for communication time with all youth.	3	1	The staff that I have in my program are here for the kids, not just for a paycheck. They care so much about them and do everything that they can to have this program run smooth and have it be interesting for the kids. All the kids know that they can come to me or any of my staff for anything.
	Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.	2	2	This is something we very much try to do but due to the parents being so busy it is really hard. Most of the parents check their kid out and then hurry to leave.
	Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.	2	2	This is something we very much try to do but due to the parents being so busy it is really hard.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				Most of the parents check their kid out and then hurry to leave.
2) **Staff engages in collaboration and partnerships with youth, strives to address barriers and promote supportive and encouraging norms for youth and staff interaction.**	Staff view participants as partners and collaborate with youth on programming/activities.	3	1	I make sure to ask the kids what is something they are wanting to see happen or to do in program. I do this so the kids can have as much fun as possible while learning.
	The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.	3	1	We are so open and honest with our kids that it is a safe place not just for them but also for our staff. I make sure we check in with the kids every day to see how they are and if they need anything. I have provided journals and many resources for the kids
	Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.	3	1	I always encourage my staff to talk to the kids about their interests outside of the club so we can try and make those connections for them.
	Staff consistently intervene when youth or adults make hurtful or negative comments.	3	1	This is not tolerated and will not be tolerated. If staff is talking like this I make sure to explain to them why what they are saying is negative and how it could impact the kids. I work with them on how to change their verbiage.
	Program staff serve as positive role models.	3	1	All of my staff are amazing at this, they work so hard to be a good role model for the kids. We check in with this everyday.

REFLECTION:
What are strengths to celebrate?

- **Great staff that go above and beyond.**

What are opportunities for Quality Improvement within this Element?

- **Better ways to communicate with parents**

Quality Element 10

Youth Centered Activities

High quality after school programs provides youth-centered activities and acts in partnership with youth to foster appropriate youth voice and leadership.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program focuses on youth development, interest, and influence.**	Program activities are primarily selected based on student needs and interests.	3	1	I plan things I know the kids will like and things that they are currently interested in. To do this I need to be upfront and honest with the kids by asking them what they are liking and wanting to do activity wise.
	Program engages participants and adults to make activities meaningful, applicable to the real world, and developed around participant interests.	3	1	A goal I have with every day is that each kid is learning something new and useful that they can take with them into school or their own life. I make sure that I am doing what I can to be educating them while
	Program has a culture that encourages youth to take initiative, explore their interests, set goals for personal achievement, and work to meet them.	3	1	This is why I am constantly asking the kids what they are wanting to do and if there is anything they want to work on. Such as growing with educating social skills and mental health.
	Enrichment activities are based on best practices derived from child and youth development research.	3	1	I am constantly looking to see what ways I can improve their time here at the club and ways it will impact their personal life as well. I ask for any additional resources from other locations

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				and different vendors to help them grow.
2) **Program provides experiential and age-appropriate activities.**	Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.	3	2	I set more than one goal for the group and each student during their time here at the club. I talk with them about
	Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.	3	2	I like to challenge the kids to use as much knowledge as they have to do things but also encourage them that learning new things can be scary and frustrating but it is a great tool to have!
	The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.	2	2	We talk about real world events going on without opinions. If I notice something going too far off task we adjust and make sure to get back on track. I do my best to do activities that have to do with real world events but sometimes things need to be adjusted depending on what's going on in the public.
3) **Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming.**	Youth have age-appropriate opportunities to make choices, such as picking books to read, joining clubs or teams, or deciding on a project topic.	2	2	We need a better selection for the books we offer here at the club. The older kids do not want to read the little kid books and want to be challenged.
	Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.	3	1	We do student surveys during the school year. The students do this anonymously so they can

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				answer it to the best of their ability.
4) **Program provides opportunities for youth leadership.**	Staff provides participants with leadership opportunities (e.g., serve on advisory team, lead activity(ies)).	3	2	We do staff of the day with the kids which is something they all work really hard to be. With being staff of the day they get to help the staff run the activities and get all the supplies if needed. They can help lead the group to snack or to anything we are doing outside the room.
	Program encourages older participants to serve as mentors for younger participants.	3	1	I work really hard with this. I encourage each group of kids to have two or three younger kids to help through the school year and be a friend.
5) **Program intentionally supports academic, social, and emotional competence-building.**	Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.	2	3	I would like more coaching on how I can be an active person for those kids. I do everything I can but sometimes I feel as if it's not enough.
	A balance of academics, homework assistance, and enrichment programming exist.	3	2	Everything we do has to do with something they are currently learning in school or have learned or are going to learn. This is a great way to practice skills and ask questions in an environment that they feel like they can.
	Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance,	1	3	We need to have communication from the schools to be able to work on this. It's very hard when the schools

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	language fluency, needed accommodations, grades, and homework completion rates).			wont respond and the teachers treat the club the way they do.
	The program provides evidence-based academic support and enrichment activities.	3	2	We do power hour every day for the first hour to half an hour. This is the kids working on homework or reading for that time. If they don't have any homework they are to be reading. This is hard to check as most the teachers don't respond to us or help with anything outside of school.
	Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.	1	3	The schools teachers and staff does not respond so we are going off information from the club or what information the parents give us.

REFLECTION:
What are strengths to celebrate?

- **Staff caring about the kids not just in the club but also outside the club and working on the information they have.**

What are opportunities for Quality Improvement within this Element?

- **Get the schools to actually respond and care more than just during school.**

Quality Element 11

Social and Emotional Learning and Active Engagement

High quality after school programs encourage active participation and ownership by youth, and offer opportunities for social emotional learnings.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program is intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking.**	Young people have structured opportunities to reflect on their goals and accomplishments.	3	2	When asking the kids what they want to do I also ask what they are wanting to do for their future? This is a great tool for us to use as they are young but it's never too early to start learning for their life.
	Staff encourage children and youth to make positive choices and to become more responsible.	3	2	This is a standard in our program. We make sure they are working toward a goal and if there is negative behavior or anything going on we work with them on how to change it and or get back on track.
	Program staff facilitate opportunities that promote students' social competency, self-efficacy, and resilience.	3	2	This is a standard in our program. We make sure they are working toward a goal and if there is negative behavior or anything going on we work with them on how to change it and or get back on track.
2) **Programming and activities intentionally support high levels of youth engagement and expectation.**	Program engages participants and adults to promote consistent and active participation.	3	2	We try out best with having the parents being involved but some of them are too busy or would prefer to not be involved. We get them information for things such as family nights and with program.
	Staff have high expectations for youth and support youth as they strive for excellence.	3	1	I make the goals with the kids when they start in CCLC or during the school year. They know that they will be held accountable to meet those goals and

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				will be pushed to meet them as long as they are being safe and there is a great healthy way to meet those goals.
3) The program environment and activities cultivate a sense of belonging.	Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.	_3_____ (or not applicable)	2	We do so much group work! Sometimes I let them pick a group and sometimes I pick the group for them so it's not just with their friends but with new people and they can grow their skills. I make sure to watch and if there is any problems within a group I do not let that group be together unless they can work nicely to overcome the obstacles
	Youth and staff demonstrate a strong sense of ownership and belonging.	2	2	This is something I push really hard for but would love to be more educated in how to do it better. The staff I have are great at making the kids feel like everyone belongs somewhere and this is a safe place.
	Staff provide opportunities to publicly celebrate youth achievements.	3	1	We do member of the month and staff of the day! This is so all the kids can see how great one person did and every month is someone new. How we determine this is by watching the kids and setting goals with them so they can push for those goals. I make sure we do this fairly so it's not just up to me, it is a staff effort to pick the member of the month.
4) Staff receive training in and promote positive behavior	The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.	2	1	We went over what our expectations are for the kids and staff and constantly talk about it with the kids. For next school year I will be doing an

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
supports for reframing conflict.				expectation board so everyone can see it and be held accountable.
	Program applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.	3	2	If there is something going on with a kid I make sure to check in with them and make sure they are okay. I always tell them if they need a break we have the calming corner and also us staff as resources for them to go to. We also do lessons with the kids on how to work through things like this when they are struggling.
	Staff approach conflicts and negative behavior in a non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior.	3	1	I go over this with staff all the time. I check in with them and ask how they would address situations and to be prepared for anything. I also check myself before dealing with situations so I am prepared and know what I need to do.
	Staff seek input from youth in order to determine both the cause and solution of conflicts and negative behavior.	3	1	When dealing with a situation I always tell staff they need to get both sides of the story. Let the children be heard so they know that they are valued and we care.

REFLECTION:

What are strengths to celebrate?

- **We have some strong staff that is here for more than just a paycheck. This helps the kids see that someone actually cares**

What are opportunities for Quality Improvement within this Element?

- **Have more workshops and opportunities for the staff to learn better ways and new ways to communicate with the kids and their parents.**

REFLECTION

Review the evidence from the Summary. Consider your results as you think about program areas of strength and areas of opportunity. Reflect on the work done daily as you answer the following questions and set program priorities.

Describe your program as it is. **Questions to consider: a) On which Element did you score the highest? Why?, b) On which Element did you score the lowest? Why? What makes this area difficult for you?**

- **I think the one I scored my program the highest was with having good staffing. The staff that I have in my program right now know there are high expectations for them and they are pushed to reach them. I think the lowest is the communication with the schools. This is not something that we are at fault for as I have tried everything with emails, phone calls, showing up in person and have not got anything from those teachers. I have gotten a quick 5 minute conversation with the teachers and it was to please the principals. This is very difficult as we need to know where we can help them academically. I do my best to guess and to ask them where they are but sometimes it's hard since they are all so different and their learning different things. Having the teachers communicating with us would be a perfect world, this is something that needs to be changed.**

How would you like it to be?

- **I would like for my program be able to grow. I want to have the proper set up so we can teach them everything they need to know and things that can help them when they are older. Skills they need for now and things they should just know. I would love for us to be able to help them more with the academic stuff and have their teachers communicate with us regularly. I would love to have more plans for every type of learning style, have more training for all staff on how to help those who have disabilities such as learning disabilities or others. I would like for us to be able to do so much more for these kids.**

Which specific indicators represent areas of opportunity for growth? Prioritize them in order of importance to you.

- **How to help different learning styles and disabilities**
- **How to have more resources for mental health for the kids**
- **Improve our space so we can do so much more**
- **Improve our monthly budget so we can go above and beyond. Especially since the price of everything is going up.**
- **Add another staff member since we lost one**

- **Have more trainings on what we can do to improve at the club**
- **Open and honest feedback from management**

Select the first 2-3 priorities (goals). Why are these priorities important to you and your work with youth?

- **How to help different learning styles and disabilities.**

This is so important as every kid deserves a chance. They all need to be treated equal and have the chance to grow and a safe environment.

- **How to have more resources for mental health for the kids**

This is so important as every kid needs access to this. We need to be more prepared on when to give the resources and how to talk about it.

- **Improve our space so we can do so much more**

We need more storage and more seating and cooking opportunities. We are messy so updating the room for easy clean-up will be nice, they get more interactive if they can be messy.

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**Use this information to help you complete your Action Plan in Fall 2022
(in Grantee Google Folder).**

GLOSSARY

Engagement: Engagement refers to elements that allow the participants 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, vocational).

English Learner (EL) and English Language Development (ELD): The term **English Learner** refers to students whose first language is not English and encompasses the spectrum of students from those who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") to those who have already developed considerable proficiency. This includes: newcomers that arrived within one year; English Learners who have arrived between one and three years; students who are orally English proficient socially but not yet fully proficient.

Evidence-Based Practices: Evidence-based is defined in ESSA in Sec. 8101(21), as shown below:

(A) In General. –except as provided in subparagraph (B), the term "evidence-based", when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that-
   I. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
      i. **Strong** evidence from at least 1 well-designed and well-implemented experimental study;
      ii. **Moderate** evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
      iii. **Promising** evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; OR
   II. (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

For more information see Using Evidence to Strengthen Education Investments: Non-Regulatory Guidance.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Experiential learning entails a hands-on approach to learning that moves away from just the teacher at the front of the room imparting and transferring their knowledge to students, and instead makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. According to David Kolb[4], in order to gain genuine knowledge from an experience, the learner must have four abilities:
- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and

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[4] Kolb. D. A. and Fry, R. (1975) Toward an applied theory of experiential learning. in C. Cooper (ed.), *Theories of Group Process,* London: John Wiley.

- The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Partnership: The 21st CCLC program requires grantees to describe a partnership between the district, a community-based organization and other public or private organizations. If the local applicant is a public or private organization, an assurance must be signed indicating that its program was developed and will be carried out in active collaboration with the schools the students attend. Partnerships usually are characterized by a long-term (one year or longer) working relationship between two or more entities. Members of partnerships are often involved in planning and decision making for multiple programs and projects over an extended period of time. All entities within a partnership share costs and contribute resources to the programs or projects. In contrast, collaborations usually are short-term or temporary arrangements between two or more entities to work on specific projects. Collaborating entities may share costs and contribute resources to the specific projects.

Qualitative and Quantitative Evaluation: Quantitative evaluation methods yield numerical data that are typically analyzed using statistical methods. Qualitative evaluation methods yield 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 add detail, depth, and meaning to quantitative data.

Principles of Effectiveness: According to statute, 21st CCLC programs or activities must be based on:
1. An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities.
2. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities.
3. Scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

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. In no case may a school district use federal program funds to supplant – take the place of – funds from State, Local or non-federal sources.   Pursuant to guidance from the U.S. Office of Management and Budget (OMB), U.S. Department of Education auditors are to presume that supplanting has occurred in three cases: (1) the grantee used federal funds to provide services that the grantee was required to make available under other federal, state or local laws, (2) the grantee used federal funds to provide services that it provided with non-federal funds in the prior year, (3) the grantee used federal funds to provide services for participating children that the grantee provided with non-federal funds for nonparticipating children. These presumptions are rebuttable if the grantee can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

Subcontractors: Subcontractors are a type of partner that provides grant-funded activities or services under contract.

Oregon 21ˢᵗ Century Community Learning Centers
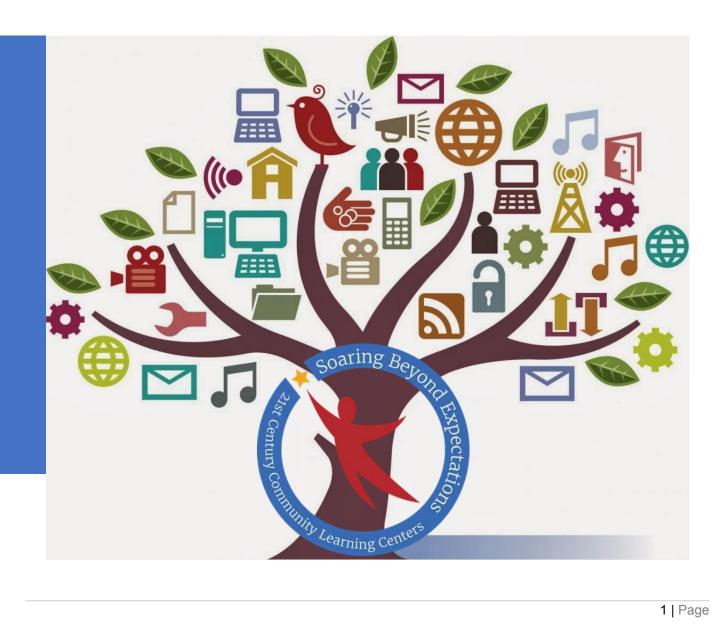
Program Reflection Tool
Full Version

 OREGON
DEPARTMENT OF
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TABLE OF CONTENTS

Introduction

A quality program is one that is reflective and willing to improve, change, and grow. It understands that improving program quality is an ongoing process and requires reflection on one's practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.

The primary purpose of this Program Reflection Tool is to improve the quality of Oregon's 21st Century Community Learning Center (CCLC) programs by helping practitioners take a critical look at their programs against standards of best practice. The tool also gives structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts.

PROGRAM QUALITY ASSESSMENT TOOLS VS PROGRAM EVALUATION

Program evaluation is a broad term that includes both process evaluation and outcomes evaluation. Process evaluations assess whether a program is implemented as intended, and outcome evaluations assess a program's success in reaching its goals and effects on participants. Program quality assessment tools, on the other hand, refer to the criteria, standards, or models that are used to assess program quality. These criteria, standards, or models may be used to assess the different components that comprise "quality." Quality assessment can be viewed as a process measure as well (e.g. how the program is implemented relative to standards). In sum, quality assessment and evaluation are very complementary and are often used together, as quality assessment may be a piece of a larger program evaluation activity.

CONTENT OF TOOL

The Program Reflection Tool is organized around Oregon's Elements of High Quality 21st Century Community Learning Centers (CCLC). These consist of eleven elements of an effective afterschool program, all of which come from evidence-based practice (Finn-Stevenson, 2014; Granger, 2010; Hammond & Reimer, 2006; National Afterschool Association, 1998; Scharf & Woodlief, 2000). Next to each sub-element, you'll find a list of indicators that describe "high quality" characteristics for each practice/element. These are based on a review of multiple Program Quality assessments, including but not limited to: Oregon Integrated Systems Framework Needs Assessment for Schools[1], Iowa Afterschool Alliance's Standards and Indicators, Montana's 21st CCLC Self Assessment Tool, New York's Network for Youth Success Quality Self Assessment Tool, California After School Program Quality Self-Assessment Tool, Harvard Family Research Project's Exploring Quality in After School Programs: Emerging Standards, C.S. Mott Foundation's Moving Towards Success: Framework for After-School Programs, Colorado Department of Education's 21st Century Community Learning Centers Program Monitoring and Quality Improvement Tool and National Afterschool Alliance's Core Knowledge and Competencies for Afterschool Professionals.

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[1] With collaboration through a cross-agency work group and input from practicing educators in Oregon districts, the Oregon Department of Education (ODE) created this evidence and stage-based needs assessment tool for the purpose of assisting schools and districts in identifying systems- strengths and opportunities for growth that align with indicators of the ORIS Framework. It is grounded in implementation and improvement science and multi-tiered delivery systems and is built upon a foundation guided by equity principles.

This "tool" is meant to help your organization grow over time with respect to Oregon's Elements of High Quality 21st Century Community Learning Centers. In order to promote consistency, grantees must address and respond to all the elements. However, we also understand that programs may already use valid and reliable instruments for purposes of monitoring program quality. In light of this and following recommendations outlined in a recent ODE Report on Oregon's Continuous Quality Improvement Process for 21st CCLCs[2], this tool allows programs to incorporate information from other quality assessment tools/instruments that may already be in use. Programs can either incorporate results from these other tools/instruments that are already in use (e.g. YPQA and OR ASK[3]), and/or use suggested indicators as noted herein.

==**Please complete this tool for EACH center that offered 21st CCLC programming during this school year.**==

DIRECTIONS FOR USE

Use this Program Reflection as a tool to assess your areas of strength and opportunity and to help you determine your program improvement plans. This tool incorporates a program quality rating for each Element and provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the process, program staff will then integrate, prioritize, and refine the improvement goals identified on these worksheets via the Summary and Reflection worksheets and ultimately create an Action Plan (the action plan provides a structure to help grantees consider how improvement priorities will be enacted, i.e. through what activities, by whom, using what resources, and on what timeline).

ASSESS The document is organized under the 11 Elements of Quality.
1. Program Administration
2. Staff Qualifications & Staff Development
3. Partnerships
4. Evaluation & Continuous Improvement
5. Sustainability
6. Diversity, Inclusion, Access and Equality
7. Physical Environment
8. Safety, Health, & Nutrition
9. Interactions & Relationships
10. Youth Centered
11. Social and Emotional Learning and Active Engagement

NEW: For 21-22, we have removed the *Compliance* section given that all programs are undergoing monitoring.

Each indicator is broken down into four levels of mastery. At each indicator, you should ask yourself, "Is my program most like a 1, 2, 3, or 4?" You should use this rating system to assess your program's success in practicing each of the indicators within an element. If you are not sure what is meant by a particular competency statement, score it as a 1. It is expected that even after many years as an after school program, a program can still have much more to learn. Take notes, indicate your evidence for

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[2] Oregon Department of Education (2017). *A grantee's guide to site-level implementation of Oregon's Continuous Quality Improvement Process for 21st CCLC.*
[3] Of note, not all indicators in YPQA or OR ASK are aligned to the 11 Elements of Quality. For these non-aligned indicators, programs will need to refer to the indicators noted herein.

each indicator, and total your ratings as you work through the tool. Use the Summary page at the end of the document to calculate your results.

4: EXCEEDS EXPECTATIONS
Our program is exceptionally proficient in this practice and can demonstrate this in observable ways. This is an area of quality practice where our program can serve as an example for others.

3: MEETS EXPECTATIONS
Our program has achieved proficiency in this area and needs only a little additional work to be exceptionally proficient.

2: APPROACHING EXPECTATIONS
Our program has done some work in this area but need targeted support and improvement to move to the next level.

1: DOES NOT MEET
Our program has not started or is just beginning to work in this area and we have a need to address this practice.

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Programs are expected to strive to meet expectations (3) on all of the indicators within each of the elements of program quality. Over time, programs should continue to strive for an exceeds performance level (4). At this level of performance, programs consistently show evidence of promising practices throughout all program elements, serve as a model for other afterschool programs, and develop and support staff such that they could serve as coaches and mentors for other practitioners.

Many of the indicators are specific to practices at a given site, therefore it is recommended that most elements be considered on the individual site level. Some elements, however, require looking at organizational practices and may have some indicators that are likely to be rated consistently across a multi-site organization.

* NOTE: There are several "not applicable" options in case a particular indicator does not apply to your program. This option is only available for specific indicators.

NEW: The Program Reflection Tool now encourages users to indicate priorities and determine the appropriate timeframe for improvements using the following categories under the new "Urgency for Improvement" column.

- **3=Immediately:** Area should be addressed immediately.
- **2=This Year:** Area should be addressed during the current program year.
- **1=Next Year:** Area should be re-evaluated during the next program year.

REFLECT Use the questions beginning on page 26 to guide your overall reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on the work you do daily with youth as you think through your answers to the questions and set personal priorities. Subsequent planning can occur with the Action Plan in Fall of every year.

Quality Element 1

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program has <u>and</u> is driven by a clear vision, mission, and purpose.	There is a clearly defined written statement of vision, mission, and goals.	3	1	We follow the BGC vision, mission, and goals. Within the program we also come up with our own group vision, expectations, mission and goals.
	Program activities reflect the vision and mission of the program.	3	1	Part of the vision is to have a safe and fun environment, which we do. The program space is safe and we make sure the kids have fun everyday. The mission states "To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.", I strive to make sure kids know they can achieve anything they put their minds to and help them in the steps they can take to be such a citizen.
	Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.	3	1	All staff could explain the relationship between the program goals/objectives and the activities.
2) Operation is supported by well-documented policies and procedures.	The program has developed/adopted written policies and procedures to promote effective management.	4	1	We have developed and adopted policies, procedures, and expectations. These were all written out on a large piece of paper and the kids were required to read and sign the paper.
	Program policies and procedures are available to, and responsive to, the needs of children, youth, and families in the community.	3	2	The program policies, procedures, and expectations could be told to children, youth, and families. The children could also look at them every single day in the program since they were hung up in the

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				program space. We do have a BGC handbook though that contains some of the policies and procedures of all programs so children, youth, and parents could look at this but it would have been nice for the parents to see the policies, procedures, and expectations we set as a group.
	Program policies, procedures, and schedules ensure that staff, youth, and parents understand expectations.	3	2	Staff and youth understand expectations of the program but parents might fully not. They get the handbook but the parents might be unaware of policies, procedures, and expectations we have in our own program.
	The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.	4	1	We get monthly budget cards, with a set limit. We then turn in the cards and receipts, putting the months on the receipts. Then we have the office administration keep records of our spending.
3) Staff have appropriate levels of structure, guidance, and autonomy.	Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.	4	1	I was always asking my YDP for his feedback and collaboration. If he had any activities he wanted to do I would fit them into the schedule somehow. He would also lead activities and we allowed the kids to take charge sometimes.
	Program has regular staff meetings that include sharing and reflection.	3	2	We don't have actual meetings but we meet early before the program and share and reflect on things that have happened in the program or talk about

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				the things happening in the next few days.
	Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.	4	1	Staff were always communicating. We were figuring out ways to make the program run more smoothly and that we could give the kids all they needed. It was also important for my YDP to come to me with things he thinks might help the kids or with things that he wants to do with the kids.
	Staff are empowered with freedom/latitude to plan their time and pursue interests.	4	1	My YDP was able to come up with his own ideas and I would put them into our plans and he would run the activity. Things that he was interested in; baseball, woodworking, hiking, etc. were done throughout the program. He was also to take time off when he needed to.
4) Stakeholder groups support and inform program planning and administration.	The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.	3	1	I involve the participants and staff in planning activities for the program. It's important to learn their interests and do things that the kids would enjoy so they keep coming back. One of the kids brought up going on a bike ride- everyone had a bike so I made it happen. Families do not really have a say in decision making or planning though- this might be something to look into. Maybe families would have ideas on things they think their children should try or know what things interest them the most.

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	A stakeholder advisory team is in place and meets regularly to help guide activities, evaluation process and make program recommendations. **(Compliance)**	1	3	I am not sure if we have a stakeholder advisory team but the coordinators and the bosses meet regularly to discuss the program and work together to plan, evaluate, and discuss the program as a whole.
	The stakeholder advisory team has policies and procedures that provide clear governance and regular meetings to ensure effective engagement of members.	1	3	Again, not sure if we have a stakeholder advisory team but regular meetings do happen amongst coordinators, YDP's, and bosses, which help ensure that we can keep members engaged.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The program has developed/adopted written policies and procedures to promote effective management.

- The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.

- Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.

- Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.

- Staff are empowered with freedom/latitude to plan their time and pursue interests.

What are opportunities for Quality Improvement within this Element?

In this element, there are various elements that have opportunities for Quality Improvement. One thing is Program has regular staff meetings that include sharing and reflection. We meet for a few minutes before the kids get there and can talk about things when the kids leave but we don't have actual meetings. I think getting there early on a Monday would have been nice and then we could have talked about the entire plan for the week; see if there was anything we wanted to add in or change around, or just talk about anything we might expect throughout the week. This would have also been a good time to figure out if there were any activities where the kids could receive a prize or if we need to give the kids an incentive for doing the activity. Next year, if I run LEAP again I will hold Monday meetings.

Quality Element 2
Staff Qualifications & Staff Development

High quality after school programs recruit, hire, and develops diverse staff members who understand, value, and promote high quality practices.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures adequate staffing and recruit and retain highly skilled personnel.	Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.	4	1	Staff have to apply and then we only interview the people we feel have experience or meet most of the requirements. Not everyone gets hired either, we make sure that they would be a good fit in the organization. My YDP was already employed and we picked the best one for the program I was running. He has knowledge in the activities we were doing and skills to make sure things run successfully.
	The program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.	4	1	We hire people of all ages, social-economic status, race, ethnicity, etc.
	The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.	4	1	We have missions and goals within the club and within each program. We also have parent handbooks and employee handbooks. We also have to be clean and dress a certain way at work (closed-toed shoes or sandals with ankle strap, jeans

	Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
					with no holes, appropriate shorts, staff shirts, and badges). We also expect everyone to treat each other with respect and help each other out when needed.
		The program completes appropriate fingerprinting and background checks for all staff.	3	1	We do not fingerprint people but we do background checks before people get hired. We even do them for volunteers.
		Staff has competence in their area of responsibility.	3	2	Sometimes people are thrown into their roles and they may not understand all of their responsibilities right off the bat but after a week they are pretty confident and know what needs to be done and how to do it.
		Staff and volunteers are given clear feedback for continuous performance improvement.	3	1	I gave my staff a lot of feedback throughout the program. I love how my YDP would step out of his comfort zone at times, try new things, and how they were so involved with the kids.
		The student/staff ratio is appropriate and safe for each specific activity conducted and meets student needs.	4	1	Staff ratio is about 10:2. With 2 staff and not very many kids, it was easy to meet the children's needs and make sure they were all being safe and having fun.
2)	Program provides ongoing professional	The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.	4	1	Before anyone gets to work with the kids we do an 11 hour training. We also have to get food handlers and CPR/first aid.

	Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	development at all staff levels.				In addition, we do additional training throughout the year as needed.
		Program provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.	4	1	Training takes place, new staff get to learn from current staff and bosses, and if anyone has any questions, there is always someone there to help them.
		Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	3	1	Training is designed to help the staff with things they need and align with program objectives, however I do not think some of the topics are interesting to everyone. Everyone is interested in different things so some training will be interesting and some won't. We do have access to other training though and if we see one that does interest us, we are welcome to do it and put more tools in our tool belts.
3)	Program ensures staff have an understanding of targeted and diverse learning strategies.	Program develops and supports staff to plan suitable activities that correspond to the developmental needs of participants, including participants with diverse abilities and English language learners.	2	1	The activities planned to correspond to the developmental needs of participants but we have not had any English language learners. I think this is something that would need to be addressed when the time comes.
		Staff respond appropriately to the individual needs of children and youth, and builds upon children and youths' individual strengths.	3	1	If a child needs to vent, we are there for that. If a child just

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				wants to talk we are there for that too. If a child wants help on an activity, we will happily do so. I also pay attention to the things the kids are good at and their interests, this way I am able to give them opportunities to utilize these interests and strengths. It's also important to do things that will build upon their strengths, give them new skills, and teach new interests.
	Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.	3	1	Some of the kids like to learn things by being hands on, others like to read about it and then try it out, and others like a demonstration before attempting it. After the first week of the program, I learned the best way to teach the kids and when doing new activities, I would make sure to teach each kid in the way that they needed to learn.
4) Program promotes a consistent staff presence throughout the program offering.	The program works to retain quality staff, providing a consistent and stable staffing base for the program.	4	1	I was the coordinator of the program for the entire summer. I also had only 1 YDP who worked with me for the entire summer. This made it easy for the kids to connect to us and we were consistent and stable. The

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				kids could count on us and build trust with us.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.

- The program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.

- The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.

- The student/staff ratio is appropriate and safe for each specific activity conducted and meets student needs.

- The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.

- Program provides opportunities for professional growth and meaningful skill development through the provision of support such as training, coaching, mentoring, and peer learning.

- The program works to retain quality staff, providing a consistent and stable staffing base for the program.

What are opportunities for Quality Improvement within this Element?

One element where there is opportunities for Quality Improvement is "Staff has competence in their area of responsibility.". As mentioned above, Sometimes people are thrown into their roles and they may not understand all of their responsibilities right off the bat but after a week they are pretty confident and know what needs to be done and how to do it. Sometimes this happens with YDP's too. They get put into a new position and have new responsibilities and it could take them a little bit of time to fully understand the change and make the appropriate adjustments.

Quality Element 3
Partnerships

After school programs build strong partnerships with families, schools, and the community to enhance the quality of after school and youth services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program strives for engagement with and outreach to schools, families, and communities	A plan for family and community involvement is developed, activated, reviewed, updated, and supported.	4	1	We have monthly Family Nights and take home kits. We also do community events like auctions, girls nights, etc.
	Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.	2	2	We have flyers around town, hand out flyers during events and parades, we tell our family and friends about the club, and we talk to schools about the programs we offer. However, I don't know how much the particular program I was running was communicated with families, partners, and schools. I feel like I could have had a lot more kids if more people know about the program.
	Programs are tailored to address community and/or neighborhood needs.	3	1	There are programs that go out and do community service activities, which are addressing community and/or neighborhood needs. We were able to help out the elderly home one day by spending a couple hours picking up leaves for them. We filled up like 6 large trash bags full of leaves. The kids didn't enjoy it at first but afterwards they could see how happy it made the elderly and were proud of themselves. I think it is awesome that we were able to help them out.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.	4	1	We have Family 'Nights' once a month. These happen at different times of the month (beginning, middle, end), they happen on different days of the week, at different times of the day, and consists of different activities.
	Program aims to strengthen family/youth relationships and communication.	3	1	We help the kids learn how to be respectful, caring, communicate, helpful, and much more. All of these positive traits, skills, and characteristics could be brought home and thus, strengthen the relationship they have with their family. Since all kids are doing this during the program, they are also building and strengthening relationships with each other.
	Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.	4	1	At all of our events we provide resources. Programs also have resources available. In addition we have resources in the front office in the form of flyers and brochures. If we don't have a flyer or brochure for the resource they need, someone in the building likely knows where they should go to get what they need.
	Links are built between youth and community (e.g., via service-learning projects, etc.).	3	2	Some programs are building this link more than others. I would like to build this link by doing more community service projects with the members of my program. We were able to do the leaf picking up but there are even more things we could have probably done.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
2) Program promotes complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing	Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.	2	3	Attempts from staff were made via email and phone call to make connections between teachers and after school program staff; unfortunately these requests did not come to fruition.
	Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.	2	3	Attempts from staff were made via email and phone call to make connections between teachers and after school program staff; unfortunately these requests did not come to fruition.
	Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the after school program.	1	2	This was not a position.
	In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community based program and school day staff.	1	3	No trainings were in collaboration with the school district but this would be a great change to allign our practices and common knowledge/verbage
	For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.			Not a school based site

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).	1		

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- A plan for family and community involvement is developed, activated, reviewed, updated, and supported.

- Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.

- Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.

What are opportunities for Quality Improvement within this Element?

One thing I would really like to do for Quality Improvement in this Element is to get more involved with the community and build a link between the middle school students in my program with community members. Yes we were able to help clean up leaves, but knowing how good the kids felt after Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.". I felt like there was information communicated about other programs but not much about mine. I could have up to 20 kids but only had 8. I think the reason for this is not because kids didn't want to do it but because parents did not know it was an option for their kids. I hope next year, the group is much bigger and that families and the community are more aware about the program.

Quality Element 4

Evaluation and Continuous Improvement

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program has systems in place for ongoing data collection, assessment, and reflection using program data.	Program has measurable program goals/objectives that are aligned with the program vision, mission and identified needs.	4	1	One of the goals/objectives of the program is to have the kids try new things and be nice, respectful, and build upon skills/new skills. This aligns with the mission because in part of our mission we talk about how we want kids to reach their full potential as productive, caring, and responsible citizens. This is measurable because we can see the change in the kids and hear them talk about the new skills they have gained or the new interest they gained. .
	Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.	4	1	We send out surveys to students, teachers, parents, and staff. The surveys have questions that need to be answered qualitatively and quantitatively.
	Program has a system in place for assessing program activities, outcomes, and participant engagement levels.	4	1	The system in place for assessing program activities, outcomes, and participant engagement levels are surveys that we have the students, teachers, staff, and parents take.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	3	2	Feedback is given to us by students, staff, and parents in the form of surveys. Staff and students are required to do the surveys, but parents and teachers do not always complete them. We need to find a way to get all parents to take the surveys to give us better results.
2) Program engages in regular and ongoing action planning for continuous improvement.	Program leadership uses assessment and evaluation data to continuously review and refine program activities, policies, staffing, and professional development as part of a continuous improvement process.	3	1	After surveys are taken and results are compiled, the bosses give us a brief overview of the results. They use this to then tell us things that we need to work on to improve our program. It would be nice to have access to the results ourselves to read all the results.
	Program leaders engage staff in continuous improvement process based on evaluation results and stakeholder feedback.	3	1	I shared with my YDP's that the results of our last survey said we needed to be in contact with the parents more and let them know how their youth is doing in program.
	Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	2	2	Some of the evaluation findings are shared with us coordinators and then I relay the information to my YDP(s). However, we do not share this information with community partners, parents, or the students.
	The program identifies and shares promising practices internally.	1		

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program has measurable program goals/objectives that are aligned with the program vision, mission and identified needs.

- Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.

- Program has a system in place for assessing program activities, outcomes, and participant engagement levels.

What are opportunities for Quality Improvement within this Element?

The biggest opportunities for Quality Improvement in this element is "The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.". This needs to be improved by making sure that all parents are doing the surveys. These surveys are very helpful to us and we appreciate them more than they may know. Maybe if we had a small incentive for them, like a free coffee, they would be willing to do the surveys. We need as much information as possible to make the program as good as possible. After getting all the survey data we then need to improve "Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.". It would be helpful to share the results of the surveys with the parents so they know what we are working on improving and they can see if there is anything they need to improve on themselves. In addition, maybe they will be able to help us with the things we are improving.

Quality Element 5
Sustainability

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program engages in continuous planning and assessment to ensure fiscally sustainable programming.	The grantee has developed a sustainability plan to gain other sources of funding or in-kind resources to maintain the level of program services as grant support decreases in the fourth and fifth year. **(Compliance)**	2	2	I do not know too much about our grant. I do know that my bosses have filled out grant paperwork and do things revolving around grants. However, Nike was responsible for funding this program in the past and this year they did not. It would be awesome to get funding back from them so we could do more things with the kids.
	The program makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.	3	1	We are partnered with "Country Financial", maybe others? If there are not others, I think we are capable of finding more people to partner with to help us with funding. We also get donations and grants to help us serve the kids.
	Leaders actively pursue new sources of funding and in-kind resources.	4	1	We are constantly having auctions and events to make money. At these events we are making a lot of money and are being able to stay open and provide the members with the things we need.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Leaders actively pursue new sources of funding and in-kind resources.

What are opportunities for Quality Improvement within this Element?

I think one element would be to get more partners who would be willing to fund the LEAP program. I know in the past we were funded by NIke and that made running programs really easy. We could get all the supplies we needed without blinking an eye. This year the biggest was a little tighter without Nikes assistance. Maybe we could find a way for them to fund us again or we could look into other companies to fund us; maybe Adidas, Big 5, Under Armor, etc.

Quality Element 6
Diversity, Inclusion, Access & Equity

High quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that they are available and accessible for <u>all</u> youth.	The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.	4	1	The mission statement, outreach materials, and policies emphasize the fact that we are here to serve ALL youth and families.
	No one is turned away from the program because they cannot pay enrollment fees (where applicable).	4	1	The program is free.
	When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.	4	1	We have a lot of diversity amongst the kids that we serve. There are those with disabilities, slower development, rich, poor, a variety of races and ethnicities, families who speak different languages,

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				and families/members who have different religions.
	Program provides reasonable accommodations and special materials as necessary for all participants to successfully participate during the program and at special events.	3	1	My program has not had to make any special accommodations for anyone but I know the main club has had to do this for a few of the members.
2) Program develops and implements policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront.	Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.	4	1	The kids in my program are very aware that they need to be respectful, inclusive, and treat everyone equally. You may not like someone and not be friends at school, but as soon as they step into the program area, respecting each other is a must. They also know not to bring up any sensitive topics or say things that could be hurtful to someone.
	Participants experience and learn about diversity.	3	2	We have had a Mexico week, an Irish week, and an Africa week. During these weeks we learned about the culture and did activities that are or relate to things they do in these locations. I wanted the kids to learn and experience things from different cultures, which is making them experience and learn about diversity. It would be nice to include even activities and themes to have them experience and learn more about diversity though.
3) Program supports staff in building cultural competence	Staff is sensitive to the culture and language of children and youth.	3	1	Staff know the importance of being aware of cultures and using language that could be offensive to someone. If something was accidently said that was

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
among staff and with youth through culturally responsive practices, activities, and opportunities.				possibly offensive or came out in a way that was not intended, an apology would be made right away.
	Program staff and volunteers engage in culturally responsive practices, including offering activities that reflect the languages and cultures of the participants and families.	3	1	I have had a Mexico week, an Africa week, and an Irish week which have had culturally appropriate activities. I would like to hit more cultures (Russian, Native, German, Islander, etc.), to make sure that no participants feel left out and that their cultures are respected by everyone in program.
	Staff adapt activities to be accessible to English learners and encourage their active participation in the program.	2	1	We adapt our activities when needed, to make sure everyone can do them. However we have not had to adapt them for English learners because I have not had any English learners as members yet.
	Program provides professional development opportunities related to diversity/equity and to build cultural competence.	3	1	We have learned about jobs and lifestyles of individuals in other cultures. We have also talked about college and careers and how everyone regardless of disabilities, slower development, rich, poor, races, ethnicities, gender, language, and religions we all can achieve great things and have the right to achieve these great things.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.

- No one is turned away from the program because they cannot pay enrollment fees (where applicable).

- When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.

- Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.

What are opportunities for Quality Improvement within this Element?

I think this element is one of the strongest. I strive for Diversity, Inclusion, Access and Equity because I know what it is like to not have these things and have seen the effects not having these things can have on individuals. There are always opportunities for Quality Improvement though and I think for this element, it would be to just keep checking in with people about these topics and to make sure that we continue to learn the importance of them and that not having them doesn't define who we are. I also think that learning more about other cultures would be cool because they will be able to experience and learn things they might not be able to in any other situation. They will also be able to better understand individuals throughout the world.

Quality Element 7
Physical Environment

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.	The program's indoor space meets the needs of children and youth and environment is suitable for all offered activities.	___3___ (or not applicable)	1	During the school year we do have a nice space for our program. There is a calming corner, desks, a kitchen we can utilize, an outdoor space, and adequate space in the main room. We were able to accomplish what we needed with the space given. During the summer, the space we had was also able to accomplish what we needed, in Lebanon and Sweet Home. It was nice being so close to parks that had tennis courts, basketball courts, and large open spaces.
	The outdoor play area is appropriate for all offered activities and is hazard-free.	___3___ (or not applicable)	1	We had outdoor space outside of the club but also parks right next to us in both Lebanon and Sweet Home. These areas were really nice, we could utilize them for various activities, and we never encountered any hazards.
	Adequate materials and supplies are available to support program activities.	3	2	I am able to usually buy all the supplies and materials that I need but having more than 100 dollars a month during the school year would be beneficial because I could do more with the kids. During the summer, I never had any issue with materials or budget. I got everything I needed and the program

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				activities were supported and everything I planned on doing I was able to do.
	Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.	__3__ (or not applicable)	1	Indoor and outdoor equipment are safe. I am not sure if they are inspected but things are fixed when we notice something is broken. For example, during the summer, the AC stopped working and we had to get it fixed.
	The program's hours, activities, schedules, and locations meet the needs of the target population.	4	1	During the school year, we are open right after school starts and go until 6pm, M-Th. These hours are great since most people are off by 6 and need us on days that are not the weekend. The location is the Teen center during the school year and this is nice because the kids are able to bike, walk, or get dropped off by a parent or a bus. During the summer, program ran from 8am-2pm. This was nice because parents could work and then get their kids and have a majority of the rest of the day together. If a parent wasn't off work yet, the kids could stay at the club until needed (no later than 6). So this made it easy for the parents who worked later in the day.
	The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.	4	1	All the programs follow a daily agenda. It is accurate every day and the locations are always the same. During the school year it was the Teen Center, which staff, participants, and families

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				know. Then, during the summer it was the main club which staff, participants, and families also knew.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The program's hours, activities, schedules, and locations meet the needs of the target population.

- The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.

What are opportunities for Quality Improvement within this Element?

There are a few opportunities for Quality Improvement within this Element. The one that needs to be addressed first is "Adequate materials and supplies are available to support program activities.". This needs to mostly be addressed during the school year. Sometimes it can be hard to get all the supplies and materials that are needed in the month with only 100 dollars. Even 150 dollars would be much better. During the summer, I didn't really have a problem with getting supplies and materials though. I bought what I needed at the beginning of the summer and didn't really need to buy anything else throughout it other than treats and small things here and there.

Quality Element 8

Safety, Health & Nutrition

High quality after school programs provide a safe, healthy, and nurturing environment for all youth, staff, and families.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures the emotional and physical safety of youth and staff.	Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.	4	1	Staff and students are respectful to one another, inclusive, and have always been physically and emotionally safe.
	Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).	____4___ (or not applicable)	1	We did a lot of physical activity during the summer. That is a majority of the program. I made sure that the kids knew the rules, stayed safe, and that the equipment needed to perform the activity safely and successfully. We also adjusted the activities based on the weather. If it was too hot to be outside for a long period of time, we would do something inside instead and if the weather was poor, like a bit cold and rainy, we would again stay inside. I also made sure the kids wore sunscreen when needed.
	Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).	4	1	We pick teams for certain activities and we also let the kids pick their teams sometimes. The kids are always encouraged to do their best and try new things with a positive attitude. I tell them they

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				at least have to try and follow through with the activity. At the end of it, if they hated it, they don't have to do it again. However, I do plan things that appeal to member's interests and skills.
	There are effective health and safety procedures in place, and these are known to staff, youth, and families.	3	1	If kids are sick and don't go to school, they will also not be coming to the program.
	Develops and manages effective arrival and dismissal procedures (including procedures for authorized student pick-ups) and plans for safe travel home.	___3___ (or not applicable)	1	Kids arrive at the Teen Center usually by bus. They are taken directly from school to the center. If they don't take the bus, they either walk or bike with the parents permission or get a ride from a parent. We also meet all the parents who pick up the participants after the program to make sure the members are leaving with their parents. When parents sign up their kids they have to put a list of people who are authorized to pick them up and a list of anyone who is not allowed to pick them up ever.
	Provides effective supervision of participants by an approved adult at all times.	____4__ (or not applicable)	1	Kids are always supervised by myself, a YDP, or both.
	Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	4	1	Information is the safety binder, which is always on site. Staff can access it whenever they need.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	The program has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	3	2	First aid kits are always on site and easily accessible. There is also a fire extinguisher in our space and an AED close by.
	Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.	4	1	Everyone has to have CPR/First aid certificate and have taken the mandatory reporter training before they go and work with the kids.
	The program has policies and training in place to assure safe and appropriate use of the Internet.	3	1	There are policies in place to let the kids know that they need to use their computers for homework and schoolwork only, or with occasional expectations for music, things for the activity, and with looking certain things up. It can be hard to monitor what they do on their phones though. Some might be secretly looking things up that are not appropriate and I do not have the authority to look at their phones. I just have the authority to tell them to put it away. During the summer, the kids were able to get on the computers or occasional games but these needed to be appropriate and the kids understood that. They also used the computers to look up example cars for the pine car derby.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	The program offers students a means of transport if they qualify for after school and are unable to walk to community centers. **(Compliance)**	__4___ (or not applicable)	1	For the school year program the youth were bussed from the feeder schools to the Teen Center location. For summer the transportation was parent drop off & pick up.
2) Program provides a healthy, welcoming, and accommodating environment.	Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.	3	2	I plan for and welcome an environment that actively supports participants with diverse abilities and I can create this to a certain extent. There are abilities that people have that might not be safe for others or abilities that people have that we can not utilize since they wouldn't meet grant outcomes and goals.
	Youth have the opportunity to learn about healthy eating and positive food choices through activities such as cooking clubs, gardening, or visits to local grocery stores.	__3____ (or not applicable)	1	We have done a lot of cooking and gardening throughout the year and have learned about the benefits of gardening/eating healthy foods. We have even had a chef come to both the teen center and to the program in the summer to do cooking classes with the kids and teach them healthy and delicious meals/snacks/desserts.
	Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.	____4__ (or not applicable)	1	During the school year, we have a space where we can do daily moderate-to-vigorous activity. During the summer, we were always doing moderate-to-vigorous physical activities.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Program is aware of, records, and supports staff to address the mental and physical health needs of participants in compliance with HIPAA and FERPA.	3	1	We are aware of any mental and physical health problems the members have. We do what we can do to assist and support them with these things but know where the boundaries are and what is appropriate to help them with.
3) Program ensures that emergency preparedness is a priority.	The program has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	3	1	Program does have emergency plans for different types of emergencies. These plans are practiced so all members and staff know what to do. Parents and families are probably not as aware as they should be about these emergency plans though.
	Emergency plans are easily accessible and rehearsed.	4	1	We have emergency plans in the safety binder and an evacuation plan.
	Program conducts all required fire and safety drills.	4	1	We do monthly drills. Each drill is different and then we discuss them and share any questions, concerns, or suggestions.
4) Program provides nourishment based on health and wellness standards for children and youth.	The program provides daily nutritional snacks and/or meal during program operation within a sanitary environment and drinking water is readily available.	4	1	We have meals for the members every day. I also provide them with additional snacks occasionally. The area we eat in is sanitary and a drinking fountain is nearby.
	The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA). **(Compliance)**	___4____ (or not applicable)	1	If NA, explain here: We have meals for the members during every program day.

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.

- Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).

- Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).

- Provides effective supervision of participants by an approved adult at all times.

- Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.

- Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.

- Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.

- Emergency plans are easily accessible and rehearsed.

- Program conducts all required fire and safety drills.

- The program provides daily nutritional snacks and/or meals during program operation within a sanitary environment and drinking water is readily available.

- The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA).

What are opportunities for Quality Improvement within this Element?

The biggest opportunity for Quality Improvement within this Element is "Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.". The reason this should be addressed is because I can only do so much for people with diverse abilities. I think we do our best to make sure we plan, welcome, and create environments that support diverse abilities but it can be challenging when there

are certain targets and goals we have to hit. Someone could have an ability to tumble and wants to do tumbling as an activity but this is a safety concern. Not everyone has that ability and someone could get seriously injured if they attempted. I would love to be able to do activities that hit every single person's ability but we need to make sure the kids are staying safe and doing things that meet all the grant goals and outcomes.

Quality Element 9
Interactions and Relationships

High quality after school programs cultivates and maintains positive relationships and interactions among youth, staff, families, and partners.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program.	Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.	4	1	If my members have an activity they want to do, I find a place to fit it in. I ask the kids what they are interested in and try to come up with an activity that fits it. During the summer program, I asked the kids which activities they have enjoyed the most so far and if they would want to do it again at some point in the summer. One thing the summer kids really enjoyed and wanted to do often was giant nerf wars.
	Staff provide specific feedback to youth about positive behavior and accomplishments.	3	1	I always praise the members when I see they are doing something good, they get pizza or ice cream parties as a prize for good behavior or get them cookies or a nice treat. We also have members of the month where we recognize a student.
	Staff model personal interest in youth and allow for communication time with all youth.	4	1	Every day I would greet each member as they came in. I would also talk to them about their day, ask them about their weekend or future weekend plans, and make small talk. I wanted them to feel as though I was

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				interested in their lives and make a point to talk to each and everyone of them.
	Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.	2	2	I was not talking to the parents too much about their youth. I need to do more of this and let them know how their youth is doing every week.
	Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.	3	2	The parents were communicated with on almost a daily basis at the teen center and during the summer program it was on a weekly basis. The only times the parents were talked to more was if an incident happened and I needed to discuss it with them. I feel next year during the summer program, it would be beneficial to talk to them more than once a week though.
2) Staff engages in collaboration and partnerships with youth, strives to address barriers and promote supportive and encouraging norms for youth and staff interaction.	Staff view participants as partners and collaborate with youth on programming/activities.	4	1	I have gotten a lot of activity ideas from the members. If the idea is affordable and meets the grant requirements, then it gets put into the schedule.
	The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.	4	1	Students are always positive. Even when members tell me they had a bad day at school, they always seem to have a good time in the program, and I have changed their moods from bad to good several times. During the school year, the members also help each other with homework and make everyone feel respected and

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				supported. During the summer program, everyone seemed to be friends and they included everyone in activities- no one was ever left out or felt like they didnt belong.
	Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.	4	1	I encourage members to be the best they can be and try new things. I want them to treat others how they want to be treated. During the summer program, everyone seemed to interact well together and there was never really any drama or fighting.
	Staff consistently intervene when youth or adults make hurtful or negative comments.	4	1	I do not tolerate hurtful and negative comments. I made this clear to my members when I first became a coordinator and have not had any members make any negative or hurtful comments. If they did, I would intervene.
	Program staff serve as positive role models.	4	1	I am respectful, organized, kind, hardworking, reliable, and achieved many good things in life. I also believe I am a good person. I can inspire the members and hope that they see the good qualities I have and strive to have them.

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.

- Staff model personal interest in youth and allow for communication time with all youth.

- Staff view participants as partners and collaborate with youth on programming/activities.

- The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.

- Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.

- Staff consistently intervene when youth or adults make hurtful or negative comments.

- Program staff serve as positive role models.

What are opportunities for Quality Improvement within this Element?

The opportunities for Quality Improvement within this element are related to communication with the parents of the members. During the school year, communicating with the parents was done almost on a daily basis, as it should be. The parents typically picked the participants up and so communicating with them was easy. During the summer program, I usually left before the kids got picked up but I would try to communicate with them at least once a week via phone call. They were also talked to if and when there was an incident. I think it would be beneficial to talk to the parents more than once a week during summer to let them know how their kids are doing and how the program is going. When I do this, the indicators "Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting." and "Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program." will have higher scores.

Quality Element 10

Youth Centered Activities

High quality after school programs provides youth-centered activities and acts in partnership with youth to foster appropriate youth voice and leadership.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program focuses on youth development, interest, and influence.	Program activities are primarily selected based on student needs and interests.	3	1	I have learned some of the member's needs and interests and have included these into activities but also have grant deliverables I must meet.
	Program engages participants and adults to make activities meaningful, applicable to the real world, and developed around participant interests.	3	1	Members are always engaged in the activities that I plan. The activities that are applicable to the real world during the school year are STEAM, Boys council/girls circle, well rounded education, healthy lifestyles, and training teens for tomorrow. I try my best to do activities in these categories that will be fun and engaging for the members. During the summer we do a lot of physical activities and the kids enjoy going outside and doing sports and activities they may not have the opportunity to try anywhere else.
	Program has a culture that encourages youth to take initiative, explore their interests, set goals for personal achievement, and work to meet them.	3	1	The kids often take initiative because I do activities where they must make decisions and utilize their creativity. One example of exploring their interest during the school year was through an activity

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				I planned called 'Claim their future' where they got to pick the career that interests them and see how much they would make and how they would have to budget with this career.
	Enrichment activities are based on best practices derived from child and youth development research.	3	1	Every kid is involved, kids are engaged, kids learn, develop skills, try new things, and develop into respectable young adults.
2) Program provides experiential and age-appropriate activities.	Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.	4	1	I work with middle schoolers so I need to plan activities that are appropriate for them. I can't plan something that an elementary school child would do or something that is more approproriate for a High schooler. You also have to make sure you don't have activities that are too easy but also not too hard. Every activity that I plan usually helps the kids gain new skills or strengthen skills they already have.
	Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.	4	1	All activities planned develop some sort of skill; art, social, leadership, communication, teamwork, trust, organization, hard work, budgeting, physical strength, etc.
	The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.	3	2	During the school year we do have activities that help the kids with real world contexts like "claim your future", "Spent", "jobs for your

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				sign", "what skills you need for your job", "resume writing", "budgeting", etc. However, I would like to do more community service activities. We did one, which was picking up leaves and the kids were very proud of themselves for helping with such a task.
3) Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming.	Youth have age-appropriate opportunities to make choices, such as picking books to read, joining clubs or teams, or deciding on a project topic.	3	1	We do not have clubs the kids can join. They can pick which books to read when there is time to read. And once a week we have a "youth choice" activity where they can pick between some different options. The kids also tell me activity ideas and if it meets requirements and is affordable then I add it into the schedule.
	Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.	4	1	The members take surveys and share their ideas, opinions, and inputs about the program and activities we do. I am also always asking them if there are any activities they want or anything they feel should be changed about the program to make them feel more comfortable/welcomed.
4) Program provides opportunities for youth leadership.	Staff provides participants with leadership opportunities (e.g., serve on advisory team, lead activity(ies)).	3	2	I have had the kids lead a few activities but this is something I would like to happen more. I also think it would be cool to have a

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				week where they are able to plan an entire activity for the next week.
	Program encourages older participants to serve as mentors for younger participants.	4	1	The oldest participants that we had were very helpful to me and the other members. They were helping me lead activities, clean things up, calm down the room, get everyone's attention, and overall they tried to serve as a mentor/role model to the other participants.
5) Program intentionally supports academic, social, and emotional competence-building.	Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.	3	2	During the school year we address the child's social, emotional, and academic needs but we need to work on the physical needs. We have the space to do it but it just needs to be planned and initiated more. During the summer program we address the child's social, emotional, and physical needs. We didn't touch too much on academic needs but that's only because they did not have school work.
	A balance of academics, homework assistance, and enrichment programming exist.	4	1	During the school year we do "Power hour" which is an hour of homework every day. We also talk about academics and see if they are on the right track to graduate. If they are not then we try to figure out what they need to work on. We then do enrichment activities for an hour+ every day. During the summer, we don't focus much on

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				academics or homework, we spend a majority of our time on enrichment, trying new things, and building skills.
	Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).	2	2	During the school year we do have access to student's grades and I look at them weekly and try to help them complete these assignments. However, I am not able to talk to the teachers to see which assignments should be top priority for academic success. Even if the teachers are emailed, they do not like to reply to me.
	The program provides evidence-based academic support and enrichment activities.	4	1	During the school year I would get missing assignment reports and help the kid's get these assignments off these reports and turn them in. We also occasionally take photos of activities.
	Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.	2	2	We do not work with the school that much. The principles, staff, and teachers do not reply to us when we email and some schools do not allow us to talk to the teachers in person.

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.

- Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.

- Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.

- Program encourages older participants to serve as mentors for younger participants.

- A balance of academics, homework assistance, and enrichment programming exist.

- The program provides evidence-based academic support and enrichment activities.

What are opportunities for Quality Improvement within this Element?

One main opportunity for Quality Improvement within this element relates to physical activity "Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.".The schools are very hard to work with. They dont like replying to us. We have sent various emails to various people within the school and never get replies. Another opportunity for Quality Improvement is "The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.". I would like the kids to do more service learning and learn real world contexts by getting out into the community. This could be having more quest speakers come and doing community service. During the summer, the kids were able to pick of leaves for the old folks home but it would have been nice to do more. I think we could also improve on leadership activities and have the members lead more activities and maybe even try to plan an activity for us to do at some point in the school year.

Quality Element 11
Social and Emotional Learning

High quality after school programs encourage active participation and ownership by youth, and offer opportunities for social emotional learnings.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program is intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking.	Young people have structured opportunities to reflect on their goals and accomplishments.	3	1	After getting a member of the month, they can look back and reflect on why they got it. It would be nice to have journals for everyone and they can keep track of each day and talk about what went well and what might have not gone well.
	Staff encourage children and youth to make positive choices and to become more responsible.	4	1	I always encourage the kids to do well in school, treat people respectfully, make good choices in life, find a career they enjoy, and overall be good citizens in this world.
	Program staff facilitate opportunities that promote students' social competency, self-efficacy, and resilience.	3	1	The students interact in meaningful ways and build relationships with one another. They are also resilient in the way that if something doesn't work the first time they will try again and keep trying until they succeed.
2) Programming and activities intentionally support high levels of youth engagement and expectation.	Program engages participants and adults to promote consistent and active participation.	4	1	I make sure that everyone participates in activities. If they are not interested in the activity I encourage them to at least try it out first and if they really don't enjoy it then I will give them a different option.
	Staff have high expectations for youth and support youth as they strive for excellence.	4	1	I believe in the members a lot. Sometimes participants can be hard on themselves. They don't think they can do something; whether it's a homework assignment or an activity. I always tell them I believe in them.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				During the school year, when people are struggling, it seems like they just want to give up because they already believe they are going to fail a class. However, I encourage them and help them with assignments and they are able to get their grades to pass.
3) The program environment and activities cultivate a sense of belonging.	Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.	___4___ (or not applicable)	1	Kids do homework together during the school year. They also do activities together and communicate on a daily basis during the school year and during the summer. They always make each other feel welcomed and like they are important.
	Youth and staff demonstrate a strong sense of ownership and belonging.	3	1	Everyone (staff and members) felt they belonged in the program.
	Staff provide opportunities to publicly celebrate youth achievements.	4	1	I would praise the kids in front of other kids and we would do a member of the month each month during the school year. All members would witness the prizes that the member of the month would get and would encourage others to do well and get it the next month. I also would bring the kids treats/have a party if they were all good for a week, both during the school year and during the summer.
4) Staff receive training in and promote positive behavior supports for reframing conflict.	The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.	3	2	I have made it clear what is appropriate to be on when they are using their phones and computers. But they sometimes hide inappropriate things. There were a few times when I would be walking around the room during power hour and a member would quickly close the tab they were on

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				because they knew it wasn't okay. This is something that I want to be sterner about and make sure they stay appropriate.
	Program applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.	3	1	Behavior management is done during the school year and the summer by having rules, policies, and expectations the participants need to follow. If rules, policies, or expectations are broken the participants get verbal warnings, if it continues they get written up in an incident report and parents are talked to, if it continues after that then further punishments are put in place. I also remind the kids that they can be rewarded for good behavior and ask them nicely to follow rules, policies, and expectations.
	Staff approach conflicts and negative behavior in a non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior.		1	I definitely talk to the kids in a non-threatening way, calmly and acknowledging youths' feelings. It's important to understand where they were coming from and for them to understand why what they did was not okay.
	Staff seek input from youth in order to determine both the cause and solution of conflicts and negative behavior.	3	1	During a conflict or negative behavior, I have the kids explain to me what happened and why they think it happened. I then will talk to them about what I saw and see if there is anything I was missing. I also ask them what they think should be done about the situation, if it is a good answer I stick to it but if not I tell them what I think should/needs to be done.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff encourage children and youth to make positive choices and to become more responsible.

- Program engages participants and adults to promote consistent and active participation.

- Staff have high expectations for youth and support youth as they strive for excellence.

- Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.

- Staff provide opportunities to publicly celebrate youth achievements.

What are opportunities for Quality Improvement within this Element?
The biggest opportunity for Quality Improvement within this element is "The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.". It can be hard to control the usage of "online" behavior when the kids are using their own devices. I am also not allowed to take their phones away. I can tell them to put electronic devices on and if they don't listen I could write them up. This does not always work though, some students do not care if they are written up.

REFLECTION

Describe your program as it is. **Questions to consider: a) On which Element did you score the highest? Why?, b) On which Element did you score the lowest? Why? What makes this area difficult for you?**

The Elements that I scored the highest on were Element 6 and Element 9. I think I was able to score High in these elements because I make our space feel very welcoming, comfortable, and make sure everyone is treated equally and with respect by both staff and other members. The members no I do not tolerate a negative or disrespectful comments towards one another. I explained to them that you may not like these people or hang out with these people in school or outside of club but as soon as we get to the program, we are all nice and treat them how we would want to be treated. I remember when I first got to the program during school, there was a student who sat by herself and didn't talk to anyone. I was able to get her to join the group during activities and she started opening up and talking to everyone every day. It was great to see her come out of her shell. During the summer, everyone in the program enjoyed it so much. They loved Klayton and I as staff and when it was the end of the program there were a few participants who cried. It was sad but also heart warming to know that they will miss us and enjoyed it so much. The Elements that were scored the lowest were Element 3 and Element 7. These were scored low because they have to do with the school. The school makes this area difficult for me because they don't provide me with the things that I need and don't show me as much support as I would like. It seems like they are working against me more than working with me. Which is sad since we are trying to serve the same kids and you would think they would be so happy about the program I am offering. They also like to ignore emails and do not communicate with me as much as they should. I wish I could get more students involved but I can only do so much without the communication.

How would you like it to be?

I would like my program to be a safe, fun, welcoming place for youth to go to learn, grow, and strengthen skills. I want it to be a place where we are teaching them how to be their best possible selves. I want it to be a place where they can open up and make new friends and a place they look forward to going after school. I also want it to be a place where they can learn about different jobs in the community, what it takes to have those jobs, and hear the experiences of people who do these jobs. I think it's important for them to even help the community through community service and meet people in the community who could make positive impacts to their lives. They could potentially meet someone who does what they want to do and this person could provide them with opportunities they might not have had if they didn't meet them.

Which specific indicators represent areas of opportunity for growth? Prioritize them in order of importance to you.

The indicators that represent areas of opportunity for growth are all indicators that had a score of 3 or less.

1. Adequate materials and supplies are available to support program activities.

2. Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.

3. Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.

4. Links are built between youth and community (e.g., via service-learning projects, etc.).

5. The program's indoor space meets the needs of children and youth, and the environment is suitable for all offered activities.

6. The program has access to basic safety equipment (i.e., First aid kits, gloves, fire extinguishers, etc).

7. The outdoor play area is appropriate for all offered activities and is hazard-free.

8. Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).

9. Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the after school program.

10. Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.

11. Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.

12. Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.

13. Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.

14. In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community based program and school day staff.

15. There is a clearly defined written statement of vision, mission, and goals.

16. The program has developed/adopted written policies and procedures to promote effective management.

17. Program policies and procedures are available to, and responsive to, the needs of children, youth, and families in the community.

18. The program works to retain quality staff, providing a consistent and stable staffing base for the program.

19. For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.

20. Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).

21. Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.

22. Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.

23. District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).

24. The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.

25. Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).

26. Program applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.

27. Program has regular staff meetings that include sharing and reflection.

28. Staff are empowered with freedom/latitude to plan their time and pursue interests.

29. Young people have structured opportunities to reflect on their goals and accomplishments.

30. Program activities reflect the vision and mission of the program.

31. Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.

32. Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.

33. Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.

34. The program works to retain quality staff, providing a consistent and stable staffing base for the program.

35. The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.

36. The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.

37. Staff has competence in their area of responsibility.

38. The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.

39. Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.

40. Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.

41. Programs are tailored to address community and/or neighborhood needs.

42. Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.

43. The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real-world contexts.

Select the first 2-3 priorities (goals). Why are these priorities important to you and your work with youth?

The first 2 priorities (goals) are:

1. Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.

2. Adequate materials and supplies are available to support program activities.

The first priority (goal) is important because our program is done with the students in schools. We need to have a good relationship with the schools and the staff that work inside of them. When these good/strong relationships are built, we will have a better and more successful program. The schools can help us get more students to come to the program and can also help us accomplish certain things or provide us with supplies, materials, resources, space that we might need. Talking to the teachers can be helpful for the kids because we will know exactly what the students are working on and what assignments they need to get done in order of priority. We also want teachers to be willing to come to our program occasionally and help the kids with school work, if we have these strong relationships with them they would be more likely to come and help. The second priority (goal) is important because to serve the members we need certain materials and supplies. Without them, it can be challenging to meet all the grant requirements and/or to even keep the kids engaged in program activities. If we are not able to get materials and supplies then we should be able to adapt to an activity, but that can be hard if you barely have any supplies and materials at all. I want to give the kids the best experience and would love to have all my materials and supplies with me but also to be able to get more materials and supplies (like maybe being given $150 a month instead of $100 to get some cool activities and to make sure we are able to get all the things we need for the stuff we have planned).

**Use this information to help you complete your Action Plan in Fall 2022
(in Grantee Google Folder).**

GLOSSARY

Engagement: Engagement refers to elements that allow the participants 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, vocational).

English Learner (EL) and English Language Development (ELD): The term **English Learner** refers to students whose first language is not English and encompasses the spectrum of students from those who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") to those who have already developed considerable proficiency. This includes: newcomers that arrived within one year; English Learners who have arrived between one and three years; students who are orally English proficient socially but not yet fully proficient.

Evidence-Based Practices: Evidence-based is defined in ESSA in Sec. 8101(21), as shown below:

    (A) In General. –except as provided in subparagraph (B), the term "evidence-based", when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that-

        I.   demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

            i. **Strong** evidence from at least 1 well-designed and well-implemented experimental study;

            ii. **Moderate** evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

            iii. **Promising** evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; OR

        II.   (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

For more information see Using Evidence to Strengthen Education Investments: [Non-Regulatory Guidance](#).

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Experiential learning entails a hands-on approach to learning that moves away from just the teacher at the front of the room imparting and transferring their knowledge to students, and instead makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. According to David Kolb[4], in order to gain genuine knowledge from an experience, the learner must have four abilities:

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and

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[4] Kolb. D. A. and Fry, R. (1975) Toward an applied theory of experiential learning. in C. Cooper (ed.), *Theories of Group Process,* London: John Wiley.

- The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Partnership: The 21st CCLC program requires grantees to describe a partnership between the district, a community-based organization and other public or private organizations. If the local applicant is a public or private organization, an assurance must be signed indicating that its program was developed and will be carried out in active collaboration with the schools the students attend. Partnerships usually are characterized by a long-term (one year or longer) working relationship between two or more entities. Members of partnerships are often involved in planning and decision making for multiple programs and projects over an extended period of time. All entities within a partnership share costs and contribute resources to the programs or projects. In contrast, collaborations usually are short-term or temporary arrangements between two or more entities to work on specific projects. Collaborating entities may share costs and contribute resources to the specific projects.

Qualitative and Quantitative Evaluation: Quantitative evaluation methods yield numerical data that are typically analyzed using statistical methods. Qualitative evaluation methods yield 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 add detail, depth, and meaning to quantitative data.

Principles of Effectiveness: According to statute, 21st CCLC programs or activities must be based on:
1. An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities.
2. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities.
3. Scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

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. In no case may a school district use federal program funds to supplant – take the place of – funds from State, Local or non-federal sources.   Pursuant to guidance from the U.S. Office of Management and Budget (OMB), U.S. Department of Education auditors are to presume that supplanting has occurred in three cases: (1) the grantee used federal funds to provide services that the grantee was required to make available under other federal, state or local laws, (2) the grantee used federal funds to provide services that it provided with non-federal funds in the prior year, (3) the grantee used federal funds to provide services for participating children that the grantee provided with non-federal funds for nonparticipating children. These presumptions are rebuttable if the grantee can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.
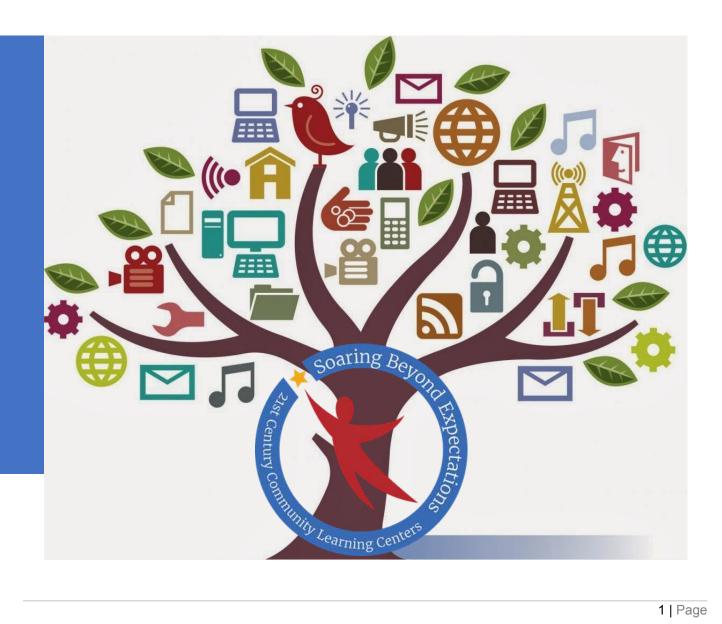
Subcontractors: Subcontractors are a type of partner that provides grant-funded activities or services under contract.

Oregon 21st Century Community Learning Centers

Program Reflection Tool

Full Version

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

TABLE OF CONTENTS

Introduction

A quality program is one that is reflective and willing to improve, change, and grow. It understands that improving program quality is an ongoing process and requires reflection on one's practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.

The primary purpose of this Program Reflection Tool is to improve the quality of Oregon's 21st Century Community Learning Center (CCLC) programs by helping practitioners take a critical look at their programs against standards of best practice. The tool also gives structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts.

PROGRAM QUALITY ASSESSMENT TOOLS VS PROGRAM EVALUATION

Program evaluation is a broad term that includes both process evaluation and outcomes evaluation. Process evaluations assess whether a program is implemented as intended, and outcome evaluations assess a program's success in reaching its goals and effects on participants. Program quality assessment tools, on the other hand, refer to the criteria, standards, or models that are used to assess program quality. These criteria, standards, or models may be used to assess the different components that comprise "quality." Quality assessment can be viewed as a process measure as well (e.g. how the program is implemented relative to standards). In sum, quality assessment and evaluation are very complementary and are often used together, as quality assessment may be a piece of a larger program evaluation activity.

CONTENT OF TOOL

The Program Reflection Tool is organized around Oregon's Elements of High Quality 21st Century Community Learning Centers (CCLC). These consist of eleven elements of an effective afterschool program, all of which come from evidence-based practice (Finn-Stevenson, 2014; Granger, 2010; Hammond & Reimer, 2006; National Afterschool Association, 1998; Scharf & Woodlief, 2000). Next to each sub-element, you'll find a list of indicators that describe "high quality" characteristics for each practice/element. These are based on a review of multiple Program Quality assessments, including but not limited to: Oregon Integrated Systems Framework Needs Assessment for Schools[1], Iowa Afterschool Alliance's Standards and Indicators, Montana's 21st CCLC Self Assessment Tool, New York's Network for Youth Success Quality Self Assessment Tool, California After School Program Quality Self-Assessment Tool, Harvard Family Research Project's Exploring Quality in After School Programs: Emerging Standards, C.S. Mott Foundation's Moving Towards Success: Framework for After-School Programs, Colorado Department of Education's 21st Century Community Learning Centers Program Monitoring and Quality Improvement Tool and National Afterschool Alliance's Core Knowledge and Competencies for Afterschool Professionals.

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[1] With collaboration through a cross-agency work group and input from practicing educators in Oregon districts, the Oregon Department of Education (ODE) created this evidence and stage-based needs assessment tool for the purpose of assisting schools and districts in identifying systems- strengths and opportunities for growth that align with indicators of the ORIS Framework. It is grounded in implementation and improvement science and multi-tiered delivery systems and is built upon a foundation guided by equity principles.

Quality Element 1
Program Administration

This "tool" is meant to help your organization grow over time with respect to Oregon's Elements of High Quality 21st Century Community Learning Centers. In order to promote consistency, grantees must address and respond to all the elements. However, we also understand that programs may already use valid and reliable instruments for purposes of monitoring program quality. In light of this and following recommendations outlined in a recent ODE Report on Oregon's Continuous Quality Improvement Process for 21st CCLCs[2], this tool allows programs to incorporate information from other quality assessment tools/instruments that may already be in use. Programs can either incorporate results from these other tools/instruments that are already in use (e.g. YPQA and OR ASK[3]), and/or use suggested indicators as noted herein.

==Please complete this tool for EACH center that offered 21st CCLC programming during this school year.==

DIRECTIONS FOR USE

Use this Program Reflection as a tool to assess your areas of strength and opportunity and to help you determine your program improvement plans. This tool incorporates a program quality rating for each Element and provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the process, program staff will then integrate, prioritize, and refine the improvement goals identified on these worksheets via the Summary and Reflection worksheets and ultimately create an Action Plan (the action plan provides a structure to help grantees consider how improvement priorities will be enacted, i.e. through what activities, by whom, using what resources, and on what timeline).

ASSESS The document is organized under the 11 Elements of Quality.

1. Program Administration
2. Staff Qualifications & Staff Development
3. Partnerships
4. Evaluation & Continuous Improvement
5. Sustainability
6. Diversity, Inclusion, Access and Equality
7. Physical Environment
8. Safety, Health, & Nutrition
9. Interactions & Relationships
10. Youth Centered
11. Social and Emotional Learning and Active Engagement

NEW: For 21-22, we have removed the *Compliance* section given that all programs are undergoing monitoring.

Each indicator is broken down into four levels of mastery. At each indicator, you should ask yourself, "Is my program most like a 1, 2, 3, or 4?" You should use this rating system to assess your program's success in practicing each of the indicators within an element. <u>If you are not sure what is meant by a particular competency statement, score it as a 1</u>. It is expected that even after many years as an after school program, a program can still have much more to learn. Take notes, indicate your evidence for

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[2] Oregon Department of Education (2017). *A grantee's guide to site-level implementation of Oregon's Continuous Quality Improvement Process for 21st CCLC.*
[3] Of note, not all indicators in YPQA or OR ASK are aligned to the 11 Elements of Quality. For these non-aligned indicators, programs will need to refer to the indicators noted herein.

each indicator, and total your ratings as you work through the tool. Use the Summary page at the end of the document to calculate your results.

4: EXCEEDS EXPECTATIONS
Our program is exceptionally proficient in this practice and can demonstrate this in observable ways. This is an area of quality practice where our program can serve as an example for others.

3: MEETS EXPECTATIONS
Our program has achieved proficiency in this area and needs only a little additional work to be exceptionally proficient.

2: APPROACHING EXPECTATIONS
Our program has done some work in this area but need targeted support and improvement to move to the next level.

1: DOES NOT MEET
Our program has not started or is just beginning to work in this area and we have a need to address this practice.

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Programs are expected to strive to meet expectations (3) on all of the indicators within each of the elements of program quality. Over time, programs should continue to strive for an exceeds performance level (4). At this level of performance, programs consistently show evidence of promising practices throughout all program elements, serve as a model for other afterschool programs, and develop and support staff such that they could serve as coaches and mentors for other practitioners.

Many of the indicators are specific to practices at a given site, therefore it is recommended that most elements be considered on the individual site level. Some elements, however, require looking at organizational practices and may have some indicators that are likely to be rated consistently across a multi-site organization.

* NOTE: There are several "not applicable" options in case a particular indicator does not apply to your program. This option is only available for specific indicators.

NEW: The Program Reflection Tool now encourages users to indicate priorities and determine the appropriate timeframe for improvements using the following categories under the new "Urgency for Improvement" column.

- **3=Immediately:** Area should be addressed immediately.
- **2=This Year:** Area should be addressed during the current program year.
- **1=Next Year:** Area should be re-evaluated during the next program year.

REFLECT Use the questions beginning on page 26 to guide your overall reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on the work you do daily with youth as you think through your answers to the questions and set personal priorities. Subsequent planning can occur with the Action Plan in Fall of every year.

Quality Element 1
Program Administration

A quality program has an effective management that develops and implements policies and procedures to ensure the successful operation of the after school program based on the program goals, vision, and design.

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program has <u>and</u> is driven by a clear vision, mission, and purpose.	There is a clearly defined written statement of vision, mission, and goals.	3	1	We follow the BGC vision, mission, and goals. Within the program we also come up with our own group vision, mission and goals. This is something that we are working harder on and so far the improvement is starting to show.
	Program activities reflect the vision and mission of the program.	3	1	Part of the vision is to have a safe and fun environment, which we do. Part of the mission is career development which get touched on when we do "Training teens for tomorrow".
	Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.	2	1	As the coordinator I could explain the relationship between the program goals/objectives and the activities but I don't think the YDP's would have been able to. During the summer we have worked really hard with the YDPs so they can repeat these back to anyone who asked, this is so it is also instilled in them and they can remember easier.
2) Operation is supported by well-documented policies and procedures.	The program has developed/adopted written policies and procedures to promote effective management.	2	2	We have developed and adopted policies and procedures but they were not written out. It would be nice to write them out once a week in program and add/take away anything that was needed.
	Program policies and procedures are available to, and responsive to, the needs of children, youth, and families in the community.	2	2	The program policies and procedures could be told to children, youth, and families but since they are not written

Quality Element 1

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				out they couldn't have a physical copy of it. We do have a BGC handbook though that contains some of the policies and procedures of all programs. The BGC handbook is being updated and will be adjusted to meet all the needs that we are serving.
	Program policies, procedures, and schedules ensure that staff, youth, and parents understand expectations.	3	2	Staff and youth understand expectations of the program but parents might fully not. They get the handbook but the parents might be unaware of policies and procedures we have in our own program.
	The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.	4	1	We get monthly budget cards, with a set limit. We then turn in the cards and receipts, putting the months on the receipts. Then we have office administration keep records of our spending.
3) Staff have appropriate levels of structure, guidance, and autonomy.	Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.	4	1	I was always asking my YDP for his feedback and collaboration. If he had any activities he wanted to do I would fit them into the schedule somehow.
	Program has regular staff meetings that include sharing and reflection.	2	2	We don't have actual meetings but we meet early before program and share and reflect on things that have happened in program. I think it would be helpful to have a monthly meeting at the beginning of the month to see if there are any themes or activities that they would like to do with the kids.

Quality Element 1

Program Administration

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				Hearing all ideas at once, could help with planning the next month.
	Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.	4	1	Staff were always communicating. We were figuring out ways to make the program run more smoothly and that we could give the kids all they needed. At one point, we figured out what subjects we were most confident in helping out with and then when kids needed help on our strongest subjects, we would work with that kid.
	Staff are empowered with freedom/latitude to plan their time and pursue interests.	2	2	Staff members could request time off but it was never a guarantee because we didn't have very many staff to help cover at sites. If someone was already out, it would be hard for anyone else to take time out. If we had more staff, then staff could plan their time better.
4) Stakeholder groups support and inform program planning and administration.	The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.	3	1	I involve the participants and staff in planning activities for the program. It's important to learn their interests and do things that the kids would enjoy so they keep coming back.
	A stakeholder advisory team is in place and meets regularly to help guide activities, evaluation process and make program recommendations. **(Compliance)**	1	3	I am not sure if we have a stakeholder advisory team but the coordinators and the bosses meet regularly to discuss program and work together to plan, evaluate, and discuss program as a whole.
	The stakeholder advisory team has policies and procedures that provide clear governance and	1	3	Again, not sure if we have a stakeholder advisory team but regular meetings do happen amongst coordinators and

Quality Element 1
Program Administration

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	regular meetings to ensure effective engagement of members.			bosses, which help ensure that we can keep members engaged.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.

- Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.

- Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.

What are opportunities for Quality Improvement within this Element?

In this element, there are various elements that have opportunities for Quality Improvement. One thing that I think would be important is "Program policies, procedures, and schedules ensure that staff, youth, and parents understand expectations.", I really want parents to be more aware of policies, procedures, and expectations. Some parents are okay with their kids leaving early or not coming for a few days throughout the week but part of signing them up was making an agreement that their child would meet a certain attendance.

Quality Element 2
Staff Qualifications & Staff Development

Quality Element 1
Program Administration

High quality after school programs recruit, hire, and develops diverse staff members who understand, value, and promote high quality practices.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures adequate staffing <u>and</u> recruit and retain highly skilled personnel.	Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.	3	1	Staff have to apply and then we only interview the people we feel have experience or meet most of the requirements. Not everyone gets hired either, we make sure that they would be a good fit in the organization.
	The program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.	4	1	We hire people of all ages, social-economic status, race, ethnicity, etc.
	The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.	4	1	We have missions and goals within the club and within each program. We also have parent handbooks and employee handbooks. We also have to be clean and dress a certain way at work (closed toed shoes or sandals with ankle strap, jeans with no holes, appropriate shorts, staff shirts, and badges).
	The program completes appropriate fingerprinting and background checks for all staff.	3	1	We do not fingerprint people but we do background checks before people get hired. We even do them for volunteers.
	Staff has competence in their area of responsibility.	3	2	Sometimes people are thrown into their roles and they may not understand all of their responsibilities right off the bat but after a week they are pretty

Quality Element 1

Program Administration

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				confident and know what needs to be done and how to do it.
	Staff and volunteers are given clear feedback for continuous performance improvement.	3	1	I gave my staff a lot of feedback throughout program. I wanted them to step out of their comfort zone a little and get more involved with the kids. I told him this and gave them a few ways they could do this. It seemed to really help them and they members also felt more comfortable in program after they opened up.
	The student/staff ratio is appropriate and safe for each specific activity conducted and meets student needs.	3	1	Staff ratio is about 10:1. Would be nice to have more back up staff though. During the summer program it was me and another coordinator that was running the program which was nice to have the backup.
2) Program provides ongoing professional development at all staff levels.	The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.	4	1	Before anyone gets to work with the kids we do an 11 hour training. We also have to get food handlers and CPR/first aid. In addition, we do additional trainings throughout the year as needed.
	Program provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.	4	1	Training takes place, new staff get to learn from current staff and bosses, and if anyone has any questions, there is always someone there to help them.

Quality Element 1

Sub-element		Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
		Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	3	1	Trainings are designed to help the staff with things they need and align with program objectives, however I do not think some of the topics are interests to everyone. Everyone is interested in different things so some trainings will be interesting and some wont. We do have access to other trainings though and if we see one that does interest us, we are welcome to do it and put more tools in our tool belts.
3)	Program ensures staff have an understanding of targeted and diverse learning strategies.	Program develops and supports staff to plan suitable activities that correspond to the developmental needs of participants, including participants with diverse abilities and English language learners.	2	1	The activities planned to correspond to the developmental needs of participants but we have not had any English language learners. I think this in something that would need to be addressed when they time comes.
		Staff respond appropriately to the individual needs of children and youth, and builds upon children and youths' individual strengths.	3	1	If a child needs help with homework we are there to help. If a child needs to vent, we are there for that. If a child just wants to talk we are there for that too. I also notice the things the kids are good at and things they enjoy and give them opportunities to utilize these

Quality Element 1

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				interests and strengths. It's also important to do things that will build upon things they might not think are strengths yet and learn new interests.
	Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.	2	2	I tried to learn the student's different learning styles and was on my way to doing so. However, I did not have the members for that long so I wasn't aware of everyone's learning styles. When I am with the members for a longer time, this is something I am confident will take place.
4) Program promotes a consistent staff presence throughout the program offering.	The program works to retain quality staff, providing a consistent and stable staffing base for the program.	2	2	When I got the coordinator job, I was the 3rd coordinator that year. It was not consistent or stable and my position had a fast turnaround rate. This was probably hard for the kids. - As the GSYW coordinator I was taking on this role only for the summer, this also means new members coming in to work for the summer.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

Quality Element 1

Program Administration

- The program recruits, hires and develops staff who reflect the diversity and culture(s) of the community.

- The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.

- The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.

- Program provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.

What are opportunities for Quality Improvement within this Element?

One element where there is opportunities for Quality Improvement is "The program works to retain quality staff, providing a consistent and stable staffing base for the program.". It will be nice to have a coordinator and a YDP who will stay with the kids for several years. This will help them feel more comfortable and welcomed in program. They will also be able to build better relationships with the staff and feel like they have a good role model. Some kids might not have the most stable household either, and if program has stability with staff, this can show the kids they have a place in their lives where stability occurs. Another element is "Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.". This will happen more when staff are consistent and stable. It's hard for a new staff member to be aware of everyone's learning styles. It would be great to have consistent and stable staff for all the reasons listed above but to also figure out these learning styles and help the kids succeed more in school and life.

Quality Element 3

Quality Element 1
Program Administration
Partnerships

After school programs build strong partnerships with families, schools, and the community to enhance the quality of after school and youth services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program strives for engagement with and outreach to schools, families, and communities	A plan for family and community involvement is developed, activated, reviewed, updated, and supported.	3	1	We have monthly Family Nights. We now have someone who is incharge of this so we have more to work with and are able to have more information for the families.
	Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.	3	2	We have flyers around town, hand out flyers during events and parades, we tell our family and friends about the club, and we talk to schools about the programs we offer. I do think that we need to keep talking to the schools though and telling them how important what we are doing is because sometimes, the staff in the schools don't like to take us seriously or help us out as much as they could.
	Programs are tailored to address community and/or neighborhood needs.	3	2	There are programs that go out and do community service activities, which are addressing community and/or neighborhood needs. I was not able to do any community service activities with my kids this year but in the following years, this is something I think the High Schoolers should be involved with. During the summer we did this a lot with enrichment and community service for the high schoolers. They got to be hands on with the community and being able to reach those in need.

Quality Element 1

Program Administration

Sub-element:	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.	4	1	We have Family 'Nights' once a month. These happen at different times of the month (beginning, middle, end), they happen on different days of the week, at different times of the day, and consists of different activities.
	Program aims to strengthen family/youth relationships and communication.	3	1	I think by having family nights, the family and youth are strengthening their relationship by getting out there and doing something fun together. Not only is it fun but it's free. The parent doesn't have to pay anything to make the child's day.
	Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.	4	1	At all of our events we provide resources. In addition we have resources in the front office in the form of flyers and brochures. If we don't have a flyer or brochure for the resource they need, someone in the building likely knows where they should go to get what they need.
	Links are built between youth and community (e.g., via service-learning projects, etc.).	2	2	Some programs are building this link more than others. I would like to build this link by doing more community service projects with the members of my program. The summer staff that worked with us worked really hard with this and they improved so much. Now the community will be paying more attention to who is helping.

Quality Element 1

Sub-element:	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
2) Program promotes complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing	Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.	2	3	I have tried to meet regularly with teachers and staff at schools but the school does not let me meet with teachers. I am constantly told not to interrupt them.
	Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.	2	3	The only people I was communicating regularly with was the office people who greeted me and the people in the A-team room. The A-tea, room was helpful to an extent because I could get copies of my member's grades and missing assignments. But then I wasn't able to talk to the teachers to get these assignments or find out which assignments should be priority to help get the grades up.
	Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the afterschool program.	2	3	We do not have an educational coordinator to serve as a bridge between the school day and the after school program. We felt very separate at times, no matter how hard I tried to be a part of them. I do appreciate on individual in the A-team a lot because she tried to be this bridge for us but when they constantly are telling her and I no, it makes it hard to have a bridge.
	In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community based program and school day staff.	2	3	The school provides me with a classroom (that constantly changes), but they don't provide me with anything else. I tried to get a key to go in and out of the classroom/school to

Quality Element 1

Sub-element:	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				go and do fun things with the kids. I tried to get a set classroom where I could have a place to store stuff. I tried I don't even have access to the gym or library or to any equipment the school lets those kids use on a daily basis.
	For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.	2	2	We have collaborated with them many times about getting us a room to call our own. They will give us one and then the teacher of the room gets sick of us being in there so they then move us to a different room. We also don't have access to any of the schools resources- gym, library, weight room, printers, etc.
	District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).	2	2	We connect/complement with the district/school learning standards a bit; do science, engineering, cooking, art, and math. However, the school doesn't inform me on what they are learning each week or else I could potentially plan activities around some the things going on in school that week.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.

- Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.

Quality Element 1

Program Administration

What are opportunities for Quality Improvement within this Element?

One thing I would really like to do for Quality Improvement in this Element is to get more involved with the community and build a link between the High School students in my program with community members. I would like the High Schoolers to take on more community service activities and to have more guest speakers come so the kids can start building professional relationships with members of the community. Another thing I would like is for the school to be of a partner with us than to just be an acquaintance. I want to work on getting more support from them and for them to start taking what we do seriously and provide us with the resources we need to be completely successful. I would also like to be able to meet with the teachers and figure out what assignments are more important for the kids to get done first, if they have any kids in mind who would benefit from the program, and to see if any of them would be willing to come once a week to help the kids with the subject they teach.

Quality Element 4

Evaluation and Continuous Improvement

Quality Element 1
Program Administration

High quality after school programs conduct evaluations and continuous improvement for program planning, monitoring and to determine overall program effectiveness.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program has systems in place for ongoing data collection, assessment, and reflection using program data.	Program has measurable program goals/objectives that are aligned with the program vision, mission and identified needs.	3	1	One of the goals/objectives of the program is to help the kids in school and help them get better grades. This aligns with the mission because in part of our mission we have educational development. This is measurable because we can see the grades the kids are getting and the overall GPA.
	Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.	4	1	We send out surveys to students, teachers, parents, and staff. The surveys have questions that need to be answered qualitatively and quantitatively.
	Program has a system in place for assessing program activities, outcomes, and participant engagement levels.	4	1	The system in place for assessing program activities, outcomes, and participant engagement levels are they surveys that we have the students, teachers, staff, and parents take.
	The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	3	2	Feedback is given to us by students, staff, teachers, and parents in the form of surveys. Staff and students are required to do the surveys, but parents and teachers do not always complete them. We need to find a way to get all parents and teachers to take the surveys to give us better results.
2) Program engages in regular and ongoing action planning for	Program leadership uses assessment and evaluation data to continuously review and refine program activities, policies, staffing, and	3	1	After surveys are taken and results are compiled, the bosses give us a brief overview of the results. They use this to then tell us things that we need to work

Quality Element 1

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
continuous improvement.	professional development as part of a continuous improvement process.			on to improve our program. It would be nice to have access to the results ourselves to read all the results.
	Program leaders engage staff in continuous improvement process based on evaluation results and stakeholder feedback.	3	1	I shared with my YDP's that the results of our last survey said we needed to be in contact with the parents more and letting them know how their youth is doing in program.
	Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	2	2	Some of the evaluation findings are shared with us coordinators and then I relay the information to my YDP's. However, we do not share this information with community partners, parents, or the students.
	The program identifies and shares promising practices internally.	1		

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.

- Program has a system in place for assessing program activities, outcomes, and participant engagement levels.

What are opportunities for Quality Improvement within this Element?

The biggest opportunities for Quality Improvement in this element is "The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.". This needs to be improved by making sure that all parents and teachers are doing the surveys. Maybe if we had a small incentive for them, like a free coffee, they would be willing to do the surveys. We need as much information as possible to make the program as good as possible. After getting all the survey data we then need to improve "Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.". It would be helpful to share the results of the surveys with

Quality Element 1

the parents and the teachers so they know what we are working on improving and they can see if there is anything they need to improve on themselves. In addition, maybe they will be able to help us with the things we are improving.

Quality Element 5

Quality Element 1
Program Administration
Sustainability

High quality after securing program's fiscal sustainability.

Sub-element	Indicators	Program Rating	Urgency for Program Improvement	Evidence / Examples in Program (How do you know?)
1) Program engages in continuous planning and assessment to ensure fiscally sustainable programming.	The grantee has developed a sustainability plan to gain other sources of funding or in-kind resources to maintain the level of program services as grant support decreases in the fourth and fifth year. **(Compliance)**	1	1	I do not know too much about our grant. I do know that my bosses have filled out grant paperwork and do things revolving around grants.
	The program makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.	3	1	We are partnered with "Country Financial", maybe others? If not, I think we are capable of finding more people to partner with to help us with funding.
	Leaders actively pursue new sources of funding and in-kind resources.	4	1	We are constantly having auctions and events to make money. At these events we are making a lot of money and are being able to stay open and provide the members with the things we need.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Leaders actively pursue new sources of funding and in-kind resources.

What are opportunities for Quality Improvement within this Element?

I think one element would be to get more partners who would be willing to fund us. I know we have Country Financial but I am not sure if there are others. There has to be people out there though who want to help the youth as much as we do, who could afford to donate money. I also think that even though I put a 4 in "Leaders actively pursue new sources of funding and in-kind resources.". I do have some source ideas for funding; bake sale, car wash, talent show, science fair, etc.

Quality Element 1
Program Administration

Quality Element 6
Diversity, Inclusion, Access & Equity

High quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive and engaging services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that they are available and accessible for <u>all</u> youth.	The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.	4	1	The mission statement, outreach materials, and policies emphasize the fact that we are here to serve ALL youth and families.
	No one is turned away from the program because they cannot pay enrollment fees (where applicable).	4	1	The program is free.
	When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.	4	1	We have a lot of diversity amongst the kids that we serve. There are those with disabilities, slower development, rich, poor, a variety of races and ethnicities, families who speak different languages, and families/members who have different religions.
	Program provides reasonable accommodations and special materials as necessary for all participants to successfully participate during the program and at special events.	3	1	My program has not had to make any special accommodations for anyone but I know the main club has had to do this for a few of the members.
2) Program develops and implements policies, and practices focused on respecting and supporting diverse	Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.	4	1	The kids in my program are very aware that they need to be respectful, inclusive, and treat everyone equally. You may not like someone and not be friends at school, but as soon as they

Sub-element:	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
youth participants and families, keeping context at the forefront.				step into the program area, respecting each other is a must. They also know not to bring up any sensitive topics or say things that could be hurtful to someone.
	Participants experience and learn about diversity.	3	2	We have had a Mexico week, an Irish week, and an Africa week. During these weeks we learned about the culture and did activities that are or relate to things they do in these locations. I wanted the kids to learn and experience things from different cultures, which is making them experience and learn about diversity. It would be nice to include even activities and themes to have them experience and learn more about diversity though.
3) Program supports staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.	Staff is sensitive to the culture and language of children and youth.	3	1	Staff know the importance of being aware of cultures and using language that could be offensive to someone. If something was accidently said that was possibly offensive or came out in a way that was not intended, an apology would be made right away.
	Program staff and volunteers engage in culturally responsive practices, including offering activities that reflect the languages and cultures of the participants and families.	3	1	I have had a Mexico week, an Africa week, and an Irish week which have had culturally appropriate activities. I would like to hit more cultures though (Russian, Native, German, Islander, etc.), to make sure that no participants feel left out and that their cultures are respected by everyone in program.

Quality Element 1

Sub-element:	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Staff adapt activities to be accessible to English learners and encourage their active participation in the program.	2	1	We do adapt out activities when needed, to make sure everyone can do them. However we have not had to adapt them for English learners because I have not had any English learners as members yet.
	Program provides professional development opportunities related to diversity/equity and to build cultural competence.	3	1	We have learned about jobs and lifestyles of individuals in other cultures. We have also talked about college and careers and how everyone regardless disabilities, slower development, rich, poor, races, ethnicities, gender, language, and religions we all can achieve great things and have the right to achieve these great things.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.

- No one is turned away from the program because they cannot pay enrollment fees (where applicable).

- When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.

- Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.

Quality Element 1

Program Administration

What are opportunities for Quality Improvement within this Element?

I think this the element is one of the strongest. I strive for Diversity, Inclusion, Access and Equity because I know what it like to not have these things and have seen the effects not having these things can have on individuals. There is always opportunities for Quality Improvement though and I think for this element, it would be to just keep checking in with people about these topics and to make sure that we continue to learn the importance of them and that not having them doesn't define who we are. I also think that learning more about other cultures would be cool because they will be able to experience and learn things they might not be able to in any other situation. They will also be able to better understand individuals throughout the world.

Quality Element 7

Quality Element **1**
Program Administration
Physical Environment

High quality after school programs provide an appropriate, accessible physical environment.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.	The program's indoor space meets the needs of children and youth and environment is suitable for all offered activities.	___2___ (or not applicable)	3	We do not have a designated program space. The High School gives us a classroom but it constantly changes. In the classrooms, we also do not have a place to store supplies (I was storing everything in my car and bringing in what I think we would need for the day). If I forgot something or one of the kids asked for something and didn't have it, I wouldn't be able to get it for them, which I would be able too if all my supplies were stored where we had program.
	The outdoor play area is appropriate for all offered activities and is hazard-free.	____N/A__ (or not applicable)	3	We do not have an outdoor play area
	Adequate materials and supplies are available to support program activities.	2	2	I am able to usually buy all the supplies and materials that I need but having more than 100 dollars a month would be beneficial because I could do more with the kids. In addition, I can only use materials and resource that I bring in for the day. If I forget something in my car or kids ask for something they know we have but is in my car, they are unable to get it.
	Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.	____N/A__ (or not applicable)	3	

Quality Element 1

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	The program's hours, activities, schedules, and locations meet the needs of the target population.	4	1	We are open right after school starts and go until 6pm, M-Th. These hours are great since most people are off by 6 and need us on days that are not the weekend. The location of the High School is good since I am working with High Schoolers but they are hard to deal with so a location near the High School would be awesome if it was my own space. Or if the High School had an open room they could just give to me, that would be the best solution.
	The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.	2	2	The program follows a daily agenda. It is accurate every day and the location is always the High School, which parents know. However, the classroom in the High School does change and this can sometimes be confusing for the members.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The program's hours, activities, schedules, and locations meet the needs of the target population.

What are opportunities for Quality Improvement within this Element?

There is so many opportunities for Quality Improvement within this Element. It's hard to meet the expectations in this category when

Quality Element 1

Program Administration

the physical environment is dependent on what the school offers to me. I would have such a good physical environment if I had a space I could call my own, a place to decorate, a place where I could store my supplies and have access to all of them, a place where I have and indoor and outdoor space, and a place the kids could put up there works and do projects that take multiple days. I really wish the school would be more supportive of the program and give me the resources that I need to give the kids the best possible program.

Quality Element 8

Quality Element 1

Program Administration
Safety, Health & Nutrition

High quality after school programs provide a safe, healthy, and nurturing environment for all youth, staff, and families.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures the emotional and physical safety of youth and staff.	Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.	4	1	Staff and students are respectful to one another, inclusive, and have always been physically and emotionally safe.
	Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).	____N/A___ (or not applicable)	3	Would love to do more physical activities.
	Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).	2	2	We don't really have the space to do physical activities. So we can't really hit the emotionally safe aspects of this indicator. We do get up and play games that require moving around and pick teams for certain activities though and kids are always encouraged to do their best and I plan things that appeal to member's interests and skills.
	There are effective health and safety procedures in place, and these are known to staff, youth, and families.	3	1	If kids are sick and don't go to school, they will also not be coming to program.
	Develops and manages effective arrival and dismissal procedures (including procedures for authorized student pick-ups) and plans for safe travel home.	___3___ (or not applicable)	1	Kids are already at the High School so can arrive safe. I also have met all the parents who do pick up to make sure the members are leaving with their parents. When parents sign up their kids they have to put a list of people who are authorized to pick them up and a list of anyone who is not allowed to pick them up ever.

Quality Element 1

Program Administration

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Provides effective supervision of participants by an approved adult at all times.	____4__ (or not applicable)	1	Kids are always supervised by myself or a YDP.
	Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	4	1	Information is the safety binder, which is always on site.
	The program has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	3	2	First aid kid is always on site and easily accessible. Fire extinguishers are around the school but it would be good to have on in our space. It would also be good to have an AED in our space.
	Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.	4	1	Everyone has to have CPR/First aid certificate and have taken the mandatory reporter training before they go and work with the kids.
	The program has policies and training in place to assure safe and appropriate use of the Internet.	3	1	There are policies in place to let the kids know that they need to use their computers for homework and schoolwork only, or with occasional expectations for music, things for the activity, and with looking certain things up. It can be hard to monitor what they do on their phones though. Some might be secretly looking things up that are not appropriate and I do not have the authority to look at their phones. I just have the authority to tell them to put it away.

Quality Element 1

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	The program offers students a means of transport if they qualify for after school and are unable to walk to community centers. **(Compliance)**	_N/A_____ (or not applicable)		We do not provide the High Schoolers with transportation. They must get a ride or walk to and from program.
2) Program provides a healthy, welcoming, and accommodating environment.	Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.	3	2	I plan for and welcome an environment that actively supports participants with diverse abilities and I can create this to a certain extent. But again, I can only do so much since the space program takes place in is not our own space and I can do very little with it.
	Youth have the opportunity to learn about healthy eating and positive food choices through activities such as cooking clubs, gardening, or visits to local grocery stores.	__3____ (or not applicable)	1	We have done a lot of cooking and gardening throughout the year and have learned about the benefits of gardening. I also plan on bringing in my mother who is a chef to do cooking classes with the kids and teach them healthy and delicious meals/snacks/desserts.
	Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.	____N/A__ (or not applicable)	3	I try to get them to stand up and move around a bit but we don't have a space where we can to daily moderate-to-vigorous activity.
	Program is aware of, records, and supports staff to address the mental and physical health needs of participants in compliance with HIPAA and FERPA.	3	1	We are aware of any mental and physical health problems the members have. We do what we can do to assist and support them with these things but know where

Quality Element 1

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				the boundaries are and what is appropriate to help them with.
3) Program ensures that emergency preparedness is a priority.	The program has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	3	1	Program does have emergency plans for different types of emergencies. These plans are practiced so all members and staff know what to do. Parents and families are probably not as aware as they should be about these emergency plans though.
	Emergency plans are easily accessible and rehearsed.	4	1	We have emergency plans in the safety binder and an evacuation plan.
	Program conducts all required fire and safety drills.	4	1	We do monthly drills. Each drill is different and then we discuss them and share any questions, concerns, or suggestions.
4) Program provides nourishment based on health and wellness standards for children and youth.	The program provides daily nutritional snacks and/or meal during program operation within a sanitary environment and drinking water is readily available.	4	1	We have meals for the members every day. I also provide them with additional snacks occasionally. There are we eat in sanitary and a drinking fountain is nearby.
	The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA). **(Compliance)**	___4____ (or not applicable)	1	If NA, explain here:

We have meals for the members during every program day. |

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

Quality Element 1

Program Administration

- Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.

- Provides effective supervision of participants by an approved adult at all times.

- Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.

- Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.

- Emergency plans are easily accessible and rehearsed.

- Program conducts all required fire and safety drills.

- The program provides daily nutritional snacks and/or meal during program operation within a sanitary environment and drinking water is readily available.

- The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA).

What are opportunities for Quality Improvement within this Element?

The biggest opportunity for Quality Improvement within this Element is to be more physically active and practice physical health. I have so many ideas for these things but we don't have the space needed for such activities. If I had access to a gym, the weight room, or even had a key to get in and out from the outside, I could excel expectations in all indicators related to physical health/activities.

Quality Element 9

Quality Element **1**

Program Administration

Interactions and Relationships

High quality after school programs cultivates and maintains positive relationships and interactions among youth, staff, families, and partners.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program.	Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.	4	1	If my members have an activity they want to do, I find a place to fit it in. One member wanted to do a scavenger hunt, so I put that into Pirate week. One member wanted to make slime to I put that into our spring week. We also all respect each other and listen to what each person has to say.
	Staff provide specific feedback to youth about positive behavior and accomplishments.	3	1	I always praise the members when I see they are doing something good, they get pizza or ice cream parties as a prize for good behavior, and we do member of the month.
	Staff model personal interest in youth and allow for communication time with all youth.	4	1	Every day I would greet each member as they came in. I would also talk to them about their day, ask them about their weekend or future weekend plans, and make small talk. I wanted them to feel as though I was interested in their lives and make a point to talk to each and everyone of them.
	Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.	2	2	I was not talking to the parents too much about their youth. I need to do more of this and let them know how their youth is doing every week.

Quality Element 1

Program Administration

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.	2	3	I have communicated with parents but not as much as I should. It is something I am working on and will be much better at it now during after school programs and during my summer program.
2) Staff engages in collaboration and partnerships with youth, strives to address barriers and promote supportive and encouraging norms for youth and staff interaction.	Staff view participants as partners and collaborate with youth on programming/activities.	4	1	I have gotten a lot of activity ideas from the members. If the idea is affordable and meets the grant requirements, then it gets put into the schedule.
	The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.	4	1	Students are always positive. Even when members tell me they had a bad day at school, they always seem to have a good time in program, and I have changed their moods from bad to good several times. The members also help each other with homework and make everyone feel respected and supported.
	Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.	4	1	I encourage members to be the best they can be. I remember one member was talking about some High School drama they were going through and told them to just be the bigger person and ignore it or seek help from teachers, instead of having a physical altercation. One member was also telling me they didn't like their mom very much and I told them that you might not always get along with her, but she is just looking out

Quality Element 1

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				for you and wants the best. I told them they would realize all these things in the future so to just listen to her and know everything she was saying and doing was coming from the heart.
	Staff consistently intervene when youth or adults make hurtful or negative comments.	4	1	I do not tolerate hurtful and negative comments. I made this clear to my members when I first became a coordinator and have not had any members make any negative or hurtful comments. If they did, I would intervene.
	Program staff serve as positive role models.	4	1	I am respectful, organized, kind, hardworking, reliable, and achieved many good things in life. I also believe I am a good person. I can inspire the members and hope that they see the good qualities I have and strive to have them.

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.

- Staff model personal interest in youth and allow for communication time with all youth.

- Staff view participants as partners and collaborate with youth on programming/activities.

- The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.

- Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.

- Staff consistently intervene when youth or adults make hurtful or negative comments.

- Program staff serve as positive role models.

What are opportunities for Quality Improvement within this Element?

The opportunities for Quality Improvement within this element are related to communication with the parents of the members. This is not something I did often because I never really got to see the parents. However, I need to just call the weekly and fill the in on how their kids are doing and how programs is going. When I do this, the indicators "Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting." and "Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program." will go from 2's to 3's or potentially 4's.

Quality Element 1
Program Administration
Quality Element 10
Youth Centered Activities

High quality after school programs provides youth-centered activities and acts in partnership with youth to foster appropriate youth voice and leadership.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program focuses on youth development, interest, and influence.	Program activities are primarily selected based on student needs and interests.	3	1	I have learned some of the member's needs and interests and have included these into activities but also have grant deliverables I must meet.
	Program engages participants and adults to make activities meaningful, applicable to the real world, and developed around participant interests.	3	1	Members are always engaged in the activities that I plan. The activities that are applicable to the real world since they are STEAM, Boys council/girls circle, well rounded education, healthy lifestyles, and training teens for tomorrow. I try my best to do activities in these categories that will be fun and engaging for the members.
	Program has a culture that encourages youth to take initiative, explore their interests, set goals for personal achievement, and work to meet them.	3	1	The kids often take initiative because I do activities where they must make decisions and utilize their creativity. One example of exploring their interest is through an activity I planned called 'Claim their future' where they got to pick the career that interests them and see how much they would make and how they would have to budget with this career.

Quality Element 1

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Enrichment activities are based on best practices derived from child and youth development research.	3	1	Every kid is involved, kids are engaged, kids learn, develop skills, try new thing, and develop into respectable young adults.
2) Program provides experiential and age-appropriate activities.	Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.	4	1	I work with High Schoolers so I need to plan activities that are appropriate for them. I can't plan something that an elementary school child would do and find easy. Some of the activities (like tying a tie, learning to budget, etc.), would not be appropriate for elementary schoolers but is appropriate for High Schoolers.
	Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.	4	1	All activities planned develop some sort of skill; art, social, leadership, communication, teamwork, trust, organization, hard work, budgeting, etc.
	The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.	3	2	We do have activities that help the kids with real world contexts like "claim your future", "Spent", "jobs for your sign", "what skills you need for your job", "resume writing", "budgeting", etc. However, I would like to do more community service activities.
3) Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are	Youth have age-appropriate opportunities to make choices, such as picking books to read, joining clubs or teams, or deciding on a project topic.	2	1	We do not have clubs the kids can join. They can pick which books to read when there is time to read. And once a week we have a "youth choice" activity where they can pick

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
reflected in planning and programming.				between some different options. The kids also tell me activity ideas and if it meets requirements and is affordable then I add it into the schedule.
	Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.	4	1	The members take surveys and share their ideas, opinions, and inputs about the program and activities we do. I am also always asking them if there are any activities they want or anything they feel should be changed about program to make them feel more comfortable/welcomed.
4) Program provides opportunities for youth leadership.	Staff provides participants with leadership opportunities (e.g., serve on advisory team, lead activity(ies)).	3	2	I have had the kids lead a few activities but this is something I would like to happen more. I also think it would be cool to have a week where they are able to plan an entire activity for the next week.
	Program encourages older participants to serve as mentors for younger participants.	4	1	The oldest participants that we had was also very helpful to me and the other members. They were also familiar with all of the members school work since they already had taken those classes and would assist in helping the kids with their assignments when needed.
5) Program intentionally supports academic, social, and emotional competence-building.	Program uses a program design and schedule that address the needs of the whole child, including physical, social and	3	2	We address the child's social, emotional, and academic needs but we need to work on the physical needs. This can be challenging

Quality Element 1

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	emotional, and academic needs of all participants.			when we are stuck in a classroom that does not have a lot of room for physical activities. I wish we had a gym, weight room, or large outdoor area to utilize when we needed.
	A balance of academics, homework assistance, and enrichment programming exist.	4	1	We do "Power hour" which is an hour of homework every day. We also talk about academics and see if they are on the right track to graduate. If they are not then we try to figure out what they need to work on. We then do enrichment activities for an hour+ every day.
	Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).	2	2	We do have access to student's grades and I look at them weekly and try to help them complete these assignments. However, I am not able to talk to the teachers to see which assignments should be top priority for academic success.
	The program provides evidence-based academic support and enrichment activities.	4	1	I would get missing assignment reports and help the kid's get these assignments off these reports and turned in. We also occasionally take photos of activities.
	Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.	2	2	We do not work with the school that much. They let us use a classroom but that's about it.

REFLECTION:
What are strengths to celebrate?

Quality Element 1
Program Administration

The strengths to celebrate are all the things we were exceeding expectations in:

- Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.

- Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.

- Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.

- Program encourages older participants to serve as mentors for younger participants.

- A balance of academics, homework assistance, and enrichment programming exist.

- The program provides evidence-based academic support and enrichment activities.

What are opportunities for Quality Improvement within this Element?

One main opportunity for Quality Improvement within this element relates to physical activity "Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.". Since we don't have access to a field or gym or a large space, physical activity needs are challenging to meet. . Another opportunity for Quality Improvement is "The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.". I would like the kids to do more service learning and learn real world contexts by getting out into the community. This could be having more quest speakers come and doing community service. I think we could also improve on leadership activities and have the members lead more activities and maybe even try to plan an activity for us to do at some point in the school year.

Quality Element 1
Program Administration
Quality Element 11
Social and Emotional Learning

High quality after school programs encourage active participation and ownership by youth, and offer opportunities for social emotional learnings.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program is intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking.	Young people have structured opportunities to reflect on their goals and accomplishments.	2	2	After getting member of the month, they can look back and reflect on why they got it. It would be nice to have journals for everyone and they can keep track of each day and talk about what went well and what might have not gone well.
	Staff encourage children and youth to make positive choices and to become more responsible.	4	1	I always am encouraging the kids to do well in school, treat people respectfully, make good choices in life, find a career they enjoy, and overall be good citizens in this world.
	Program staff facilitate opportunities that promote students' social competency, self-efficacy, and resilience.	3	1	The students interact in meaning full ways and built relationships with one another. They are also resilient in the way that if something doesn't work the first time they will try again and keep trying until they succeed.
2) Programming and activities intentionally support high levels of youth engagement and expectation.	Program engages participants and adults to promote consistent and active participation.	4	1	I make sure that everyone participates in activities. If they are not interested in the activity I encourage them to at least try it out first and if they really don't enjoy it then I will give them a different option.
	Staff have high expectations for youth and support youth as they strive for excellence.	4	1	I believe in the members a lot. Sometimes High Schoolers can be hard on themselves but I always would tell them I believe in them. One member had a lot of missing assignments for a class and they didn't

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				think they would be able to pass the when the end of the year was approaching. I told her that she could if she buckled down and did the work she needed to do. They worked hard on the assignments and I helped with them and she was able to get the grade up to a passing grade.
3) The program environment and activities cultivate a sense of belonging.	Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.	___4___ (or not applicable)	1	
	Youth and staff demonstrate a strong sense of ownership and belonging.	3	1	Everyone (staff and members) felt they belonged in program.
	Staff provide opportunities to publicly celebrate youth achievements.	4	1	I would praise the kids in front of other kids and we would do a member of the month each month. All members would witness the prizes that the member of the month would get and would encourage others do well and get it the next month.
4) Staff receive training in and promote positive behavior supports for reframing conflict.	The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.	3	2	I have made it clear what is appropriate to be on when they are using their phones and computers. But they sometimes would hide inappropriate things. There was a few times when I would be walking around the room during power hour and a member would quickly close the tab they were on because they knew it wasn't okay. This is something that I want to be sterner about and make sure they stay appropriate.
	Program applies an approach to behavior management that includes positive	2	2	I do not really have an approach to behavior management because I haven't had to manage their behaviors much. My

Quality Element 1

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	reinforcement and intentional social-emotional skill-building.			kids were always pretty good. They treated me and others with respect, never disobeyed me, and if I asked something of them they did it without any fight. I did thank them a lot for listening and told them how good they were doing.
	Staff approach conflicts and negative behavior in a non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior.	1	1	I have not had to deal with any conflicts or negative behavior. If I did. I would definitely be non-threatening, calmly and acknowledging youths' feelings.
	Staff seek input from youth in order to determine both the cause and solution of conflicts and negative behavior.	1	1	I have not had to determine the cause and solution of conflicts or negative behavior.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff encourage children and youth to make positive choices and to become more responsible.

- Program engages participants and adults to promote consistent and active participation.

- Staff have high expectations for youth and support youth as they strive for excellence.

- Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.

- Staff provide opportunities to publicly celebrate youth achievements.

What are opportunities for Quality Improvement within this Element?

Quality Element 1

The biggest opportunity for Quality Improvement within this element is dealing with conflicts and bad behaviors. It's not that we aren't good at doing this, it's just that we have not had to deal with this and haven't not put the skills we have for doing such things to the test. I obviously don't want conflicts but having them once in a while might be helpful to see exactly where I would need to improve and how handling conflicts could go better in the future.

REFLECTION

Review the evidence from the Summary. Consider your results as you think about program areas of strength and areas of opportunity. Reflect on the work done daily as you answer the following questions and set program priorities.

Describe your program as it is. **Questions to consider: a) On which Element did you score the highest? Why?, b) On which Element did you score the lowest? Why? What makes this area difficult for you?**

The Elements I scored the highest on were Element 6 and Element 9. I think I was able to score High in these elements because I make our space feel very welcoming, comfortable, and make sure everyone is treated equally and with respect by both staff and other members. The members no I do not tolerate a negative or disrespectful comments towards one another. I explained to them that you may not like these people or hang out with these people in school but as soon as we get to program, we are all nice and treat them how we would want to be treated. I remember when I first got there, there was a student who sat by herself and didn't talk to anyone. I was able to get her to join the group during activities and she started opening up and talking to everyone every day. It was great to see her come out of her shell.

The Elements that were scored the lowest we Element 3 and Element 7. These were scored low because they have to do with the school. The school makes this area difficult for me because they don't provide me with the things that I need and don't show me as much support as I would like. It seems like they are working against me more than working with me. Which is sad since we are trying to serve the same kids and you would think they would be so happy about the program I am offering.

How would you like it to be?

I would like my program to be a safe, fun, welcoming place for youth to go to learn, grow, and strengthen skills. I want it to be a place where we are teaching them how to be there best possible selves. I want it to be a place where they can open up and make new friends and a place they look forward to going after school. I also want it to be a place where they can learn about different jobs in the community, what it takes to have those jobs, and hear the experiences of people who do these jobs. I think it's important for them to even help the community through community service and meet people in the community who could make positive impacts to their lives. They could potentially meet someone who does what they want to do and this person could provide them with opportunities they might not have had if they didn't meet them.

Which specific indicators represent areas of opportunity for growth? Prioritize them in order of importance to you.

The indicators that represent areas of opportunity for growth are all indicators that had a score of 3 or less.

1. The program's indoor space meets the needs of children and youth, and environment is suitable for all offered activities.

    -   4, the building is something that is big enough to have all the kids there and is something we use to the best of our ability

2. The program has access to basic safety equipment (i.e., First aid kits, gloves, fire extinguishers, etc).

    -   4, The staff have been updating the first aid kits and make sure they are done and changed out

when needed.

3. Adequate materials and supplies are available to support program activities.
   - 3, We do our best with what we have and the budget we have.

4. The outdoor play area is appropriate for all offered activities and is hazard-free.
   - 4, the outdoor area is pretty much a big backyard that can be customized to different activities which is nice and changeable!

5. Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).
   - 4, with the staff we have they are doing their best to make sure all eyes are on the kids when they are with them and making sure they are explaining the rules to all the kids

6. Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the afterschool program.
   - 2, this is very hard and it something that needs to be implemented and improved.

7. Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.
   - 3, the coordinators do their best to do this but with the lack of support from the school it makes it a lot harder.

8. Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.
   - 3.5, This is something we are trying to do better at. Communication with the families is very important and we are all doing our best to improve it.

9. Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.
   - 4, With working the summer program you are not reaching out to the schools for any of this information.

10. Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.
    - 4, there is nothing outside for them to pay on so nothing has to be updated.

11. Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.
    - 4, during the summer we had at least one physical activity game for them to play that would last about 30 minutes at each location. Then the group would switch and another group would come over to do the activity.

12. In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community based program and school day staff.
    - 3, this is not something that is done during the summer other than connecting with the school staff to make sure we have the time and location for our enrichment activities.

13. There is a clearly defined written statement of vision, mission, and goals.
    - 4, this is in our handbook and is something that we pushed for this summer. Everyday we wrote out goals and made sure we were pushing to reach those goals.

14. The program has developed/adopted written policies and procedures to promote effective management.
    - 3, this is something that we are very much working through right now. With all the management switching it is hard to stay on top of this but we always circle back to it.

15. Program policies and procedures are available to, a.

16. nd responsive to, the needs of children, youth, and families in the community.

17. The program works to retain quality staff, providing a consistent and stable staffing base for the program.

18. For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.
    - 3, this does not happen during the summer.

19. Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.
    - 3, I am not sure as I am not really in the know with this other than parents want more communication.

20. Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).
    - 3, we are working closely with this. This summer we have came up with more plans for those who might need them and are starting with that. This is also something that we can get better at. Having that open line of communication with the parents and making sure we are caught up with anything we need to be informed about to best serve this child.

21. Links are built between youth and community (e.g., via service-learning projects, etc.).
    - 4, I worked really hard on this during the summer to make sure that the community knew there are people out there who want to help but also reached out to the places that the teens wanted to serve and be a part of. I did my best to reach out to colleges to see if there was anything we can do to help prepare them for applying and being there but limited response was given.

22. Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.
    - 4, this was a huge part of our program, we made sure to walk through this daily with them that adapting is always going to be happening.

23. Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.
    - 4, this was something we worked really hard on as well. We can always improve on this by having trainings every time we can.

24. District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).
    - 3, this question is hard to follow. We made sure that all of the activities we were doing would also benefit the kids when they are going to school.

25. The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.
- 3, the staff has the lesson plans, not the families

26. Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).
    - 4, we made sure all the kids were safe and having a great time.

27. Program applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.
    - 4, whenever there was a time that a child or staff needed the extra support we made sure to do deep breathing exercises and take a moment away with them.

28. Program has regular staff meetings that include sharing and reflection.
- 3, this is something that is so hard to schedule since everyone is always so busy.

29. Staff are empowered with freedom/latitude to plan their time and pursue interests.
    - 4, this has been an ongoing changing thing, it has gotten so much better

30. Young people have structured opportunities to reflect on their goals and accomplishments.
    - 4, we did journal reflection every day with them or talked about their goals everyday to make sure they are all being accomplished

31. Program activities reflect the vision and mission of the program.
    - 4, this is a great thing we have pushed all of our summer staff to do. We pushed them to meet their goals and they did great!

32. Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.
    - 4, if anything needed to be adjusted for our summer staff we did that.

33. Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.
    - 3, all the summer staff that were interviewed were hired. The ones who did not return their applications did not get a job.

34. Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.
    - 4, the summer staff know their goals and know how to reach them.

35. The program works to retain quality staff, providing a consistent and stable staffing base for the program.
    - 3, some days we were very short staffed because of sports or needing time off which happens but it made an inconvenience for enrichment but we made do.

36. The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts
    - 3, this was a staff ran program.

37. The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.
    - 4, my assistant did a survey in which she requested feedback from the staff.

38. Staff has competence in their area of responsibility.
    - 4, for the most part the majority of the staff are aware of their responsibilities

39. The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.
    - 4, we made sure to hold everyone accountable for their actions but also acknowledge that they are kids and doing what we can to keep them safe and have fun.

40. Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.
    - 3, this did not happen during the summer as it was not needed.

41. Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.
    - 3, this did not happen much during the summer.

42. Programs are tailored to address community and/or neighborhood needs.
    - 4, this was a big thing we pushed to work on during the summer to get our teens out there and helping those in need.

43. Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.
    - 3, this did not happen during the summer.

44. The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real-world contexts.
    - 4, we did community service and reached out to schools for the teens so we made sure that we were there and had the support for them.

Select the first 2-3 priorities (goals). Why are these priorities important to you and your work with youth?

The first 3 priorities (goals) are:

1. The program's indoor space meets the needs of children and youth, and environment is suitable for all offered activities.

2. The program has access to basic safety equipment (i.e., First aid kits, gloves, fire extinguishers, etc).

3. Adequate materials and supplies are available to support program activities.

These priorities (goals) are important to me and my work with the youth because they have to do with the safety, engagement, interest, and sense of belonging of the program. The first one is important because we don't have an area for program that we can make our own or feel like it's our place. To have a greater sense of belonging we should be able to decorate our room, leave materials, do experiments that we can leave overnight, and an area where we can do a wide range of activities. Right now, we are limited on the physical activities we can do. Our program space is a classroom, and we don't have enough room for sports or physical activities/games. We also don't have access to an outdoor space or a gym some of the grant requirements are hard to meet. I meet them by getting creative but it would be much easier if I had the space I needed. The second one is important because we should always be ready and prepared in emergencies. Having everything we need and those items being accessible are very important. Emergencies don't happen often, but I would feel horrible if something happened and I wasn't able to help. The last one is important because to serve the members we need certain materials and supplies. Without them, it can be challenging to meet all the grant requirements and/or to even keep the kids engaged in program activities. This is also important to me because I currently don't have an area in the program area to keep my supplies and this makes having adequate materials and supplies much harder. If I forget something in my car or need to adapt an activity, I have a hard time doing so when not all my supplies and materials are with me. I want to give the kids the best experience and would love to have all my materials and supplies with me but also to be able to get more materials and supplies (like maybe be given $150 a month instead of $100 to get some cool activities).

- I agree with the answer above for the summer program but changing the amount for the budget we got $250

Use this information to help you complete your Action Plan in Fall 2022 (in Grantee Google Folder).

GLOSSARY

Engagement: Engagement refers to elements that allow the participants 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, vocational).

English Learner (EL) and English Language Development (ELD): The term **English Learner** refers to students whose first language is not English and encompasses the spectrum of students from those who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") to those who have already developed considerable proficiency. This includes: newcomers that arrived within one year; English Learners who have arrived between one and three years; students who are orally English proficient socially but not yet fully proficient.

Evidence-Based Practices: Evidence-based is defined in ESSA in Sec. 8101(21), as shown below:
- (A) In General. –except as provided in subparagraph (B), the term "evidence-based", when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that-
    - I.   demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
        - i. **Strong** evidence from at least 1 well-designed and well-implemented experimental study;
        - ii. **Moderate** evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
        - iii. **Promising** evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; OR
    - II.   (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

For more information see Using Evidence to Strengthen Education Investments: Non-Regulatory Guidance.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Experiential learning entails a hands-on approach to learning that moves away from just the teacher at the front of the room imparting and transferring their knowledge to students, and instead makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. According to David Kolb[4], in order to gain genuine knowledge from an experience, the learner must have four abilities:
- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and

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[4] Kolb. D. A. and Fry, R. (1975) Toward an applied theory of experiential learning. in C. Cooper (ed.), *Theories of Group Process,* London: John Wiley.

- The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Partnership: The 21st CCLC program requires grantees to describe a partnership between the district, a community-based organization and other public or private organizations. If the local applicant is a public or private organization, an assurance must be signed indicating that its program was developed and will be carried out in active collaboration with the schools the students attend. Partnerships usually are characterized by a long-term (one year or longer) working relationship between two or more entities. Members of partnerships are often involved in planning and decision making for multiple programs and projects over an extended period of time. All entities within a partnership share costs and contribute resources to the programs or projects. In contrast, collaborations usually are short-term or temporary arrangements between two or more entities to work on specific projects. Collaborating entities may share costs and contribute resources to the specific projects.

Qualitative and Quantitative Evaluation: Quantitative evaluation methods yield numerical data that are typically analyzed using statistical methods. Qualitative evaluation methods yield 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 add detail, depth, and meaning to quantitative data.

Principles of Effectiveness: According to statute, 21st CCLC programs or activities must be based on:
1. An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities.
2. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities.
3. Scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

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. In no case may a school district use federal program funds to supplant – take the place of – funds from State, Local or non-federal sources. Pursuant to guidance from the U.S. Office of Management and Budget (OMB), U.S. Department of Education auditors are to presume that supplanting has occurred in three cases: (1) the grantee used federal funds to provide services that the grantee was required to make available under other federal, state or local laws, (2) the grantee used federal funds to provide services that it provided with non-federal funds in the prior year, (3) the grantee used federal funds to provide services for participating children that the grantee provided with non-federal funds for nonparticipating children. These presumptions are rebuttable if the grantee can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

Subcontractors: Subcontractors are a type of partner that provides grant-funded activities or services under contract.

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Oregon 21ˢᵗ Century Community Learning Centers

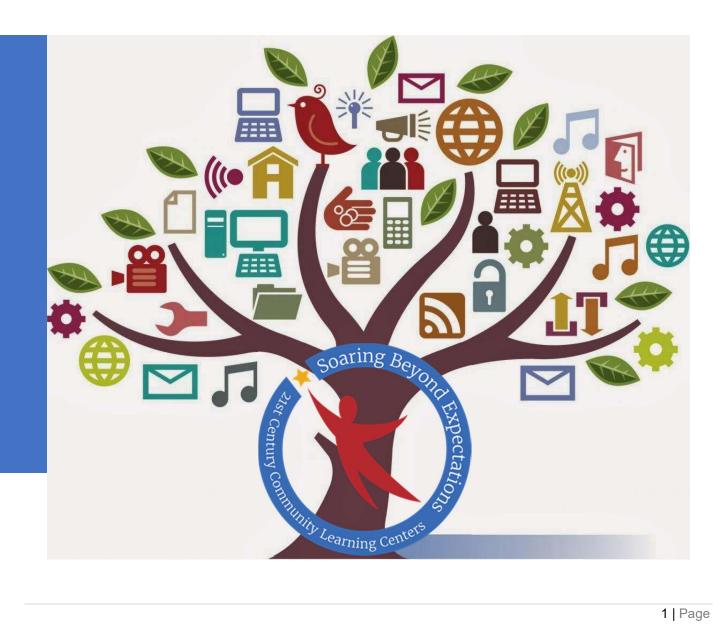# Program Reflection Tool

Full Version

OREGON
DEPARTMENT OF
EDUCATION
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TABLE OF CONTENTS

Introduction

A quality program is one that is reflective and willing to improve, change, and grow. It understands that improving program quality is an ongoing process and requires reflection on one's practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.

The primary purpose of this Program Reflection Tool is to improve the quality of Oregon's 21st Century Community Learning Center (CCLC) programs by helping practitioners take a critical look at their programs against standards of best practice. The tool also gives structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts.

PROGRAM QUALITY ASSESSMENT TOOLS VS PROGRAM EVALUATION

Program evaluation is a broad term that includes both process evaluation and outcomes evaluation. Process evaluations assess whether a program is implemented as intended, and outcome evaluations assess a program's success in reaching its goals and effects on participants. Program quality assessment tools, on the other hand, refer to the criteria, standards, or models that are used to assess program quality. These criteria, standards, or models may be used to assess the different components that comprise "quality." Quality assessment can be viewed as a process measure as well (e.g. how the program is implemented relative to standards). In sum, quality assessment and evaluation are very complementary and are often used together, as quality assessment may be a piece of a larger program evaluation activity.

CONTENT OF TOOL

The Program Reflection Tool is organized around Oregon's Elements of High Quality 21st Century Community Learning Centers (CCLC). These consist of eleven elements of an effective afterschool program, all of which come from evidence-based practice (Finn-Stevenson, 2014; Granger, 2010; Hammond & Reimer, 2006; National Afterschool Association, 1998; Scharf & Woodlief, 2000). Next to each sub-element, you'll find a list of indicators that describe "high quality" characteristics for each practice/element. These are based on a review of multiple Program Quality assessments, including but not limited to: Oregon Integrated Systems Framework Needs Assessment for Schools[1], Iowa Afterschool Alliance's Standards and Indicators, Montana's 21st CCLC Self Assessment Tool, New York's Network for Youth Success Quality Self Assessment Tool, California After School Program Quality Self-Assessment Tool, Harvard Family Research Project's Exploring Quality in After School Programs: Emerging Standards, C.S. Mott Foundation's Moving Towards Success: Framework for After-School Programs, Colorado Department of Education's 21st Century Community Learning Centers Program Monitoring and Quality Improvement Tool and National Afterschool Alliance's Core Knowledge and Competencies for Afterschool Professionals.

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[1] With collaboration through a cross-agency work group and input from practicing educators in Oregon districts, the Oregon Department of Education (ODE) created this evidence and stage-based needs assessment tool for the purpose of assisting schools and districts in identifying systems- strengths and opportunities for growth that align with indicators of the ORIS Framework. It is grounded in implementation and improvement science and multi-tiered delivery systems and is built upon a foundation guided by equity principles.

This "tool" is meant to help your organization grow over time with respect to Oregon's Elements of High Quality 21st Century Community Learning Centers. In order to promote consistency, grantees must address and respond to all the elements. However, we also understand that programs may already use valid and reliable instruments for purposes of monitoring program quality. In light of this and following recommendations outlined in a recent ODE Report on Oregon's Continuous Quality Improvement Process for 21st CCLCs[2], this tool allows programs to incorporate information from other quality assessment tools/instruments that may already be in use. Programs can either incorporate results from these other tools/instruments that are already in use (e.g. YPQA and OR ASK[3]), and/or use suggested indicators as noted herein.

==**Please complete this tool for EACH center that offered 21st CCLC programming during this school year.**==

DIRECTIONS FOR USE

Use this Program Reflection as a tool to assess your areas of strength and opportunity and to help you determine your program improvement plans. This tool incorporates a program quality rating for each Element and provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the process, program staff will then integrate, prioritize, and refine the improvement goals identified on these worksheets via the Summary and Reflection worksheets and ultimately create an Action Plan (the action plan provides a structure to help grantees consider how improvement priorities will be enacted, i.e. through what activities, by whom, using what resources, and on what timeline).

ASSESS The document is organized under the 11 Elements of Quality.
1. Program Administration
2. Staff Qualifications & Staff Development
3. Partnerships
4. Evaluation & Continuous Improvement
5. Sustainability
6. Diversity, Inclusion, Access and Equality
7. Physical Environment
8. Safety, Health, & Nutrition
9. Interactions & Relationships
10. Youth Centered
11. Social and Emotional Learning and Active Engagement

NEW: For 21-22, we have removed the *Compliance* section given that all programs are undergoing monitoring.

Each indicator is broken down into four levels of mastery. At each indicator, you should ask yourself, "Is my program most like a 1, 2, 3, or 4?" You should use this rating system to assess your program's success in practicing each of the indicators within an element. If you are not sure what is meant by a particular competency statement, score it as a 1. It is expected that even after many years as an after

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[2] Oregon Department of Education (2017). *A grantee's guide to site-level implementation of Oregon's Continuous Quality Improvement Process for 21st CCLC.*

[3] Of note, not all indicators in YPQA or OR ASK are aligned to the 11 Elements of Quality. For these non-aligned indicators, programs will need to refer to the indicators noted herein.

school program, a program can still have much more to learn. Take notes, indicate your evidence for each indicator, and total your ratings as you work through the tool. Use the Summary page at the end of the document to calculate your results.

4: EXCEEDS EXPECTATIONS
Our program is exceptionally proficient in this practice and can demonstrate this in observable ways. This is an area of quality practice where our program can serve as an example for others.

3: MEETS EXPECTATIONS
Our program has achieved proficiency in this area and needs only a little additional work to be exceptionally proficient.

2: APPROACHING EXPECTATIONS
Our program has done some work in this area but need targeted support and improvement to move to the next level.

1: DOES NOT MEET
Our program has not started or is just beginning to work in this area and we have a need to address this practice.

Programs are expected to strive to meet expectations (3) on all of the indicators within each of the elements of program quality. Over time, programs should continue to strive for an exceeds performance level (4). At this level of performance, programs consistently show evidence of promising practices throughout all program elements, serve as a model for other afterschool programs, and develop and support staff such that they could serve as coaches and mentors for other practitioners.

Many of the indicators are specific to practices at a given site, therefore it is recommended that most elements be considered on the individual site level. Some elements, however, require looking at organizational practices and may have some indicators that are likely to be rated consistently across a multi-site organization.

* NOTE: There are several "not applicable" options in case a particular indicator does not apply to your program. This option is only available for specific indicators.

NEW: The Program Reflection Tool now encourages users to indicate priorities and determine the appropriate timeframe for improvements using the following categories under the new "Urgency for Improvement" column.

- **3=Immediately:** Area should be addressed immediately.
- **2=This Year:** Area should be addressed during the current program year.
- **1=Next Year:** Area should be re-evaluated during the next program year.

REFLECT Use the questions beginning on page 26 to guide your overall reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on the work you do daily with youth as you think through your answers to the questions and set personal priorities. Subsequent planning can occur with the Action Plan in Fall of every year.

Quality Element 1

Program

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program has and is driven by a clear vision, mission, and purpose.	There is a clearly defined written statement of vision, mission, and goals.	4	n/a	We have multiple papers and websites that demonstrate this
	Program activities reflect the vision and mission of the program.	4	n/a	We do activities that reflect the vision and mission of the program
	Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.	4	n/a	Planned activities align with Program goals that will help us reach those goals
2) Operation is supported by well-documented policies and procedures.	The program has developed/adopted written policies and procedures to promote effective management.	3	n/a	We have multiple different places where these can be found
	Program policies and procedures are available to, and responsive to, the needs of children, youth, and families in the community.	4	n/a	We have program policies in the office and online and they are also available when requested.
	Program policies, procedures, and schedules ensure that staff, youth, and parents understand expectations.	3	2	Registration form includes all of these so that parents, and children are all aware.
	The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.	4	n/a	We get a supply card and keep track of receipts and then turn them in by the end of the month.
3) Staff have appropriate levels of structure, guidance, and autonomy.	Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.	4	n/a	Coordinator is the staff and is there in the room 9/10 times.
	Program has regular staff meetings that include sharing and reflection.	n/a	n/a	Did not have a staff to be able to do this
	Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.	3	2	I feel like for the most part communication there but sometimes it doesn't get lost and i think it's

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				something that can always be worked on
	Staff are empowered with freedom/latitude to plan their time and pursue interests.	3	1	For the most part I believe this is true but sometimes the time isn't given to be able to do this.
4) Stakeholder groups support and inform program planning and administration.	The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.	3	1	I feel like the families are very involved in what is going on t the club with surveys
	A stakeholder advisory team is in place and meets regularly to help guide activities, evaluation process and make program recommendations. **(Compliance)**	3	1	We have meetings regularly to plan stakeholders and are able to get recommendations often.
	The stakeholder advisory team has policies and procedures that provide clear governance and regular meetings to ensure effective engagement of members.	3	1	We discuss regularly and have a lot of ideas in place that will keep families entertained for their time being here.

REFLECTION:

What are strengths to celebrate?

I think Brain Gain went very well and the kids enjoyed it because they were learning but having fun at the same time.

What are opportunities for Quality Improvement within this Element?

Quality Element 2

Staff Qualifications & Staff

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures adequate staffing <u>and</u> recruit and retain highly skilled personnel.	Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.	3	1	I don't feel like this is always true and is sometimes overlooked.
	The program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.	3	1	I believe this is true and there is much diversity and different cultures here at the boys and girls club
	The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.	4	n/a	the club provides an orientation at the beginning of the year for parents to come to and we talk about everything listed
	The program completes appropriate fingerprinting and background checks for all staff.	4	n/a	When I got hired I had to have a background check and three forms of ID but no fingerprint
	Staff has competence in their area of responsibility.	3	1	I believe this is true for some of the staff but some other staff I believe could use more training or more time shadowing on the floor
	Staff and volunteers are given clear feedback for continuous performance improvement.	4	1	I've experienced feedback on things I could do better and it helps me improve my work ability more.
	The student/staff ratio is appropriate and safe for each specific activity conducted and meets student needs.	4	1	We always have an appropriate student/staff ratio at all times.

	Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
2)	Program provides ongoing professional development at all staff levels.	The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.	3	2	We could definitely use more training but no matter where that is always the case.
		Program provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.	3	1	I believe we could use more training than we can get especially since we're working with children I feel like there is always something more to learn or to work on
		Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	3	1	When I need help with something specific that maybe wasn't shown to me, I get the help and get showed thoroughly on how to do it and whether its called "training" or not it really helps to have that one on one and getting it explained to you
3)	Program ensures staff have an understanding of targeted and diverse learning strategies.	Program develops and supports staff to plan suitable activities that correspond to the developmental needs of participants, including participants with diverse abilities and English language learners.	3-4	n/a	I try to keep contact with teachers to see what each kid specifically needs extra help with and then plan accordingly in program to implement that.
		Staff respond appropriately to the individual needs of children and youth, and builds upon children and youths' individual strengths.	3	1	We help kids individually with what they specifically need help with
		Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.	2	2	I do find it very hard to adapt to kids different learning styles when there is only one staff in the room but I feel like

	Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
					if there is more than it would be a lot easier
4)	Program promotes a consistent staff presence throughout the program offering.	The program works to retain quality staff, providing a consistent and stable staffing base for the program.	3	1	I've never had a consistent staff.

REFLECTION:

What are strengths to celebrate?

I was the staff that really ever did brain gain in the sweethome program and I feel like the kids were comfortable with me and were excited for brain gain because every morning when they seen me they would ask what we were doing that day.

What are opportunities for Quality Improvement within this Element?

I think at first brain gain was scheduled for a really long time. It was an hour and half and i could tell the members struggled with this along with me, it was hard to keep them engaged for that long period of time.

Quality Element 3

Partnerships

After school programs build strong partnerships with families, schools, and the community to enhance the quality of after school and youth services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program strives for engagement with and outreach to schools, families, and communities	A plan for family and community involvement is developed, activated, reviewed, updated, and supported.	4	n/a	Every month we have a meeting to set up Family Night Out and then every month we hold this event for the communities families
	Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.	3	1	Sometimes I feel like i'm not communicated the best with but I also feel like communication can always be work on.
	Programs are tailored to address community and/or neighborhood needs.	3	n/a	We usually always take feedback from parents / kids on what they think and their ideas
	Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.	2	2	We did not do any family events during the summer.
	Program aims to strengthen family/youth relationships and communication.	3	1	We talk to parents a lot about what is happening at the club and try to keep really good communication with them
	Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.	4	n/a	We regularly give the community places where they can get help if not from us
	Links are built between youth and community (e.g., via service-learning projects, etc.).	3	1	we do projects like this often and try to keep it in the planning
2) Program promotes complementary	Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.	1	1	I did not meet with any school administration due to it being summer

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
alignment of school day and afterschool through regular communication, resource allocation, and data-sharing	Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.	n/a	n/a	In the summer I do not talk to schools
	Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the afterschool program.	n/a	n/a	I've never seen this before
	In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community- based program and school day staff.	n/a	n/a	in the summer i do not talk to schools
	For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.	n/a	n/a	in the summer i do not talk to schools
	District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).	n/a	n/a	in the summer i do not talk to schools

REFLECTION:

What are strengths to celebrate?

What are opportunities for Quality Improvement within this Element?

Quality Element 4
Evaluation and
Continuous Improvement

High quality after school programs conduct evaluations and continuous improvement for program planning, monitoring and to determine overall program effectiveness.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program has systems in place for ongoing data collection, assessment, and reflection using program data.	Program has measurable program goals/objectives that are aligned with the program vision, mission and identified needs.	3-4	n/a	I try my best to make sure planning is high quality and that it aligns with the organization's vision
	Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.	1	2	i'm not sure what this is meaning
	Program has a system in place for assessing program activities, outcomes, and participant engagement levels.	3-4	1	I monitor these all closely and if I do an activity that the kids are bored easily I know not to do it again or something similar
	The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	3	1	We do surveys every now and then to get feedback
2) Program engages in regular and ongoing action planning for continuous improvement.	Program leadership uses assessment and evaluation data to continuously review and refine program activities, policies, staffing, and professional development as part of a continuous improvement process.	2	1	I don't feel like we do that as often as we should.
	Program leaders engage staff in continuous improvement process based on evaluation results and stakeholder feedback.	3	1	Our planning is continuously changing in a positive way and we add more if needed
	Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	2	1	I don't think it's communicated with community or parents
	The program identifies and shares promising practices internally.	3	1	n/a

REFLECTION:
What are strengths to celebrate?

What are opportunities for Quality Improvement within this Element?

Quality Element 5

Sustainability

High quality after school programs plan for sustainability.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program engages in continuous planning and assessment to ensure fiscally sustainable programming.	The grantee has developed a sustainability plan to gain other sources of funding or in-kind resources to maintain the level of program services as grant support decreases in the fourth and fifth year. **(Compliance)**	n/a	n/a	I do not have the knowledge to answer this.
	The program makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.	n/a	n/a	I do not have the knowledge to answer this question
	Leaders actively pursue new sources of funding and in-kind resources.	n/a	n/a	No knowledge

REFLECTION:

What are strengths to celebrate?

What are opportunities for Quality Improvement within this Element?

Quality Element **6**

Diversity, Inclusion, Access & Equity

High quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that they are available and accessible for <u>all</u> youth.	The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.	4	n/a	We are committed to serving all youth and families in our community we do multiple events
	No one is turned away from the program because they cannot pay enrollment fees (where applicable).	3-4	n/a	We offer scholarships and cclc is free program
	When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.	3	1	n/a
	Program provides reasonable accommodations and special materials as necessary for all participants to successfully participate during the program and at special events.	4	n/a	We provide all materials for youth and families to participate in the program and events.
2) Program develops and implements policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront.	Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.	4	n/a	We establish, maintain, and communicate respectful values of diversity.
	Participants experience and learn about diversity.	4	n/a	We covered this quite often in the summer program

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
3) Program supports staff in building <u>cultural competence</u> among staff and with youth through culturally responsive practices, activities, and opportunities.	Staff is sensitive to the culture and language of children and youth.	3	1	Staff is sensitive to other cultures and languages and we work to be better at it.
	Program staff and volunteers engage in culturally responsive practices, including offering activities that reflect the languages and cultures of the participants and families.	4	n/a	I try to plan activities that teach kids about different cultures and different languages.
	Staff adapt activities to be accessible to English learners and encourage their active participation in the program.	4	n/a	staff adapt the activities to kids that need the adaption and we always encourage positive engagement and participation
	Program provides professional development opportunities related to diversity/equity and to build cultural competence.	4	n/a	I plan activities that give youth the chance to learn about new cultures

REFLECTION:

What are strengths to celebrate?

What are opportunities for Quality Improvement within this Element?

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Quality Element 7

Physical Environment

High quality after school programs provide an appropriate, accessible physical environment.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.	The program's indoor space meets the needs of children and youth and the environment is suitable for all offered activities.	___4___ (or not applicable)	1	Our building meets all the standards for the youth to have a safe and suitable environment
	The outdoor play area is appropriate for all offered activities and is hazard-free.	___2___ (or not applicable)	2	We don't really have a safe gated place for kids to play outside.
	Adequate materials and supplies are available to support program activities.	4	n/a	We mostly always have the materials to do the planned activities.
	Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.	___3___ (or not applicable)	1	I do think we need to upgrade our equipment more but they are checked and put away if they do not meet standards.
	The program's hours, activities, schedules, and locations meet the needs of the target population.	4	1	It's in the middle of town and our hours go from 730am to 6:00pm which is the majority of the day.
	The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.	3	1	We do have updated schedules and location assignments but isn't really open to the families but could be upon request

REFLECTION:

What are strengths to celebrate?

What are opportunities for Quality Improvement within this Element?

Quality Element 8

Safety, Health & Nutrition

High quality after school programs provide a safe, healthy, and nurturing environment for all youth, staff, and families.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures the emotional and physical safety of youth and staff.	Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.	4	1	We promote Physical and emotional safety with mutual respect.
	Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).	__4__ (or not applicable)	n/a	All activities are safe and free of risk of getting injured or hurt during the activity
	Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).	3	n/a	We keep everything fair so that the members are emotionally safe
	There are effective health and safety procedures in place, and these are known to staff, youth, and families.	4	n/a	We make health and safety a priority and make it know to staff, members and community
	Develops and manages effective arrival and dismissal procedures (including procedures for authorized student pick-ups) and plans for safe travel home.	_4_ (or not applicable)	n/a	we have a list of who can pick up students, and then we walk out with them when they are picked up to ensure the safety of kids
	Provides effective supervision of participants by an approved adult at all times.	__4__ (or not applicable)	n/a	There is an approved adult in the room with kids at all timess
	Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	4	n/a	we have a binder for emergency contacts and it stays in the same locations at all times
	The program has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	4	n/a	We are required to have these in plain sight at all times

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.	4	n/a	All of these need to be done before on the floor with the kids
	The program has policies and training in place to assure safe and appropriate use of the Internet.	3	n/a	phones arent aloud and we monitor the computers very cosley
	The program offers students a means of transport if they qualify for after school and are unable to walk to community centers. (Compliance)	___4___ (or not applicable)	n/a	we provide bus transportation for after school
2) Program provides a healthy, welcoming, and accommodating environment.	Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.	3	1	We plan, welcome and create an environment that fully supports diverse abilities
	Youth have the opportunity to learn about healthy eating and positive food choices through activities such as cooking clubs, gardening, or visits to local grocery stores.	___4___ (or not applicable)	1	We do healthy Lifestyles which teach mental health and healthy eating choices.
	Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.	___4___ (or not applicable)	1	we go to the gym daily to provide in physical activity
	Program is aware of, records, and supports staff to address the mental and physical health needs of participants in compliance with HIPAA and FERPA.	4	1	We have a YDP log that when we are made aware of certain things for kids that are personal, we write it in the YDP Log and everyone has to sign it to make aware that they understand the members personal needs.
3) Program ensures that emergency preparedness is a priority.	The program has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	3	1	We didn't do much of this during the
	Emergency plans are easily accessible and rehearsed.	4	n/a	There is one in each room and we rehearse it once a month
	Program conducts all required fire and safety drills.	4	n/a	We conduct it once a month

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
4) Program provides nourishment based on health and wellness standards for children and youth.	The program provides daily nutritional snacks and/or meal during program operation within a sanitary environment and drinking water is readily available.	4	n/a	We do snack and it is nutritional and is conducted in a sanitary environment with drinking water accessable
	The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA). **(Compliance)**	____4____ (or not applicable)	n/a	If NA, explain here: The program provides meals that are approved

REFLECTION:
What are strengths to celebrate?

What are opportunities for Quality Improvement within this Element?

Quality Element 9

Interactions and Relationships

High quality after school programs cultivates and maintains positive relationships and interactions among youth, staff, families, and partners.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program.	Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.	4	n/a	The staff treats members respectfully and listens to what they say and has structure in place.
	Staff provide specific feedback to youth about positive behavior and accomplishments.	4	1	Staff acknowledges positive behavior when it is shown with BE great bucks
	Staff model personal interest in youth and allow for communication time with all youth.	3	1	Sometimes it is hard when there is only once staff but 15 kis but we try our best to communicate with all members whether is negative or positive
	Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.	4	n/a	When something happens we talk to the parent and explain what had happened
	Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.	4	n/a	We talk to parents about behaviors, member of the month, and what we do in program on a regular basis
2) Staff engages in collaboration and partnerships with youth, strives to address barriers and	Staff view participants as partners and collaborate with youth on programming/activities.	4	n/a	When making activities I ask for youth feedback and suggestions
	The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.	3	n/a	the environment of positive and respectful but I think this is something that can always be worked on.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
promote supportive and encouraging norms for youth and staff interaction.	Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.	4	n/a	We encourage members to treat others how you would like to be treated.
	Staff consistently intervene when youth or adults make hurtful or negative comments.	4	n/a	Like above we highly encourage to have members treat other people how they would like to be treated and we encourage positive comments and positive behavior.
	Program staff serve as positive role models.	4	n/a	Staff show what positive behavior is suppose to look like.

REFLECTION:
What are strengths to celebrate?

The staff show positive behaviors and support and encourage positive behavior to the youth.

What are opportunities for Quality Improvement within this Element?

Communication is something we could improve a little bit on but we still have great communication between staff and youth.

Quality Element 10

Youth Centered Activities

High quality after school programs provides youth-centered activities and acts in partnership with youth to foster appropriate youth voice and leadership.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program focuses on youth development, interest, and influence.	Program activities are primarily selected based on student needs and interests.	4	n/a	Staff ask youth what activities they are interested in doing and also keep track of activities that keep the members engaged
	Program engages participants and adults to make activities meaningful, applicable to the real world, and developed around participant interests.	4	n/a	Staff ask youth what activities they are interested in and then modify them to have a purpose as to why we are doing it.
	Program has a culture that encourages youth to take initiative, explore their interests, set goals for personal achievement, and work to meet them.	4	n/a	We set goals at the beginning of the week and then at the end of the week we talk about if we met those goals
	Enrichment activities are based on best practices derived from child and youth development research.	3	1	We do activities that help youth learn, grow but also have fun at the same time
2) Program provides experiential and age-appropriate activities.	Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.	4	n/a	we povide activities within their age group and follow along with what their doing / learning at school.
	Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.	4	N/A	We do stem weekly that is experimental and provides opportunity for skill development.
	The program enables youth to explore resources and issues in their community through projects and	4	n/a	We do field trips and sometimes will pick up garbage / Weeds around our community.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	activities, including service learning and real world contexts.			
3) Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming.	Youth have age-appropriate opportunities to make choices, such as picking books to read, joining clubs or teams, or deciding on a project topic.	4	n/a	Youth have options such as worksheets to do , books to read, projects we do etc…
	Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.	4	n/a	when i come up with expectations I have the members come up with some and we make it into a discussion together
4) Program provides opportunities for youth leadership.	Staff provides participants with leadership opportunities (e.g., serve on advisory team, lead activity(ies)).	4	n/a	When a members is showing leadership qualities, they get ot have a little more freedom on going to the office to get supplies etc..
	Program encourages older participants to serve as mentors for younger participants.	4	n/a	CCLC members know they are like role models to the younger kids and act ike mentors to the younger kids when needed
5) Program intentionally supports academic, social, and emotional competence-building.	Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.	4	n/a	We have a schedule that each category has a designated time
	A balance of academics, homework assistance, and enrichment programming exist.	4	n/a	We have a designated time each day for each of these
	Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed	4	n/a	We do power hour and i contact teachers to see what each members needs help with and then I print power hour worksheets that correspond to each members needs

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	accommodations, grades, and homework completion rates).			
	The program provides evidence-based academic support and enrichment activities.	4	n/a	We to power hour and stem, GB8, Healthy lifestyles and youth choice
	Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.	2	2	We could be a lot better about this but we had trouble getting in contact with the schools and could not get a response back

REFLECTION:
What are strengths to celebrate?

We do a lot of school based activities

What are opportunities for Quality Improvement within this Element?

Communication with schools

Quality Element **11**

Social and Emotional Learning and Active Engagement

High quality after school programs encourage active participation and ownership by youth, and offer opportunities for social emotional learnings.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program is intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking.	Young people have structured opportunities to reflect on their goals and accomplishments.	4	1	We have community builders that are almost like warm ups where the youth get a feel for the room and reflection where we reflect the activity
	Staff encourage children and youth to make positive choices and to become more responsible.	4	n/a	We encourage highly of positive behavior and in program the youth are given a lot responsibility
	Program staff facilitate opportunities that promote students' social competency, self-efficacy, and resilience.			
2) Programming and activities intentionally support high levels of youth engagement and expectation.	Program engages participants and adults to promote consistent and active participation.	4	n/a	We make sure to plan activities that the youth will be engaged with and the staff role model engagement when doing the activity
	Staff have high expectations for youth and support youth as they strive for excellence.	4	n/a	We have a expectations always posted in the room for when expectations aren't being met they go to where they are posted and read them so they are able to understand them and are able to ask questions if needed
3) The program environment and activities cultivate a sense of belonging.	Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.	4 (or not applicable)	n/a	Staff encourage positive relationships between youth
	Youth and staff demonstrate a strong sense of ownership and belonging.	4	1	Staff reinsure youth when needed
	Staff provide opportunities to publicly celebrate youth achievements.	4	n/a	We do member of the month

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
4) Staff receive training in and promote positive behavior supports for reframing conflict.	The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.	4	n/a	We have a handbook for behaviors and the staff all stay consistent with it
	Program applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.	4	n/a	We approach kids with a positive attitude
	Staff approach conflicts and negative behavior in a non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior.	4	n/a	Staff have training to ensure they know the proper way to stop conflict and negative behaviors while also trying to find a positive solution
	Staff seek input from youth in order to determine both the cause and solution of conflicts and negative behavior.	4	n/a	We always listen to both sides of the story before finding a solution so that we have the knowledge of the whole situation

REFLECTION:

What are strengths to celebrate?

A strength would be having the knowledge on how to interact with members whether it is positive or negative

What are opportunities for Quality Improvement within this Element?

I would like to work on having the kids set more goals for themselves and the reflecting it.

REFLECTION

Describe your program as it is. **Questions to consider: a) On which Element did you score the highest? Why?, b) On which Element did you score the lowest? Why? What makes this area difficult for you?**

a: I think program quality because I put a lot of time and effort into planning to make sure the activities are engaging and based on the members' likes.
b: Communication because sometimes I feel like there is a lot of miscommunication and not talking enough and this makes it difficult for me because I feel like everyone isn't on the same page

How would you like it to be?
I would like there to be an appropriate amount of communication with what is going on and what is going to be happening.

Which specific indicators represent areas of opportunity for growth? Prioritize them in order of importance to you.

Select the first 2-3 priorities (goals). Why are these priorities important to you and your work with youth?

Working with schools more, and communication within the organizations and also parents.

Use this information to help you complete your Action Plan in Fall 2022 (in Grantee Google Folder).

GLOSSARY

Engagement: Engagement refers to elements that allow the participants 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, vocational).

English Learner (EL) and English Language Development (ELD): The term **English Learner** refers to students whose first language is not English and encompasses the spectrum of students from those who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") to those who have already developed considerable proficiency. This includes: newcomers that arrived within one year; English Learners who have arrived between one and three years; students who are orally English proficient socially but not yet fully proficient.

Evidence-Based Practices: Evidence-based is defined in ESSA in Sec. 8101(21), as shown below:

(A) In General. –except as provided in subparagraph (B), the term "evidence-based", when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that-

    I.   demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

        i. **Strong** evidence from at least 1 well-designed and well-implemented experimental study;

        ii. **Moderate** evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

        iii. **Promising** evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; OR

    II.   (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

For more information see Using Evidence to Strengthen Education Investments: Non-Regulatory Guidance.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Experiential learning entails a hands-on approach to learning that moves away from just the teacher at the front of the room imparting and transferring their knowledge to students, and instead makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. According to David Kolb[4], in order to gain genuine knowledge from an experience, the learner must have four abilities:

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and

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[4] Kolb. D. A. and Fry, R. (1975) Toward an applied theory of experiential learning. in C. Cooper (ed.), *Theories of Group Process,* London: John Wiley.

- The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Partnership: The 21st CCLC program requires grantees to describe a partnership between the district, a community-based organization and other public or private organizations. If the local applicant is a public or private organization, an assurance must be signed indicating that its program was developed and will be carried out in active collaboration with the schools the students attend. Partnerships usually are characterized by a long-term (one year or longer) working relationship between two or more entities. Members of partnerships are often involved in planning and decision making for multiple programs and projects over an extended period of time. All entities within a partnership share costs and contribute resources to the programs or projects. In contrast, collaborations usually are short-term or temporary arrangements between two or more entities to work on specific projects. Collaborating entities may share costs and contribute resources to the specific projects.

Qualitative and Quantitative Evaluation: Quantitative evaluation methods yield numerical data that are typically analyzed using statistical methods. Qualitative evaluation methods yield 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 add detail, depth, and meaning to quantitative data.

Principles of Effectiveness: According to statute, 21st CCLC programs or activities must be based on:
1. An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities.
2. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities.
3. Scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

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. In no case may a school district use federal program funds to supplant – take the place of – funds from State, Local or non-federal sources. Pursuant to guidance from the U.S. Office of Management and Budget (OMB), U.S. Department of Education auditors are to presume that supplanting has occurred in three cases: (1) the grantee used federal funds to provide services that the grantee was required to make available under other federal, state or local laws, (2) the grantee used federal funds to provide services that it provided with non-federal funds in the prior year, (3) the grantee used federal funds to provide services for participating children that the grantee provided with non-federal funds for nonparticipating children. These presumptions are rebuttable if the grantee can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

Subcontractors: Subcontractors are a type of partner that provides grant-funded activities or services under contract.

Oregon 21st Century Community Learning Centers

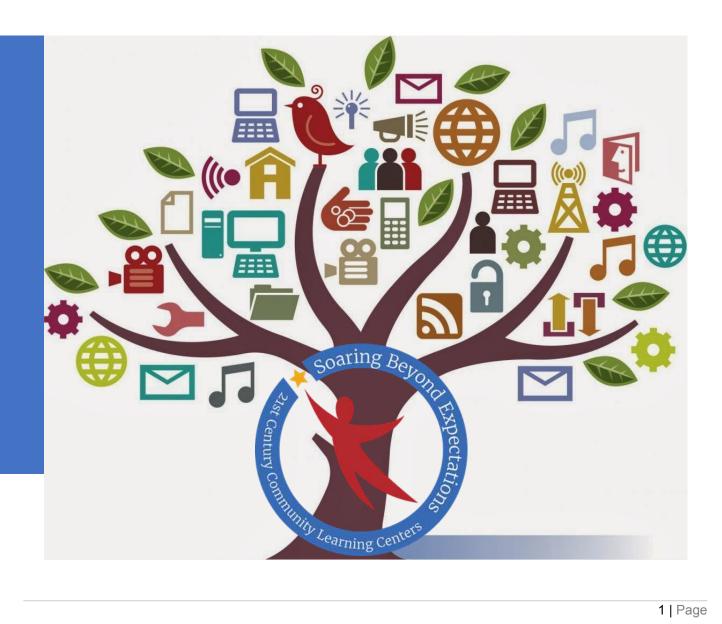# Program Reflection Tool
Full Version

TABLE OF CONTENTS

Introduction

A quality program is one that is reflective and willing to improve, change, and grow. It understands that improving program quality is an ongoing process and requires reflection on one's practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.

The primary purpose of this Program Reflection Tool is to improve the quality of Oregon's 21st Century Community Learning Center (CCLC) programs by helping practitioners take a critical look at their programs against standards of best practice. The tool also gives structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts.

PROGRAM QUALITY ASSESSMENT TOOLS VS PROGRAM EVALUATION

Program evaluation is a broad term that includes both process evaluation and outcomes evaluation. Process evaluations assess whether a program is implemented as intended, and outcome evaluations assess a program's success in reaching its goals and effects on participants. Program quality assessment tools, on the other hand, refer to the criteria, standards, or models that are used to assess program quality. These criteria, standards, or models may be used to assess the different components that comprise "quality." Quality assessment can be viewed as a process measure as well (e.g. how the program is implemented relative to standards). In sum, quality assessment and evaluation are very complementary and are often used together, as quality assessment may be a piece of a larger program evaluation activity.

CONTENT OF TOOL

The Program Reflection Tool is organized around Oregon's Elements of High Quality 21st Century Community Learning Centers (CCLC). These consist of eleven elements of an effective afterschool program, all of which come from evidence-based practice (Finn-Stevenson, 2014; Granger, 2010; Hammond & Reimer, 2006; National Afterschool Association, 1998; Scharf & Woodlief, 2000). Next to each sub-element, you'll find a list of indicators that describe "high quality" characteristics for each practice/element. These are based on a review of multiple Program Quality assessments, including but not limited to: Oregon Integrated Systems Framework Needs Assessment for Schools[1], Iowa Afterschool Alliance's Standards and Indicators, Montana's 21st CCLC Self Assessment Tool, New York's Network for Youth Success Quality Self Assessment Tool, California After School Program Quality Self-Assessment Tool, Harvard Family Research Project's Exploring Quality in After School Programs: Emerging Standards, C.S. Mott Foundation's Moving Towards Success: Framework for After-School Programs, Colorado Department of Education's 21st Century Community Learning Centers Program Monitoring and Quality Improvement Tool and National Afterschool Alliance's Core Knowledge and Competencies for Afterschool Professionals.

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[1] With collaboration through a cross-agency work group and input from practicing educators in Oregon districts, the Oregon Department of Education (ODE) created this evidence and stage-based needs assessment tool for the purpose of assisting schools and districts in identifying systems- strengths and opportunities for growth that align with indicators of the ORIS Framework. It is grounded in implementation and improvement science and multi-tiered delivery systems and is built upon a foundation guided by equity principles.

This "tool" is meant to help your organization grow over time with respect to Oregon's Elements of High Quality 21st Century Community Learning Centers. In order to promote consistency, grantees must address and respond to all the elements. However, we also understand that programs may already use valid and reliable instruments for purposes of monitoring program quality. In light of this and following recommendations outlined in a recent ODE Report on Oregon's Continuous Quality Improvement Process for 21st CCLCs[2], this tool allows programs to incorporate information from other quality assessment tools/instruments that may already be in use. Programs can either incorporate results from these other tools/instruments that are already in use (e.g. YPQA and OR ASK[3]), and/or use suggested indicators as noted herein.

==**Please complete this tool for EACH center that offered 21st CCLC programming during this school year.**==

DIRECTIONS FOR USE

Use this Program Reflection as a tool to assess your areas of strength and opportunity and to help you determine your program improvement plans. This tool incorporates a program quality rating for each Element and provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the process, program staff will then integrate, prioritize, and refine the improvement goals identified on these worksheets via the Summary and Reflection worksheets and ultimately create an Action Plan (the action plan provides a structure to help grantees consider how improvement priorities will be enacted, i.e. through what activities, by whom, using what resources, and on what timeline).

ASSESS The document is organized under the 11 Elements of Quality.

1. Program Administration
2. Staff Qualifications & Staff Development
3. Partnerships
4. Evaluation & Continuous Improvement
5. Sustainability
6. Diversity, Inclusion, Access and Equality
7. Physical Environment
8. Safety, Health, & Nutrition
9. Interactions & Relationships
10. Youth Centered
11. Social and Emotional Learning and Active Engagement

NEW: For 21-22, we have removed the *Compliance* section given that all programs are undergoing monitoring.

Each indicator is broken down into four levels of mastery. At each indicator, you should ask yourself, "Is my program most like a 1, 2, 3, or 4?" You should use this rating system to assess your program's success in practicing each of the indicators within an element. If you are not sure what is meant by a particular competency statement, score it as a 1. It is expected that even after many years as an after school program, a program can still have much more to learn. Take notes, indicate your evidence for

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[2] Oregon Department of Education (2017). *A grantee's guide to site-level implementation of Oregon's Continuous Quality Improvement Process for 21st CCLC.*

[3] Of note, not all indicators in YPQA or OR ASK are aligned to the 11 Elements of Quality. For these non-aligned indicators, programs will need to refer to the indicators noted herein.

each indicator, and total your ratings as you work through the tool. Use the Summary page at the end of the document to calculate your results.

4: EXCEEDS EXPECTATIONS
Our program is exceptionally proficient in this practice and can demonstrate this in observable ways. This is an area of quality practice where our program can serve as an example for others.

3: MEETS EXPECTATIONS
Our program has achieved proficiency in this area and needs only a little additional work to be exceptionally proficient.

2: APPROACHING EXPECTATIONS
Our program has done some work in this area but need targeted support and improvement to move to the next level.

1: DOES NOT MEET
Our program has not started or is just beginning to work in this area and we have a need to address this practice.

Programs are expected to strive to meet expectations (3) on all of the indicators within each of the elements of program quality. Over time, programs should continue to strive for an exceeds performance level (4). At this level of performance, programs consistently show evidence of promising practices throughout all program elements, serve as a model for other afterschool programs, and develop and support staff such that they could serve as coaches and mentors for other practitioners.

Many of the indicators are specific to practices at a given site, therefore it is recommended that most elements be considered on the individual site level. Some elements, however, require looking at organizational practices and may have some indicators that are likely to be rated consistently across a multi-site organization.

* NOTE: There are several "not applicable" options in case a particular indicator does not apply to your program. This option is only available for specific indicators.

NEW: The Program Reflection Tool now encourages users to indicate priorities and determine the appropriate timeframe for improvements using the following categories under the new "Urgency for Improvement" column.

- **3=Immediately:** Area should be addressed immediately.
- **2=This Year:** Area should be addressed during the current program year.
- **1=Next Year:** Area should be re-evaluated during the next program year.

REFLECT Use the questions beginning on page 26 to guide your overall reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on the work you do daily with youth as you think through your answers to the questions and set personal priorities. Subsequent planning can occur with the Action Plan in Fall of every year.

Quality Element 1

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program has _and_ is driven by a clear vision, mission, and purpose.	There is a clearly defined written statement of vision, mission, and goals.	3	1	We follow the BGC vision, mission, and goals. Within the program we also come up with our own group vision, expectations, mission and goals.
	Program activities reflect the vision and mission of the program.	3	1	Part of the vision is to have a safe and fun environment, which we do. The program space is safe and we make sure the kids have fun everyday. The mission states "To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.", I strive to make sure kids know they can achieve anything they put their minds to and help them in the steps they can take to be such a citizen.
	Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.	3	1	All staff could explain the relationship between the program goals/objectives and the activities.
2) Operation is supported by well-documented policies and procedures.	The program has developed/adopted written policies and procedures to promote effective management.	4	1	We have developed and adopted policies, procedures, and expectations. These were all written out on a large piece of paper and the kids were required to read and sign the paper.
	Program policies and procedures are available to, and responsive to, the needs of children, youth, and families in the community.	3	2	The program policies, procedures, and expectations could be told to children, youth, and families. The children could also look at them every single day in the program since they were hung up in the

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				program space. We do have a BGC handbook though that contains some of the policies and procedures of all programs so children, youth, and parents could look at this but it would have been nice for the parents to see the policies, procedures, and expectations we set as a group.
	Program policies, procedures, and schedules ensure that staff, youth, and parents understand expectations.	3	2	Staff and youth understand expectations of the program but parents might fully not. They get the handbook but the parents might be unaware of policies, procedures, and expectations we have in our own program.
	The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.	4	1	We get monthly budget cards, with a set limit. We then turn in the cards and receipts, putting the months on the receipts. Then we have the office administration keep records of our spending.
3) Staff have appropriate levels of structure, guidance, and autonomy.	Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.	4	1	I was always asking my YDP for his feedback and collaboration. If he had any activities he wanted to do I would fit them into the schedule somehow. He would also lead activities and we allowed the kids to take charge sometimes.
	Program has regular staff meetings that include sharing and reflection.	3	2	We don't have actual meetings but we meet early before the program and share and reflect on things that have happened in the program or talk about

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				the things happening in the next few days.
	Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.	4	1	Staff were always communicating. We were figuring out ways to make the program run more smoothly and that we could give the kids all they needed. It was also important for my YDP to come to me with things he thinks might help the kids or with things that he wants to do with the kids.
	Staff are empowered with freedom/latitude to plan their time and pursue interests.	4	1	My YDP was able to come up with his own ideas and I would put them into our plans and he would run the activity. Things that he was interested in; baseball, woodworking, hiking, etc. were done throughout the program. He was also to take time off when he needed to.
4) Stakeholder groups support and inform program planning and administration.	The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.	3	1	I involve the participants and staff in planning activities for the program. It's important to learn their interests and do things that the kids would enjoy so they keep coming back. One of the kids brought up going on a bike ride- everyone had a bike so I made it happen. Families do not really have a say in decision making or planning though- this might be something to look into. Maybe families would have ideas on things they think their children should try or know what things interest them the most.

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	A stakeholder advisory team is in place and meets regularly to help guide activities, evaluation process and make program recommendations. **(Compliance)**	1	3	I am not sure if we have a stakeholder advisory team but the coordinators and the bosses meet regularly to discuss the program and work together to plan, evaluate, and discuss the program as a whole.
	The stakeholder advisory team has policies and procedures that provide clear governance and regular meetings to ensure effective engagement of members.	1	3	Again, not sure if we have a stakeholder advisory team but regular meetings do happen amongst coordinators, YDP's, and bosses, which help ensure that we can keep members engaged.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The program has developed/adopted written policies and procedures to promote effective management.

- The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.

- Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.

- Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.

- Staff are empowered with freedom/latitude to plan their time and pursue interests.

What are opportunities for Quality Improvement within this Element?

In this element, there are various elements that have opportunities for Quality Improvement. One thing is Program has regular staff meetings that include sharing and reflection. We meet for a few minutes before the kids get there and can talk about things when the kids leave but we don't have actual meetings. I think getting there early on a Monday would have been nice and then we could have talked about the entire plan for the week; see if there was anything we wanted to add in or change around, or just talk about anything we might expect throughout the week. This would have also been a good time to figure out if there were any activities where the kids could receive a prize or if we need to give the kids an incentive for doing the activity. Next year, if I run LEAP again I will hold Monday meetings.

Quality Element 2
Staff Qualifications & Staff Development

High quality after school programs recruit, hire, and develops diverse staff members who understand, value, and promote high quality practices.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures adequate staffing _and_ recruit and retain highly skilled personnel.	Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.	4	1	Staff have to apply and then we only interview the people we feel have experience or meet most of the requirements. Not everyone gets hired either, we make sure that they would be a good fit in the organization. My YDP was already employed and we picked the best one for the program I was running. He has knowledge in the activities we were doing and skills to make sure things run successfully.
	The program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.	4	1	We hire people of all ages, social-economic status, race, ethnicity, etc.
	The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.	4	1	We have missions and goals within the club and within each program. We also have parent handbooks and employee handbooks. We also have to be clean and dress a certain way at work (closed-toed shoes or sandals with ankle strap, jeans

	Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
					with no holes, appropriate shorts, staff shirts, and badges). We also expect everyone to treat each other with respect and help each other out when needed.
		The program completes appropriate fingerprinting and background checks for all staff.	3	1	We do not fingerprint people but we do background checks before people get hired. We even do them for volunteers.
		Staff has competence in their area of responsibility.	3	2	Sometimes people are thrown into their roles and they may not understand all of their responsibilities right off the bat but after a week they are pretty confident and know what needs to be done and how to do it.
		Staff and volunteers are given clear feedback for continuous performance improvement.	3	1	I gave my staff a lot of feedback throughout the program. I love how my YDP would step out of his comfort zone at times, try new things, and how they were so involved with the kids.
		The student/staff ratio is appropriate and safe for each specific activity conducted and meets student needs.	4	1	Staff ratio is about 10:2. With 2 staff and not very many kids, it was easy to meet the children's needs and make sure they were all being safe and having fun.
2)	Program provides ongoing professional	The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.	4	1	Before anyone gets to work with the kids we do an 11 hour training. We also have to get food handlers and CPR/first aid.

	Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	development at all staff levels.				In addition, we do additional training throughout the year as needed.
		Program provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.	4	1	Training takes place, new staff get to learn from current staff and bosses, and if anyone has any questions, there is always someone there to help them.
		Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	3	1	Training is designed to help the staff with things they need and align with program objectives, however I do not think some of the topics are interesting to everyone. Everyone is interested in different things so some training will be interesting and some won't. We do have access to other training though and if we see one that does interest us, we are welcome to do it and put more tools in our tool belts.
3)	Program ensures staff have an understanding of targeted and diverse learning strategies.	Program develops and supports staff to plan suitable activities that correspond to the developmental needs of participants, including participants with diverse abilities and English language learners.	2	1	The activities planned to correspond to the developmental needs of participants but we have not had any English language learners. I think this is something that would need to be addressed when the time comes.
		Staff respond appropriately to the individual needs of children and youth, and builds upon children and youths' individual strengths.	3	1	If a child needs to vent, we are there for that. If a child just

	Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
					wants to talk we are there for that too. If a child wants help on an activity, we will happily do so. I also pay attention to the things the kids are good at and their interests, this way I am able to give them opportunities to utilize these interests and strengths. It's also important to do things that will build upon their strengths, give them new skills, and teach new interests.
		Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.	3	1	Some of the kids like to learn things by being hands on, others like to read about it and then try it out, and others like a demonstration before attempting it. After the first week of the program, I learned the best way to teach the kids and when doing new activities, I would make sure to teach each kid in the way that they needed to learn.
4)	Program promotes a consistent staff presence throughout the program offering.	The program works to retain quality staff, providing a consistent and stable staffing base for the program.	4	1	I was the coordinator of the program for the entire summer. I also had only 1 YDP who worked with me for the entire summer. This made it easy for the kids to connect to us and we were consistent and stable. The

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				kids could count on us and build trust with us.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.

- The program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.

- The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.

- The student/staff ratio is appropriate and safe for each specific activity conducted and meets student needs.

- The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.

- Program provides opportunities for professional growth and meaningful skill development through the provision of support such as training, coaching, mentoring, and peer learning.

- The program works to retain quality staff, providing a consistent and stable staffing base for the program.

What are opportunities for Quality Improvement within this Element?

One element where there is opportunities for Quality Improvement is "Staff has competence in their area of responsibility.". As mentioned above, Sometimes people are thrown into their roles and they may not understand all of their responsibilities right off the bat but after a week they are pretty confident and know what needs to be done and how to do it. Sometimes this happens with YDP's too. They get put into a new position and have new responsibilities and it could take them a little bit of time to fully understand the change and make the appropriate adjustments.

Quality Element 3
Partnerships

After school programs build strong partnerships with families, schools, and the community to enhance the quality of after school and youth services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program strives for engagement with and outreach to schools, families, and communities	A plan for family and community involvement is developed, activated, reviewed, updated, and supported.	4	1	We have monthly Family Nights and take home kits. We also do community events like auctions, girls nights, etc.
	Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.	2	2	We have flyers around town, hand out flyers during events and parades, we tell our family and friends about the club, and we talk to schools about the programs we offer. However, I don't know how much the particular program I was running was communicated with families, partners, and schools. I feel like I could have had a lot more kids if more people know about the program.
	Programs are tailored to address community and/or neighborhood needs.	3	1	There are programs that go out and do community service activities, which are addressing community and/or neighborhood needs. We were able to help out the elderly home one day by spending a couple hours picking up leaves for them. We filled up like 6 large trash bags full of leaves. The kids didn't enjoy it at first but afterwards they could see how happy it made the elderly and were proud of themselves. I think it is awesome that we were able to help them out.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.	4	1	We have Family 'Nights' once a month. These happen at different times of the month (beginning, middle, end), they happen on different days of the week, at different times of the day, and consists of different activities.
	Program aims to strengthen family/youth relationships and communication.	3	1	We help the kids learn how to be respectful, caring, communicate, helpful, and much more. All of these positive traits, skills, and characteristics could be brought home and thus, strengthen the relationship they have with their family. Since all kids are doing this during the program, they are also building and strengthening relationships with each other.
	Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.	4	1	At all of our events we provide resources. Programs also have resources available. In addition we have resources in the front office in the form of flyers and brochures. If we don't have a flyer or brochure for the resource they need, someone in the building likely knows where they should go to get what they need.
	Links are built between youth and community (e.g., via service-learning projects, etc.).	3	2	Some programs are building this link more than others. I would like to build this link by doing more community service projects with the members of my program. We were able to do the leaf picking up but there are even more things we could have probably done.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
2) Program promotes complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing	Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.	3	2	The school year program site coordinator was a school district employee that had a working relationship with school-day staff. The summer program was not able to organize a relationship for the summer but there were communications and efforts.
	Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.	3	1	Site Coordinator was a school day IA and had access to academic information.
	Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the after school program.	1	1	This was not a position during the 21-22 SY
	In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community based program and school day staff.	1	3	No trainings were in collaboration with the school district but this would be a great change to allign our practices and common knowledge/verbage
	For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.	3	2	Use of facilities was limited but staff communicated with school to have access to as much as possible

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).	2	2	

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- A plan for family and community involvement is developed, activated, reviewed, updated, and supported.

- Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.

- Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.

What are opportunities for Quality Improvement within this Element?

Allignment with school day learning

Quality Element 4
Evaluation and Continuous Improvement

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program has systems in place for ongoing data collection, assessment, and reflection using program data.	Program has measurable program goals/objectives that are aligned with the program vision, mission and identified needs.	4	1	One of the goals/objectives of the program is to have the kids try new things and be nice, respectful, and build upon skills/new skills. This aligns with the mission because in part of our mission we talk about how we want kids to reach their full potential as productive, caring, and responsible citizens. This is measurable because we can see the change in the kids and hear them talk about the new skills they have gained or the new interest they gained. .
	Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.	4	1	We send out surveys to students, teachers, parents, and staff. The surveys have questions that need to be answered qualitatively and quantitatively.
	Program has a system in place for assessing program activities, outcomes, and participant engagement levels.	4	1	The system in place for assessing program activities, outcomes, and participant engagement levels are surveys that we have the students, teachers, staff, and parents take.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	3	2	Feedback is given to us by students, staff, and parents in the form of surveys. Staff and students are required to do the surveys, but parents and teachers do not always complete them. We need to find a way to get all parents to take the surveys to give us better results.
2) Program engages in regular and ongoing action planning for continuous improvement.	Program leadership uses assessment and evaluation data to continuously review and refine program activities, policies, staffing, and professional development as part of a continuous improvement process.	3	1	After surveys are taken and results are compiled, the bosses give us a brief overview of the results. They use this to then tell us things that we need to work on to improve our program. It would be nice to have access to the results ourselves to read all the results.
	Program leaders engage staff in continuous improvement process based on evaluation results and stakeholder feedback.	3	1	I shared with my YDP's that the results of our last survey said we needed to be in contact with the parents more and let them know how their youth is doing in program.
	Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	2	2	Some of the evaluation findings are shared with us coordinators and then I relay the information to my YDP(s). However, we do not share this information with community partners, parents, or the students.
	The program identifies and shares promising practices internally.	1		

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program has measurable program goals/objectives that are aligned with the program vision, mission and identified needs.

- Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.

- Program has a system in place for assessing program activities, outcomes, and participant engagement levels.

What are opportunities for Quality Improvement within this Element?

The biggest opportunities for Quality Improvement in this element is "The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.". This needs to be improved by making sure that all parents are doing the surveys. These surveys are very helpful to us and we appreciate them more than they may know. Maybe if we had a small incentive for them, like a free coffee, they would be willing to do the surveys. We need as much information as possible to make the program as good as possible. After getting all the survey data we then need to improve "Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.". It would be helpful to share the results of the surveys with the parents so they know what we are working on improving and they can see if there is anything they need to improve on themselves. In addition, maybe they will be able to help us with the things we are improving.

Quality Element 5
Sustainability

High quality after school programs plan for sustainability.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program engages in continuous planning and assessment to ensure fiscally sustainable programming.	The grantee has developed a sustainability plan to gain other sources of funding or in-kind resources to maintain the level of program services as grant support decreases in the fourth and fifth year. **(Compliance)**	2	2	I do not know too much about our grant. I do know that my bosses have filled out grant paperwork and do things revolving around grants. However, Nike was responsible for funding this program in the past and this year they did not. It would be awesome to get funding back from them so we could do more things with the kids.
	The program makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.	3	1	We are partnered with "Country Financial", maybe others? If there are not others, I think we are capable of finding more people to partner with to help us with funding. We also get donations and grants to help us serve the kids.
	Leaders actively pursue new sources of funding and in-kind resources.	4	1	We are constantly having auctions and events to make money. At these events we are making a lot of money and are being able to stay open and provide the members with the things we need.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Leaders actively pursue new sources of funding and in-kind resources.

What are opportunities for Quality Improvement within this Element?

I think one element would be to get more partners who would be willing to fund the LEAP program. I know in the past we were funded by NIke and that made running programs really easy. We could get all the supplies we needed without blinking an eye. This year the biggest was a little tighter without Nikes assistance. Maybe we could find a way for them to fund us again or we could look into other companies to fund us; maybe Adidas, Big 5, Under Armor, etc.

Quality Element 6
Diversity, Inclusion, Access & Equity

High quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that they are available and accessible for <u>all</u> youth.	The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.	4	1	The mission statement, outreach materials, and policies emphasize the fact that we are here to serve ALL youth and families.
	No one is turned away from the program because they cannot pay enrollment fees (where applicable).	4	1	The program is free.
	When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.	4	1	We have a lot of diversity amongst the kids that we serve. There are those with disabilities, slower development, rich, poor, a variety of races and ethnicities, families who speak different languages,

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				and families/members who have different religions.
	Program provides reasonable accommodations and special materials as necessary for all participants to successfully participate during the program and at special events.	3	1	My program has not had to make any special accommodations for anyone but I know the main club has had to do this for a few of the members.
2) Program develops and implements policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront.	Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.	4	1	The kids in my program are very aware that they need to be respectful, inclusive, and treat everyone equally. You may not like someone and not be friends at school, but as soon as they step into the program area, respecting each other is a must. They also know not to bring up any sensitive topics or say things that could be hurtful to someone.
	Participants experience and learn about diversity.	3	2	We have had a Mexico week, an Irish week, and an Africa week. During these weeks we learned about the culture and did activities that are or relate to things they do in these locations. I wanted the kids to learn and experience things from different cultures, which is making them experience and learn about diversity. It would be nice to include even activities and themes to have them experience and learn more about diversity though.
3) Program supports staff in building cultural competence	Staff is sensitive to the culture and language of children and youth.	3	1	Staff know the importance of being aware of cultures and using language that could be offensive to someone. If something was accidently said that was

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
among staff and with youth through culturally responsive practices, activities, and opportunities.				possibly offensive or came out in a way that was not intended, an apology would be made right away.
	Program staff and volunteers engage in culturally responsive practices, including offering activities that reflect the languages and cultures of the participants and families.	3	1	I have had a Mexico week, an Africa week, and an Irish week which have had culturally appropriate activities. I would like to hit more cultures (Russian, Native, German, Islander, etc.), to make sure that no participants feel left out and that their cultures are respected by everyone in program.
	Staff adapt activities to be accessible to English learners and encourage their active participation in the program.	2	1	We adapt our activities when needed, to make sure everyone can do them. However we have not had to adapt them for English learners because I have not had any English learners as members yet.
	Program provides professional development opportunities related to diversity/equity and to build cultural competence.	3	1	We have learned about jobs and lifestyles of individuals in other cultures. We have also talked about college and careers and how everyone regardless of disabilities, slower development, rich, poor, races, ethnicities, gender, language, and religions we all can achieve great things and have the right to achieve these great things.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.

- No one is turned away from the program because they cannot pay enrollment fees (where applicable).

- When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.

- Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.

What are opportunities for Quality Improvement within this Element?

I think this element is one of the strongest. I strive for Diversity, Inclusion, Access and Equity because I know what it is like to not have these things and have seen the effects not having these things can have on individuals. There are always opportunities for Quality Improvement though and I think for this element, it would be to just keep checking in with people about these topics and to make sure that we continue to learn the importance of them and that not having them doesn't define who we are. I also think that learning more about other cultures would be cool because they will be able to experience and learn things they might not be able to in any other situation. They will also be able to better understand individuals throughout the world.

Quality Element 7
Physical Environment

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.	The program's indoor space meets the needs of children and youth and environment is suitable for all offered activities.	___3___ (or not applicable)	1	During the school year we do have a nice space for our program. There is a calming corner, desks, a kitchen we can utilize, an outdoor space, and adequate space in the main room. We were able to accomplish what we needed with the space given. During the summer, the space we had was also able to accomplish what we needed, in Lebanon and Sweet Home. It was nice being so close to parks that had tennis courts, basketball courts, and large open spaces.
	The outdoor play area is appropriate for all offered activities and is hazard-free.	____3__ (or not applicable)	1	We had outdoor space outside of the club but also parks right next to us in both Lebanon and Sweet Home. These areas were really nice, we could utilize them for various activities, and we never encountered any hazards.
	Adequate materials and supplies are available to support program activities.	3	2	I am able to usually buy all the supplies and materials that I need but having more than 100 dollars a month during the school year would be beneficial because I could do more with the kids. During the summer, I never had any issue with materials or budget. I got everything I needed and the program

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				activities were supported and everything I planned on doing I was able to do.
	Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.	__3__ (or not applicable)	1	Indoor and outdoor equipment are safe. I am not sure if they are inspected but things are fixed when we notice something is broken. For example, during the summer, the AC stopped working and we had to get it fixed.
	The program's hours, activities, schedules, and locations meet the needs of the target population.	4	1	During the school year, we are open right after school starts and go until 6pm, M-Th. These hours are great since most people are off by 6 and need us on days that are not the weekend. The location is the Teen center during the school year and this is nice because the kids are able to bike, walk, or get dropped off by a parent or a bus. During the summer, program ran from 8am-2pm. This was nice because parents could work and then get their kids and have a majority of the rest of the day together. If a parent wasn't off work yet, the kids could stay at the club until needed (no later than 6). So this made it easy for the parents who worked later in the day.
	The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.	4	1	All the programs follow a daily agenda. It is accurate every day and the locations are always the same. During the school year it was the Teen Center, which staff, participants, and families

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				know. Then, during the summer it was the main club which staff, participants, and families also knew.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The program's hours, activities, schedules, and locations meet the needs of the target population.

- The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.

What are opportunities for Quality Improvement within this Element?

There are a few opportunities for Quality Improvement within this Element. The one that needs to be addressed first is "Adequate materials and supplies are available to support program activities.". This needs to mostly be addressed during the school year. Sometimes it can be hard to get all the supplies and materials that are needed in the month with only 100 dollars. Even 150 dollars would be much better. During the summer, I didn't really have a problem with getting supplies and materials though. I bought what I needed at the beginning of the summer and didn't really need to buy anything else throughout it other than treats and small things here and there.

Quality Element 8

Safety, Health & Nutrition

High quality after school programs provide a safe, healthy, and nurturing environment for all youth, staff, and families.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program ensures the emotional and physical safety of youth and staff.	Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.	4	1	Staff and students are respectful to one another, inclusive, and have always been physically and emotionally safe.
	Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).	____4__ (or not applicable)	1	We did a lot of physical activity during the summer. That is a majority of the program. I made sure that the kids knew the rules, stayed safe, and that the equipment needed to perform the activity safely and successfully. We also adjusted the activities based on the weather. If it was too hot to be outside for a long period of time, we would do something inside instead and if the weather was poor, like a bit cold and rainy, we would again stay inside. I also made sure the kids wore sunscreen when needed.
	Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).	4	1	We pick teams for certain activities and we also let the kids pick their teams sometimes. The kids are always encouraged to do their best and try new things with a positive attitude. I tell them they

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				at least have to try and follow through with the activity. At the end of it, if they hated it, they don't have to do it again. However, I do plan things that appeal to member's interests and skills.
	There are effective health and safety procedures in place, and these are known to staff, youth, and families.	3	1	If kids are sick and don't go to school, they will also not be coming to the program.
	Develops and manages effective arrival and dismissal procedures (including procedures for authorized student pick-ups) and plans for safe travel home.	___3___ (or not applicable)	1	Kids arrive at the Teen Center usually by bus. They are taken directly from school to the center. If they don't take the bus, they either walk or bike with the parents permission or get a ride from a parent. We also meet all the parents who pick up the participants after the program to make sure the members are leaving with their parents. When parents sign up their kids they have to put a list of people who are authorized to pick them up and a list of anyone who is not allowed to pick them up ever.
	Provides effective supervision of participants by an approved adult at all times.	____4__ (or not applicable)	1	Kids are always supervised by myself, a YDP, or both.
	Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	4	1	Information is the safety binder, which is always on site. Staff can access it whenever they need.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	The program has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	3	2	First aid kits are always on site and easily accessible. There is also a fire extinguisher in our space and an AED close by.
	Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.	4	1	Everyone has to have CPR/First aid certificate and have taken the mandatory reporter training before they go and work with the kids.
	The program has policies and training in place to assure safe and appropriate use of the Internet.	3	1	There are policies in place to let the kids know that they need to use their computers for homework and schoolwork only, or with occasional expectations for music, things for the activity, and with looking certain things up. It can be hard to monitor what they do on their phones though. Some might be secretly looking things up that are not appropriate and I do not have the authority to look at their phones. I just have the authority to tell them to put it away. During the summer, the kids were able to get on the computers or occasional games but these needed to be appropriate and the kids understood that. They also used the computers to look up example cars for the pine car derby.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	The program offers students a means of transport if they qualify for after school and are unable to walk to community centers. **(Compliance)**	__3____ (or not applicable)	1	For the school year program the youth were served on site at the only feeder school. For summer the transportation was parent drop off & pick up.
2) Program provides a healthy, welcoming, and accommodating environment.	Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.	3	2	I plan for and welcome an environment that actively supports participants with diverse abilities and I can create this to a certain extent. There are abilities that people have that might not be safe for others or abilities that people have that we can not utilize since they wouldn't meet grant outcomes and goals.
	Youth have the opportunity to learn about healthy eating and positive food choices through activities such as cooking clubs, gardening, or visits to local grocery stores.	__3____ (or not applicable)	1	We have done a lot of cooking and gardening throughout the year and have learned about the benefits of gardening/eating healthy foods. We have even had a chef come to both the teen center and to the program in the summer to do cooking classes with the kids and teach them healthy and delicious meals/snacks/desserts.
	Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.	____4__ (or not applicable)	1	During the school year, we have a space where we can do daily moderate-to-vigorous activity. During the summer, we were always doing moderate-to-vigorous physical activities.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Program is aware of, records, and supports staff to address the mental and physical health needs of participants in compliance with HIPAA and FERPA.	3	1	We are aware of any mental and physical health problems the members have. We do what we can do to assist and support them with these things but know where the boundaries are and what is appropriate to help them with.
3) Program ensures that emergency preparedness is a priority.	The program has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	3	1	Program does have emergency plans for different types of emergencies. These plans are practiced so all members and staff know what to do. Parents and families are probably not as aware as they should be about these emergency plans though.
	Emergency plans are easily accessible and rehearsed.	4	1	We have emergency plans in the safety binder and an evacuation plan.
	Program conducts all required fire and safety drills.	4	1	We do monthly drills. Each drill is different and then we discuss them and share any questions, concerns, or suggestions.
4) Program provides nourishment based on health and wellness standards for children and youth.	The program provides daily nutritional snacks and/or meal during program operation within a sanitary environment and drinking water is readily available.	4	1	We have meals for the members every day. I also provide them with additional snacks occasionally. The area we eat in is sanitary and a drinking fountain is nearby.
	The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA). **(Compliance)**	___4___ (or not applicable)	1	If NA, explain here: We have meals for the members during every program day.

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.

- Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).

- Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).

- Provides effective supervision of participants by an approved adult at all times.

- Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.

- Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.

- Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.

- Emergency plans are easily accessible and rehearsed.

- Program conducts all required fire and safety drills.

- The program provides daily nutritional snacks and/or meals during program operation within a sanitary environment and drinking water is readily available.

- The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA).

What are opportunities for Quality Improvement within this Element?

The biggest opportunity for Quality Improvement within this Element is "Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.". The reason this should be addressed is because I can only do so much for people with diverse abilities. I think we do our best to make sure we plan, welcome, and create environments that support diverse abilities but it can be challenging when there

are certain targets and goals we have to hit. Someone could have an ability to tumble and wants to do tumbling as an activity but this is a safety concern. Not everyone has that ability and someone could get seriously injured if they attempted. I would love to be able to do activities that hit every single person's ability but we need to make sure the kids are staying safe and doing things that meet all the grant goals and outcomes.

Quality Element 9
Interactions and Relationships

High quality after school programs cultivates and maintains positive relationships and interactions among youth, staff, families, and partners.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program.	Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.	4	1	If my members have an activity they want to do, I find a place to fit it in. I ask the kids what they are interested in and try to come up with an activity that fits it. During the summer program, I asked the kids which activities they have enjoyed the most so far and if they would want to do it again at some point in the summer. One thing the summer kids really enjoyed and wanted to do often was giant nerf wars.
	Staff provide specific feedback to youth about positive behavior and accomplishments.	3	1	I always praise the members when I see they are doing something good, they get pizza or ice cream parties as a prize for good behavior or get them cookies or a nice treat. We also have members of the month where we recognize a student.
	Staff model personal interest in youth and allow for communication time with all youth.	4	1	Every day I would greet each member as they came in. I would also talk to them about their day, ask them about their weekend or future weekend plans, and make small talk. I wanted them to feel as though I was

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				interested in their lives and make a point to talk to each and everyone of them.
	Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.	2	2	I was not talking to the parents too much about their youth. I need to do more of this and let them know how their youth is doing every week.
	Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.	3	2	The parents were communicated with on almost a daily basis at the teen center and during the summer program it was on a weekly basis. The only times the parents were talked to more was if an incident happened and I needed to discuss it with them. I feel next year during the summer program, it would be beneficial to talk to them more than once a week though.
2) Staff engages in collaboration and partnerships with youth, strives to address barriers and promote supportive and encouraging norms for youth and staff interaction.	Staff view participants as partners and collaborate with youth on programming/activities.	4	1	I have gotten a lot of activity ideas from the members. If the idea is affordable and meets the grant requirements, then it gets put into the schedule.
	The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.	4	1	Students are always positive. Even when members tell me they had a bad day at school, they always seem to have a good time in the program, and I have changed their moods from bad to good several times. During the school year, the members also help each other with homework and make everyone feel respected and

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				supported. During the summer program, everyone seemed to be friends and they included everyone in activities- no one was ever left out or felt like they didnt belong.
	Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.	4	1	I encourage members to be the best they can be and try new things. I want them to treat others how they want to be treated. During the summer program, everyone seemed to interact well together and there was never really any drama or fighting.
	Staff consistently intervene when youth or adults make hurtful or negative comments.	4	1	I do not tolerate hurtful and negative comments. I made this clear to my members when I first became a coordinator and have not had any members make any negative or hurtful comments. If they did, I would intervene.
	Program staff serve as positive role models.	4	1	I am respectful, organized, kind, hardworking, reliable, and achieved many good things in life. I also believe I am a good person. I can inspire the members and hope that they see the good qualities I have and strive to have them.

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.

- Staff model personal interest in youth and allow for communication time with all youth.

- Staff view participants as partners and collaborate with youth on programming/activities.

- The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.

- Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.

- Staff consistently intervene when youth or adults make hurtful or negative comments.

- Program staff serve as positive role models.

What are opportunities for Quality Improvement within this Element?

The opportunities for Quality Improvement within this element are related to communication with the parents of the members. During the school year, communicating with the parents was done almost on a daily basis, as it should be. The parents typically picked the participants up and so communicating with them was easy. During the summer program, I usually left before the kids got picked up but I would try to communicate with them at least once a week via phone call. They were also talked to if and when there was an incident. I think it would be beneficial to talk to the parents more than once a week during summer to let them know how their kids are doing and how the program is going. When I do this, the indicators "Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting." and "Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program." will have higher scores.

Quality Element 10

Youth Centered Activities

High quality after school programs provides youth-centered activities and acts in partnership with youth to foster appropriate youth voice and leadership.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program focuses on youth development, interest, and influence.	Program activities are primarily selected based on student needs and interests.	3	1	I have learned some of the member's needs and interests and have included these into activities but also have grant deliverables I must meet.
	Program engages participants and adults to make activities meaningful, applicable to the real world, and developed around participant interests.	3	1	Members are always engaged in the activities that I plan. The activities that are applicable to the real world during the school year are STEAM, Boys council/girls circle, well rounded education, healthy lifestyles, and training teens for tomorrow. I try my best to do activities in these categories that will be fun and engaging for the members. During the summer we do a lot of physical activities and the kids enjoy going outside and doing sports and activities they may not have the opportunity to try anywhere else.
	Program has a culture that encourages youth to take initiative, explore their interests, set goals for personal achievement, and work to meet them.	3	1	The kids often take initiative because I do activities where they must make decisions and utilize their creativity. One example of exploring their interest during the school year was through an activity

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				I planned called 'Claim their future' where they got to pick the career that interests them and see how much they would make and how they would have to budget with this career.
	Enrichment activities are based on best practices derived from child and youth development research.	3	1	Every kid is involved, kids are engaged, kids learn, develop skills, try new things, and develop into respectable young adults.
2) Program provides experiential and age-appropriate activities.	Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.	4	1	I work with middle schoolers so I need to plan activities that are appropriate for them. I can't plan something that an elementary school child would do or something that is more approropriate for a High schooler. You also have to make sure you don't have activities that are too easy but also not too hard. Every activity that I plan usually helps the kids gain new skills or strengthen skills they already have.
	Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.	4	1	All activities planned develop some sort of skill; art, social, leadership, communication, teamwork, trust, organization, hard work, budgeting, physical strength, etc.
	The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.	3	2	During the school year we do have activities that help the kids with real world contexts like "claim your future", "Spent", "jobs for your

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				sign", "what skills you need for your job", "resume writing", "budgeting", etc. However, I would like to do more community service activities. We did one, which was picking up leaves and the kids were very proud of themselves for helping with such a task.
3) Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming.	Youth have age-appropriate opportunities to make choices, such as picking books to read, joining clubs or teams, or deciding on a project topic.	3	1	We do not have clubs the kids can join. They can pick which books to read when there is time to read. And once a week we have a "youth choice" activity where they can pick between some different options. The kids also tell me activity ideas and if it meets requirements and is affordable then I add it into the schedule.
	Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.	4	1	The members take surveys and share their ideas, opinions, and inputs about the program and activities we do. I am also always asking them if there are any activities they want or anything they feel should be changed about the program to make them feel more comfortable/welcomed.
4) Program provides opportunities for youth leadership.	Staff provides participants with leadership opportunities (e.g., serve on advisory team, lead activity(ies)).	3	2	I have had the kids lead a few activities but this is something I would like to happen more. I also think it would be cool to have a

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				week where they are able to plan an entire activity for the next week.
	Program encourages older participants to serve as mentors for younger participants.	4	1	The oldest participants that we had were very helpful to me and the other members. They were helping me lead activities, clean things up, calm down the room, get everyone's attention, and overall they tried to serve as a mentor/role model to the other participants.
5) Program intentionally supports academic, social, and emotional competence-building.	Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.	3	2	During the school year we address the child's social, emotional, and academic needs but we need to work on the physical needs. We have the space to do it but it just needs to be planned and initiated more. During the summer program we address the child's social, emotional, and physical needs. We didn't touch too much on academic needs but that's only because they did not have school work.
	A balance of academics, homework assistance, and enrichment programming exist.	4	1	During the school year we do "Power hour" which is an hour of homework every day. We also talk about academics and see if they are on the right track to graduate. If they are not then we try to figure out what they need to work on. We then do enrichment activities for an hour+ every day. During the summer, we don't focus much on

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				academics or homework, we spend a majority of our time on enrichment, trying new things, and building skills.
	Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).	2	2	During the school year we do have access to student's grades and I look at them weekly and try to help them complete these assignments. However, I am not able to talk to the teachers to see which assignments should be top priority for academic success. Even if the teachers are emailed, they do not like to reply to me.
	The program provides evidence-based academic support and enrichment activities.	4	1	During the school year I would get missing assignment reports and help the kid's get these assignments off these reports and turn them in. We also occasionally take photos of activities.
	Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.	2	2	We do not work with the school that much. The principles, staff, and teachers do not reply to us when we email and some schools do not allow us to talk to the teachers in person.

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.

- Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.

- Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.

- Program encourages older participants to serve as mentors for younger participants.

- A balance of academics, homework assistance, and enrichment programming exist.

- The program provides evidence-based academic support and enrichment activities.

What are opportunities for Quality Improvement within this Element?

One main opportunity for Quality Improvement within this element relates to physical activity "Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.".The schools are very hard to work with. They dont like replying to us. We have sent various emails to various people within the school and never get replies. Another opportunity for Quality Improvement is "The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.". I would like the kids to do more service learning and learn real world contexts by getting out into the community. This could be having more quest speakers come and doing community service. During the summer, the kids were able to pick of leaves for the old folks home but it would have been nice to do more. I think we could also improve on leadership activities and have the members lead more activities and maybe even try to plan an activity for us to do at some point in the school year.

Quality Element 11
Social and Emotional Learning

High quality after school programs encourage active participation and ownership by youth, and offer opportunities for social emotional learnings.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program is intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking.	Young people have structured opportunities to reflect on their goals and accomplishments.	3	1	After getting a member of the month, they can look back and reflect on why they got it. It would be nice to have journals for everyone and they can keep track of each day and talk about what went well and what might have not gone well.
	Staff encourage children and youth to make positive choices and to become more responsible.	4	1	I always encourage the kids to do well in school, treat people respectfully, make good choices in life, find a career they enjoy, and overall be good citizens in this world.
	Program staff facilitate opportunities that promote students' social competency, self-efficacy, and resilience.	3	1	The students interact in meaningful ways and build relationships with one another. They are also resilient in the way that if something doesn't work the first time they will try again and keep trying until they succeed.
2) Programming and activities intentionally support high levels of youth engagement and expectation.	Program engages participants and adults to promote consistent and active participation.	4	1	I make sure that everyone participates in activities. If they are not interested in the activity I encourage them to at least try it out first and if they really don't enjoy it then I will give them a different option.
	Staff have high expectations for youth and support youth as they strive for excellence.	4	1	I believe in the members a lot. Sometimes participants can be hard on themselves. They don't think they can do something; whether it's a homework assignment or an activity. I always tell them I believe in them.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				During the school year, when people are struggling, it seems like they just want to give up because they already believe they are going to fail a class. However, I encourage them and help them with assignments and they are able to get their grades to pass.
3) The program environment and activities cultivate a sense of belonging.	Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.	___4___ (or not applicable)	1	Kids do homework together during the school year. They also do activities together and communicate on a daily basis during the school year and during the summer. They always make each other feel welcomed and like they are important.
	Youth and staff demonstrate a strong sense of ownership and belonging.	3	1	Everyone (staff and members) felt they belonged in the program.
	Staff provide opportunities to publicly celebrate youth achievements.	4	1	I would praise the kids in front of other kids and we would do a member of the month each month during the school year. All members would witness the prizes that the member of the month would get and would encourage others to do well and get it the next month. I also would bring the kids treats/have a party if they were all good for a week, both during the school year and during the summer.
4) Staff receive training in and promote positive behavior supports for reframing conflict.	The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.	3	2	I have made it clear what is appropriate to be on when they are using their phones and computers. But they sometimes hide inappropriate things. There were a few times when I would be walking around the room during power hour and a member would quickly close the tab they were on

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				because they knew it wasn't okay. This is something that I want to be sterner about and make sure they stay appropriate.
	Program applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.	3	1	Behavior management is done during the school year and the summer by having rules, policies, and expectations the participants need to follow. If rules, policies, or expectations are broken the participants get verbal warnings, if it continues they get written up in an incident report and parents are talked to, if it continues after that then further punishments are put in place. I also remind the kids that they can be rewarded for good behavior and ask them nicely to follow rules, policies, and expectations.
	Staff approach conflicts and negative behavior in a non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior.		1	I definitely talk to the kids in a non-threatening way, calmly and acknowledging youths' feelings. It's important to understand where they were coming from and for them to understand why what they did was not okay.
	Staff seek input from youth in order to determine both the cause and solution of conflicts and negative behavior.	3	1	During a conflict or negative behavior, I have the kids explain to me what happened and why they think it happened. I then will talk to them about what I saw and see if there is anything I was missing. I also ask them what they think should be done about the situation, if it is a good answer I stick to it but if not I tell them what I think should/needs to be done.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff encourage children and youth to make positive choices and to become more responsible.

- Program engages participants and adults to promote consistent and active participation.

- Staff have high expectations for youth and support youth as they strive for excellence.

- Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.

- Staff provide opportunities to publicly celebrate youth achievements.

What are opportunities for Quality Improvement within this Element?

The biggest opportunity for Quality Improvement within this element is "The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.". It can be hard to control the usage of "online" behavior when the kids are using their own devices. I am also not allowed to take their phones away. I can tell them to put electronic devices on and if they don't listen I could write them up. This does not always work though, some students do not care if they are written up.

REFLECTION

Describe your program as it is. **Questions to consider: a) On which Element did you score the highest? Why?, b) On which Element did you score the lowest? Why? What makes this area difficult for you?**

The Elements that I scored the highest on were Element 6 and Element 9. I think I was able to score High in these elements because I make our space feel very welcoming, comfortable, and make sure everyone is treated equally and with respect by both staff and other members. The members no I do not tolerate a negative or disrespectful comments towards one another. I explained to them that you may not like these people or hang out with these people in school or outside of club but as soon as we get to the program, we are all nice and treat them how we would want to be treated. I remember when I first got to the program during school, there was a student who sat by herself and didn't talk to anyone. I was able to get her to join the group during activities and she started opening up and talking to everyone every day. It was great to see her come out of her shell. During the summer, everyone in the program enjoyed it so much. They loved Klayton and I as staff and when it was the end of the program there were a few participants who cried. It was sad but also heart warming to know that they will miss us and enjoyed it so much. The Elements that were scored the lowest were Element 3 and Element 7. These were scored low because they have to do with the school. The school makes this area difficult for me because they don't provide me with the things that I need and don't show me as much support as I would like. It seems like they are working against me more than working with me. Which is sad since we are trying to serve the same kids and you would think they would be so happy about the program I am offering. They also like to ignore emails and do not communicate with me as much as they should. I wish I could get more students involved but I can only do so much without the communication.

How would you like it to be?

I would like my program to be a safe, fun, welcoming place for youth to go to learn, grow, and strengthen skills. I want it to be a place where we are teaching them how to be their best possible selves. I want it to be a place where they can open up and make new friends and a place they look forward to going after school. I also want it to be a place where they can learn about different jobs in the community, what it takes to have those jobs, and hear the experiences of people who do these jobs. I think it's important for them to even help the community through community service and meet people in the community who could make positive impacts to their lives. They could potentially meet someone who does what they want to do and this person could provide them with opportunities they might not have had if they didn't meet them.

Which specific indicators represent areas of opportunity for growth? Prioritize them in order of importance to you.

The indicators that represent areas of opportunity for growth are all indicators that had a score of 3 or less.

1. Adequate materials and supplies are available to support program activities.

2. Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.

3. Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.

4. Links are built between youth and community (e.g., via service-learning projects, etc.).

5. The program's indoor space meets the needs of children and youth, and the environment is suitable for all offered activities.

6. The program has access to basic safety equipment (i.e., First aid kits, gloves, fire extinguishers, etc).

7. The outdoor play area is appropriate for all offered activities and is hazard-free.

8. Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).

9. Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the after school program.

10. Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.

11. Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.

12. Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.

13. Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.

14. In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community based program and school day staff.

15. There is a clearly defined written statement of vision, mission, and goals.

16. The program has developed/adopted written policies and procedures to promote effective management.

17. Program policies and procedures are available to, and responsive to, the needs of children, youth, and families in the community.

18. The program works to retain quality staff, providing a consistent and stable staffing base for the program.

19. For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.

20. Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).

21. Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.

22. Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.

23. District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).

24. The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.

25. Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).

26. Program applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.

27. Program has regular staff meetings that include sharing and reflection.

28. Staff are empowered with freedom/latitude to plan their time and pursue interests.

29. Young people have structured opportunities to reflect on their goals and accomplishments.

30. Program activities reflect the vision and mission of the program.

31. Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.

32. Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.

33. Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.

34. The program works to retain quality staff, providing a consistent and stable staffing base for the program.

35. The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.

36. The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.

37. Staff has competence in their area of responsibility.

38. The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.

39. Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.

40. Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.

41. Programs are tailored to address community and/or neighborhood needs.

42. Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.

43. The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real-world contexts.

Select the first 2-3 priorities (goals). Why are these priorities important to you and your work with youth?

The first 2 priorities (goals) are:

1. Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.

2. Adequate materials and supplies are available to support program activities.

The first priority (goal) is important because our program is done with the students in schools. We need to have a good relationship with the schools and the staff that work inside of them. When these good/strong relationships are built, we will have a better and more successful program. The schools can help us get more students to come to the program and can also help us accomplish certain things or provide us with supplies, materials, resources, space that we might need. Talking to the teachers can be helpful for the kids because we will know exactly what the students are working on and what assignments they need to get done in order of priority. We also want teachers to be willing to come to our program occasionally and help the kids with school work, if we have these strong relationships with them they would be more likely to come and help. The second priority (goal) is important because to serve the members we need certain materials and supplies. Without them, it can be challenging to meet all the grant requirements and/or to even keep the kids engaged in program activities. If we are not able to get materials and supplies then we should be able to adapt to an activity, but that can be hard if you barely have any supplies and materials at all. I want to give the kids the best experience and would love to have all my materials and supplies with me but also to be able to get more materials and supplies (like maybe being given $150 a month instead of $100 to get some cool activities and to make sure we are able to get all the things we need for the stuff we have planned).

Use this information to help you complete your Action Plan in Fall 2022 (in Grantee Google Folder).

GLOSSARY

Engagement: Engagement refers to elements that allow the participants 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, vocational).

English Learner (EL) and English Language Development (ELD): The term **English Learner** refers to students whose first language is not English and encompasses the spectrum of students from those who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") to those who have already developed considerable proficiency. This includes: newcomers that arrived within one year; English Learners who have arrived between one and three years; students who are orally English proficient socially but not yet fully proficient.

Evidence-Based Practices: Evidence-based is defined in ESSA in Sec. 8101(21), as shown below:

(A) In General. –except as provided in subparagraph (B), the term "evidence-based", when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that-

    I.   demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

        i. **Strong** evidence from at least 1 well-designed and well-implemented experimental study;

        ii. **Moderate** evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

        iii. **Promising** evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; OR

    II. (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

For more information see Using Evidence to Strengthen Education Investments: Non-Regulatory Guidance.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Experiential learning entails a hands-on approach to learning that moves away from just the teacher at the front of the room imparting and transferring their knowledge to students, and instead makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. According to David Kolb[4], in order to gain genuine knowledge from an experience, the learner must have four abilities:

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and

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[4] Kolb. D. A. and Fry, R. (1975) Toward an applied theory of experiential learning. in C. Cooper (ed.), *Theories of Group Process,* London: John Wiley.

- The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Partnership: The 21st CCLC program requires grantees to describe a partnership between the district, a community-based organization and other public or private organizations. If the local applicant is a public or private organization, an assurance must be signed indicating that its program was developed and will be carried out in active collaboration with the schools the students attend. Partnerships usually are characterized by a long-term (one year or longer) working relationship between two or more entities. Members of partnerships are often involved in planning and decision making for multiple programs and projects over an extended period of time. All entities within a partnership share costs and contribute resources to the programs or projects. In contrast, collaborations usually are short-term or temporary arrangements between two or more entities to work on specific projects. Collaborating entities may share costs and contribute resources to the specific projects.

Qualitative and Quantitative Evaluation: Quantitative evaluation methods yield numerical data that are typically analyzed using statistical methods. Qualitative evaluation methods yield 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 add detail, depth, and meaning to quantitative data.

Principles of Effectiveness: According to statute, 21st CCLC programs or activities must be based on:
1. An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities.
2. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities.
3. Scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

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. In no case may a school district use federal program funds to supplant – take the place of – funds from State, Local or non-federal sources.   Pursuant to guidance from the U.S. Office of Management and Budget (OMB), U.S. Department of Education auditors are to presume that supplanting has occurred in three cases: (1) the grantee used federal funds to provide services that the grantee was required to make available under other federal, state or local laws, (2) the grantee used federal funds to provide services that it provided with non-federal funds in the prior year, (3) the grantee used federal funds to provide services for participating children that the grantee provided with non-federal funds for nonparticipating children. These presumptions are rebuttable if the grantee can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

Subcontractors: Subcontractors are a type of partner that provides grant-funded activities or services under contract.

Oregon 21st Century Community Learning Centers

Program Reflection Tool

Full Version

OREGON
DEPARTMENT OF EDUCATION

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TABLE OF CONTENTS

Introduction

A quality program is one that is reflective and willing to improve, change, and grow. It understands that improving program quality is an ongoing process and requires reflection on one's practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.

The primary purpose of this Program Reflection Tool is to improve the quality of Oregon's 21st Century Community Learning Center (CCLC) programs by helping practitioners take a critical look at their programs against standards of best practice. The tool also gives structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts.

PROGRAM QUALITY ASSESSMENT TOOLS VS PROGRAM EVALUATION

Program evaluation is a broad term that includes both process evaluation and outcomes evaluation. Process evaluations assess whether a program is implemented as intended, and outcome evaluations assess a program's success in reaching its goals and effects on participants. Program quality assessment tools, on the other hand, refer to the criteria, standards, or models that are used to assess program quality. These criteria, standards, or models may be used to assess the different components that comprise "quality." Quality assessment can be viewed as a process measure as well (e.g. how the program is implemented relative to standards). In sum, quality assessment and evaluation are very complementary and are often used together, as quality assessment may be a piece of a larger program evaluation activity.

CONTENT OF TOOL

The Program Reflection Tool is organized around Oregon's Elements of High Quality 21st Century Community Learning Centers (CCLC). These consist of eleven elements of an effective afterschool program, all of which come from evidence-based practice (Finn-Stevenson, 2014; Granger, 2010; Hammond & Reimer, 2006; National Afterschool Association, 1998; Scharf & Woodlief, 2000). Next to each sub-element, you'll find a list of indicators that describe "high quality" characteristics for each practice/element. These are based on a review of multiple Program Quality assessments, including but not limited to: Oregon Integrated Systems Framework Needs Assessment for Schools[1], Iowa Afterschool Alliance's Standards and Indicators, Montana's 21st CCLC Self Assessment Tool, New York's Network for Youth Success Quality Self Assessment Tool, California After School Program Quality Self-Assessment Tool, Harvard Family Research Project's Exploring Quality in After School Programs: Emerging Standards, C.S. Mott Foundation's Moving Towards Success: Framework for After-School Programs, Colorado Department of Education's 21st Century Community Learning Centers Program Monitoring and Quality Improvement Tool and National Afterschool Alliance's Core Knowledge and Competencies for Afterschool Professionals.

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[1] With collaboration through a cross-agency work group and input from practicing educators in Oregon districts, the Oregon Department of Education (ODE) created this evidence and stage-based needs assessment tool for the purpose of assisting schools and districts in identifying systems- strengths and opportunities for growth that align with indicators of the ORIS Framework. It is grounded in implementation and improvement science and multi-tiered delivery systems and is built upon a foundation guided by equity principles.

This "tool" is meant to help your organization grow over time with respect to Oregon's Elements of High Quality 21st Century Community Learning Centers. In order to promote consistency, grantees must address and respond to all the elements. However, we also understand that programs may already use valid and reliable instruments for purposes of monitoring program quality. In light of this and following recommendations outlined in a recent ODE Report on Oregon's Continuous Quality Improvement Process for 21st CCLCs[2], this tool allows programs to incorporate information from other quality assessment tools/instruments that may already be in use. Programs can either incorporate results from these other tools/instruments that are already in use (e.g. YPQA and OR ASK[3]), and/or use suggested indicators as noted herein.

<mark>Please complete this tool for EACH center that offered 21st CCLC programming during this school year.</mark>

DIRECTIONS FOR USE
Use this Program Reflection as a tool to assess your areas of strength and opportunity and to help you determine your program improvement plans. This tool incorporates a program quality rating for each Element and provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the process, program staff will then integrate, prioritize, and refine the improvement goals identified on these worksheets via the Summary and Reflection worksheets and ultimately create an Action Plan (the action plan provides a structure to help grantees consider how improvement priorities will be enacted, i.e. through what activities, by whom, using what resources, and on what timeline).

ASSESS The document is organized under the 11 Elements of Quality.
1. Program Administration
2. Staff Qualifications & Staff Development
3. Partnerships
4. Evaluation & Continuous Improvement
5. Sustainability
6. Diversity, Inclusion, Access and Equality
7. Physical Environment
8. Safety, Health, & Nutrition
9. Interactions & Relationships
10. Youth Centered
11. Social and Emotional Learning and Active Engagement

NEW: For 21-22, we have removed the *Compliance* section given that all programs are undergoing monitoring.

Each indicator is broken down into four levels of mastery. At each indicator, you should ask yourself, "Is my program most like a 1, 2, 3, or 4?" You should use this rating system to assess your program's success in practicing each of the indicators within an element. If you are not sure what is meant by a particular competency statement, score it as a 1. It is expected that even after many years as an after

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[2] Oregon Department of Education (2017). *A grantee's guide to site-level implementation of Oregon's Continuous Quality Improvement Process for 21st CCLC.*
[3] Of note, not all indicators in YPQA or OR ASK are aligned to the 11 Elements of Quality. For these non-aligned indicators, programs will need to refer to the indicators noted herein.

school program, a program can still have much more to learn. Take notes, indicate your evidence for each indicator, and total your ratings as you work through the tool. Use the Summary page at the end of the document to calculate your results.

4: EXCEEDS EXPECTATIONS

Our program is exceptionally proficient in this practice and can demonstrate this in observable ways. This is an area of quality practice where our program can serve as an example for others.

3: MEETS EXPECTATIONS

Our program has achieved proficiency in this area and needs only a little additional work to be exceptionally proficient.

2: APPROACHING EXPECTATIONS

Our program has done some work in this area but need targeted support and improvement to move to the next level.

1: DOES NOT MEET

Our program has not started or is just beginning to work in this area and we have a need to address this practice.

Programs are expected to strive to meet expectations (3) on all of the indicators within each of the elements of program quality. Over time, programs should continue to strive for an exceeds performance level (4). At this level of performance, programs consistently show evidence of promising practices throughout all program elements, serve as a model for other afterschool programs, and develop and support staff such that they could serve as coaches and mentors for other practitioners.

Many of the indicators are specific to practices at a given site, therefore it is recommended that most elements be considered on the individual site level. Some elements, however, require looking at organizational practices and may have some indicators that are likely to be rated consistently across a multi-site organization.

* NOTE: There are several "not applicable" options in case a particular indicator does not apply to your program. This option is only available for specific indicators.

NEW: The Program Reflection Tool now encourages users to indicate priorities and determine the appropriate timeframe for improvements using the following categories under the new "Urgency for Improvement" column.

- **3=Immediately:** Area should be addressed immediately.

- **2=This Year:** Area should be addressed during the current program year.

- **1=Next Year:** Area should be re-evaluated during the next program year.

REFLECT Use the questions beginning on page 26 to guide your overall reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on the work you do daily with youth as you think through your answers to the questions and set personal priorities. Subsequent planning can occur with the Action Plan in Fall of every year.

Quality Element 1

Program Administration

A quality program has an effective management that develops and implements policies and procedures to ensure the successful operation of the after school program based on the program goals, vision, and design.

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program has _and_ is driven by a clear vision, mission, and purpose.**	There is a clearly defined written statement of vision, mission, and goals.	3	1	We follow the BGC vision, mission, and goals. Within the program we also come up with our own group vision, mission and goals.
	Program activities reflect the vision and mission of the program.	3	1	Part of the vision is to have a safe and fun environment, which we do. Part of the mission is career development which get touched on when we fulfill our "Training teens for tomorrow" deliverable.
	Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.	2	1	Coordinators could explain the relationship between the program goals/objectives and the activities but I don't think the YDP's would have been able to.
2) **Operation is supported by well-documented policies and procedures.**	The program has developed/adopted written policies and procedures to promote effective management.	2	2	We have developed and adopted policies and procedures but they were not consistently written out. Having the weekly staff meeting notes written and distributed could help with this. Also, the Coordinators sharing the information with the YDP's.
	Program policies and procedures are available to, and responsive to, the needs of children, youth, and families in the community.	4		BGCGS Parent/Member handbook.
	Program policies, procedures, and schedules ensure that staff, youth, and parents understand expectations.	3	2	Staff and youth understand expectations of the program but parents might fully not. They get the

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				handbook but the parents might be unaware of policies and procedures we have in our own program.
	The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.	4	1	We get monthly budget cards, with a set limit. We then turn in the cards and receipts, putting the months on the receipts. Then we have office administration keep records of our spending.
3) Staff have appropriate levels of structure, guidance, and autonomy.	Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.	3	1	Even with staffing inconsistency YDPs were encouraged to provide feedback and had opportunities for collaboration.
	Program has regular staff meetings that include sharing and reflection.	2	2	At site level - We don't have actual meetings but we meet early before program and share and reflect on things that have happened in program. I think it would be helpful to have a monthly meeting at the beginning of the month to see if there are any themes or activities that they would like to do with the kids. Hearing all ideas at once, could help with planning the next month.
	Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.	4	1	Staff were always communicating. We were figuring out ways to make the program run more smoothly and that we could give the kids all they needed. At one point, we figured out what subjects we were most confident in helping out with and then when kids needed help on our

Sub-Element	Indicator	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				strongest subjects, we would work with that kid.
	Staff are empowered with freedom/latitude to plan their time and pursue interests.	3	1	Staff members are encouraged to explore and learn new skills and hobbies while ensuring needs of youth, staff, and deliverables.
4) **Stakeholder groups support and inform program planning and administration.**	The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.	2	2	Staffing inconsistencies made this less feasible as it was difficult to track which staff had had communications with which individuals.
	A stakeholder advisory team is in place and meets regularly to help guide activities, evaluation process and make program recommendations. **(Compliance)**	1	3	I am not sure if we have a stakeholder advisory team but the coordinators and the bosses meet regularly to discuss program and work together to plan, evaluate, and discuss program as a whole.
	The stakeholder advisory team has policies and procedures that provide clear governance and regular meetings to ensure effective engagement of members.	1	3	Again, not sure if we have a stakeholder advisory team but regular meetings do happen amongst coordinators and bosses, which help ensure that we can keep members engaged.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The program has a fiscal infrastructure/management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.

- Program has leadership who provide appropriate supervision, support, and opportunities for staff feedback and collaboration.

- Open communication among staff (paid, volunteer, and substitute) and with management is encouraged to help make the program effective and efficient.

What are opportunities for Quality Improvement within this Element?

In this element, there are various elements that have opportunities for Quality Improvement. One thing that I think would be important is "Program policies, procedures, and schedules ensure that staff, youth, and parents understand expectations.", I really want parents to be more aware of policies, procedures, and expectations. Some parents are okay with their kids leaving early or not coming for a few days throughout the week but part of signing them up was making an agreement that their child would meet a certain attendance.

Quality Element 2
Staff Qualifications & Staff Development

High quality after school programs recruit, hire, and develops diverse staff members who understand, value, and promote high quality practices.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program ensures adequate staffing <u>and</u> recruit and retain highly skilled personnel.**	Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.	3	1	Staff have to apply and then we only interview the people we feel have experience or meet most of the requirements. Not everyone gets hired either, we make sure that they would be a good fit in the organization.
	The program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.	4	1	We hire people of all ages, social-economic status, race, ethnicity, etc.
	The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.	4	1	We have missions and goals within the club and within each program. We also have parent handbooks and employee handbooks. We also have to be clean and dress a certain way at work (closed toed shoes or sandals with ankle strap, jeans with no holes, appropriate shorts, staff shirts, and badges).
	The program completes appropriate fingerprinting and background checks for all staff.	3	1	We do not fingerprint people but we do background checks before people get hired. We even do them for volunteers.
	Staff has competence in their area of responsibility.	3	2	Sometimes people are thrown into their roles and they may

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				not understand all of their responsibilities right off the bat but after a week they are pretty confident and know what needs to be done and how to do it.
	Staff and volunteers are given clear feedback for continuous performance improvement.	2	1	2 for staffing inconsistencies
	The student/staff ratio is appropriate and safe for each specific activity conducted and meets student needs.	3	1	Staff ratio is about 10:1. Would be nice to have more consistent staffing.
2) **Program provides ongoing professional development at all staff levels.**	The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.	4	1	Before anyone gets to work with the kids we do an 11 hour training. We also have to get food handlers and CPR/first aid. In addition, we do additional trainings throughout the year as needed.
	Program provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.	4	1	Training takes place, new staff get to learn from current staff and supervisors, and if anyone has any questions, there is always someone there to help them.
	Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	3	1	Trainings are designed to help the staff with things they need and align with program objectives, however I do not think some of the topics are interests to everyone. Everyone is interested in different things so some

	Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
					trainings will be interesting and some will not be. We do have access to other trainings though and if we see one that does interest us, we are welcome to do it and put more tools in our tool belts.
3)	Program ensures staff have an understanding of targeted and diverse learning strategies.	Program develops and supports staff to plan suitable activities that correspond to the developmental needs of participants, including participants with diverse abilities and English language learners.	2	1	The activities planned to correspond to the developmental needs of participants but we have not had any English language learners. I think this in something that would need to be addressed when they time comes.
		Staff respond appropriately to the individual needs of children and youth, and builds upon children and youths' individual strengths.	3	1	If a child needs help with homework we are there to help. If a child needs to vent, we are there for that. If a child just wants to talk we are there for that too. I also notice the things the kids are good at and things they enjoy and give them opportunities to utilize these interests and strengths. It's also important to do things that will build upon things they might not think are strengths yet and learn new interests.
		Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.	2	2	2 for inconsistent staffing

	Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
4)	Program promotes a consistent staff presence throughout the program offering.	The program works to retain quality staff, providing a consistent and stable staffing base for the program.	2	2	2 for inconsistent staffing

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.

- The program implements a standard orientation including program/program culture, mission and goals, handbook, and professional expectations.

- The program is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.

- Program provides opportunities for professional growth and meaningful skill development through the provision of supports such as training, coaching, mentoring, and peer learning.

What are opportunities for Quality Improvement within this Element?

One element where there is opportunities for Quality Improvement is "The program works to retain quality staff, providing a consistent and stable staffing base for the program.". It will be nice to have a coordinator and a YDP who will stay with the kids for several years. This will help them feel more comfortable and welcomed in program. They will also be able to build better relationships with the staff and feel like they have a good role

model. Some kids might not have the most stable household either, and if program has stability with staff, this can show the kids they have a place in their lives where stability occurs. Another element is "Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.". This will happen more when staff are consistent and stable. It's hard for a new staff member to be aware of everyone's learning styles. It would be great to have consistent and stable staff for all the reasons listed above but to also figure out these learning styles and help the kids succeed more in school and life.

Quality Element **3**

Partnerships

After school programs build strong partnerships with families, schools, and the community to enhance the quality of after school and youth services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program strives for engagement with and outreach to schools, families, and communities	A plan for family and community involvement is developed, activated, reviewed, updated, and supported.	3	1	We have monthly Family Nights, as well as family activity kits that are offered to the members families as well as the surrounding communities.
	Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.	3	2	We have flyers around town, hand out flyers during events and parades, we tell our family and friends about the club, and we talk to schools about the programs we offer. I do think that we need to keep talking to the schools though and telling them how important what we are doing is because sometimes, the staff in the schools don't like to take us seriously or help us out as much as they could.
	Programs are tailored to address community and/or neighborhood needs.	3	1	There are programs that go out and do community service activities, which are addressing community and/or neighborhood needs. I was not able to do any community service activities with my kids this year but in the following years, this is something I think the High Schoolers should be involved with.
	Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.	4	1	We have Family Nights once a month. These happen at different times of the month (beginning,

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				middle, end), they happen on different days of the week, at different times of the day, and consists of different activities. We also offer family activity kits that have instructions as well as all the materials to create the project.
	Program aims to strengthen family/youth relationships and communication.	3	1	I think by having family nights/kits, the family and youth are strengthening their relationship by getting out there routine and doing something new/fun together. Not only is it fun but it's free. The parent doesn't have to pay anything to make the child's day.
	Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.	4	1	At all of our events we provide resources. In addition we have resources in the front office in the form of flyers and brochures. If we don't have a flyer or brochure for the resource they need, someone in the building likely knows where they should go to get what they need.
	Links are built between youth and community (e.g., via service-learning projects, etc.).	2	2	Some programs are building this link more than others. I would like to build this link by doing more community service projects with the members of my program.
2) **Program promotes complementary alignment of**	Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.	2	3	I have tried to meet regularly with teachers and staff at schools but the school does not let me meet with teachers. I am constantly told not to interrupt them.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
school day and afterschool through regular communication, resource allocation, and data-sharing	Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.	2	3	The only people I was communicating regularly with was the office people who greeted me and the people in the A-team room. The A-team, room was helpful to an extent because I could get copies of my member's grades and missing assignments. But then I wasn't able to talk to the teachers to get these assignments or find out which assignments should be priority to help get the grades up.
	Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the afterschool program.	2	3	We do not have an educational coordinator to serve as a bridge between the school day and the after school program. We felt very separate at times, no matter how hard I tried to be a part of them. I do appreciate an individual on the A-team a lot because she tried to be this bridge for us but when they constantly are telling her and I no, it makes it hard to have a bridge.
	In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community- based program and school day staff.	2	3	The school provides me with a classroom (that constantly changes), but they don't provide me with anything else. I tried to get a key to go in and out of the classroom/school to go and do fun things with the kids. I tried to get a set classroom where I could have a place to store stuff. I tried I don't even have access to the gym or library or to any equipment the

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				school lets those kids use on a daily basis.
	For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.	2	2	We have collaborated with them many times about getting us a room to call our own. They will give us one and then the teacher of the room gets sick of us being in there so they then move us to a different room. We also don't have access to any of the schools resources- gym, library, weight room, printers, etc.
	District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).	2	2	We connect/complement with the district/school learning standards a bit; do science, engineering, cooking, art, and math. However, the school doesn't inform me on what they are learning each week or else I could potentially plan activities around some the things going on in school that week.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program offers a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.

- Program provides support to families by providing them with information about community resources to meet their needs, and makes referrals as necessary.

What are opportunities for Quality Improvement within this Element?

One thing I would really like to do for Quality Improvement in this Element is to get more involved with the community and build a link between the High School students in my program with community members. I would like the High Schoolers to take on more community service activities and to have more guest speakers come so the kids can start building professional relationships with members of the community. Another thing I would like is for the school to be of a partner with us than to just be an acquaintance. I want to work on getting more support from them and for them to start taking what we do seriously and provide us with the resources we need to be completely successful. I would also like to be able to meet with the teachers and figure out what assignments are more important for the kids to get done first, if they have any kids in mind who would benefit from the program, and to see if any of them would be willing to come once a week to help the kids with the subject they teach.

Quality Element 4

Evaluation and Continuous Improvement

High quality after school programs conduct evaluations and continuous improvement for program planning, monitoring and to determine overall program effectiveness.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program has systems in place for ongoing data collection, assessment, and reflection using program data.	Program has measurable program goals/objectives that are aligned with the program vision, mission and identified needs.	3	1	One of the goals/objectives of the program is to help the kids in school and help them get better grades. This aligns with the mission because in part of our mission we have educational development. This is measurable because we can see the grades the kids are getting and the overall GPA.
	Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.	4	1	We send out surveys to students, teachers, parents, and staff. The surveys have questions that need to be answered qualitatively and quantitatively.
	Program has a system in place for assessing program activities, outcomes, and participant engagement levels.	4	1	The system in place for assessing program activities, outcomes, and participant engagement levels are they surveys that we have the students, teachers, staff, and parents take. As well as YPQA, NYOI, and consistent youth voice.
	The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	3	2	Feedback is given to us by students, staff, teachers, and parents in the form of surveys and informal conversations. Staff and students are encouraged to do the surveys, but parents and teachers do not always complete them. We need to find a way to get all parents and

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				teachers to take the surveys to give us better results.
2) **Program engages in regular and ongoing action planning for continuous improvement.**	Program leadership uses assessment and evaluation data to continuously review and refine program activities, policies, staffing, and professional development as part of a continuous improvement process.	3	1	After surveys are taken and results are compiled, the bosses give us a brief overview of the results. They use this to then tell us things that we need to work on to improve our program. It would be nice to have access to the results ourselves to read all the results.
	Program leaders engage staff in continuous improvement process based on evaluation results and stakeholder feedback.	3	1	I shared with my YDP's that the results of our last survey said we needed to be in contact with the parents more and letting them know how their youth is doing in program.
	Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	2	2	Some of the evaluation findings are shared with us coordinators and then I relay the information to my YDP's. However, we do not share this information with community partners, parents, or the students.
	The program identifies and shares promising practices internally.	1		

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.

- Program has a system in place for assessing program activities, outcomes, and participant engagement levels.

What are opportunities for Quality Improvement within this Element?

The biggest opportunities for Quality Improvement in this element is "The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.". This needs to be improved by making sure that all parents and teachers are doing the surveys. Maybe if we had a small incentive for them, like a free coffee, they would be willing to do the surveys. We need as much information as possible to make the program as good as possible. After getting all the survey data we then need to improve "Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.". It would be helpful to share the results of the surveys with the parents and the teachers so they know what we are working on improving and they can see if there is anything they need to improve on themselves. In addition, maybe they will be able to help us with the things we are improving.

Quality Element **5**

Sustainability

High quality after school programs plan for sustainability.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) Program engages in continuous planning and assessment to ensure fiscally sustainable programming.	The grantee has developed a sustainability plan to gain other sources of funding or in-kind resources to maintain the level of program services as grant support decreases in the fourth and fifth year. **(Compliance)**	2	1	Site Coordinators need more information on the grant narrative and goals, at a deeper level of understanding then just the deliverables.
	The program makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.	3	1	
	Leaders actively pursue new sources of funding and in-kind resources.	4	1	

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Leaders actively pursue new sources of funding and in-kind resources.

What are opportunities for Quality Improvement within this Element?

I think one element would be to get more partners who would be willing to fund us. I know we have Country Financial but I am not sure if there are others. There has to be people out there though who want to help the youth as much as we do, who could afford to donate money. I also think that even though I put a 4 in "Leaders actively pursue new sources of funding and in-kind resources.". I do have some source ideas for funding; bake sale, car wash, talent show, science fair, etc.

Quality Element 6

Diversity, Inclusion, Access & Equity

High quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program ensures that they are available and accessible for all youth.**	The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.	4	1	The mission statement, outreach materials, and policies emphasize the fact that we are here to serve ALL youth and families.
	No one is turned away from the program because they cannot pay enrollment fees (where applicable).	4	1	The program is free.
	When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.	4	1	We have a lot of diversity amongst the kids that we serve. There are those with disabilities, slower development, rich, poor, a variety of races and ethnicities, families who speak different languages, and families/members who have different religions.
	Program provides reasonable accommodations and special materials as necessary for all participants to successfully participate during the program and at special events.	3	1	My program has not had to make any special accommodations for anyone but I know the main club has had to do this for a few of the members.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
2) Program develops and implements policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront.	Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.	4	1	The kids in program are very aware that they need to be respectful, inclusive, and treat everyone equally. You may not like someone and not be friends at school, but as soon as they step into the program area, respecting each other is a must. They also know not to bring up any sensitive topics or say things that could be hurtful to someone.
	Participants experience and learn about diversity.	3	2	We have had a Mexico week, an Irish week, and an Africa week. During these weeks we learned about the culture and did activities that are or relate to things they do in these locations. I wanted the kids to learn and experience things from different cultures, which is making them experience and learn about diversity. It would be nice to include even activities and themes to have them experience and learn more about diversity though.
3) Program supports staff in building <u>cultural competence</u> among staff and with youth through culturally responsive practices, activities, and opportunities.	Staff is sensitive to the culture and language of children and youth.	3	1	Staff know the importance of being aware of cultures and using language that could be offensive to someone. If something was accidently said that was possibly offensive or came out in a way that was not intended, an apology would be made right away.
	Program staff and volunteers engage in culturally responsive practices, including	3	1	

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	offering activities that reflect the languages and cultures of the participants and families.			
	Staff adapt activities to be accessible to English learners and encourage their active participation in the program.	2	1	We do adapt out activities when needed, to make sure everyone can do them. However we have not had to adapt them for English learners because I have not had any English learners as members yet.
	Program provides professional development opportunities related to diversity/equity and to build cultural competence.	3	1	

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community.

- No one is turned away from the program because they cannot pay enrollment fees (where applicable).

- When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.

- Program establishes, maintains, and communicates a respectful, inclusive code of conduct that respects and values diversity.

What are opportunities for Quality Improvement within this Element?

I think this the element is one of the strongest. I strive for Diversity, Inclusion, Access and Equity because I know what it like to not have these things and have seen the effects not having these things can have on individuals. There is always opportunities for Quality Improvement though

and I think for this element, it would be to just keep checking in with people about these topics and to make sure that we continue to learn the importance of them and that not having them doesn't define who we are. I also think that learning more about other cultures would be cool because they will be able to experience and learn things they might not be able to in any other situation. They will also be able to better understand individuals throughout the world.

Quality Element 7

Physical Environment

High quality after school programs provide an appropriate, accessible physical environment.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program ensures that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.**	The program's indoor space meets the needs of children and youth and environment is suitable for all offered activities.	___3___ (or not applicable)	1	
	The outdoor play area is appropriate for all offered activities and is hazard-free.	____4__ (or not applicable)	1	
	Adequate materials and supplies are available to support program activities.	3	1	
	Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.	____N/A___ (or not applicable)	3	
	The program's hours, activities, schedules, and locations meet the needs of the target population.	4	1	
	The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.	2	1	The program follows a daily agenda. 2 for inconsistent staffing.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- The program's hours, activities, schedules, and locations meet the needs of the target population.

What are opportunities for Quality Improvement within this Element?

There is so many opportunities for Quality Improvement within this Element. It's hard to meet the expectations in this category when the physical environment is dependent on what the school offers to me. I would have such a good physical environment if I had a space I could call my own, a place to decorate, a place where I could store my supplies and have access to all of them, a place where I have and indoor and outdoor space, and a place the kids could put up there works and do projects that take multiple days. I really wish the school would be more supportive of the program and give me the resources that I need to give the kids the best possible program.

Quality Element 8

Safety, Health & Nutrition

High quality after school programs provide a safe, healthy, and nurturing environment for all youth, staff, and families.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program ensures the emotional and physical safety of youth and staff.**	Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.	4	1	Staff and students are respectful to one another, inclusive, and have always been physically and emotionally safe.
	Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).	____4__ (or not applicable)	1	
	Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).	4	1	
	There are effective health and safety procedures in place, and these are known to staff, youth, and families.	4	1	
	Develops and manages effective arrival and dismissal procedures (including procedures for authorized student pick-ups) and plans for safe travel home.	_____ (or not applicable)		
	Provides effective supervision of participants by an approved adult at all times.	____4__ (or not applicable)	1	
	Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	4	1	Information is the safety binder, which is always on site.
	The program has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	3	2	First aid kid is always on site and easily accessible. Fire extinguishers are around the school but it would be good to

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
				have on in our space. It would also be good to have an AED in our space.
	Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.	4	1	Everyone has to have CPR/First aid certificate and have taken the mandatory reporter training before they go and work with the kids.
	The program has policies and training in place to assure safe and appropriate use of the Internet.	3	1	There are policies in place to let the kids know that they need to use their computers for homework and schoolwork only, or with occasional expectations for music, things for the activity, and with looking certain things up.
	The program offers students a means of transport if they qualify for after school and are unable to walk to community centers. **(Compliance)**	_N/A_____ (or not applicable)		
2) **Program provides a healthy, welcoming, and accommodating environment.**	Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.	3	2	I plan for and welcome an environment that actively supports participants with diverse abilities and I can create this to a certain extent. But again, I can only do so much since the space program takes place in is not our own space and I can do very little with it.
	Youth have the opportunity to learn about healthy eating and positive food choices through activities such as cooking clubs, gardening, or visits to local grocery stores.	__3____ (or not applicable)	1	

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
	Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.	___2___ (or not applicable)	3	
	Program is aware of, records, and supports staff to address the mental and physical health needs of participants in compliance with HIPAA and FERPA.	3	1	We are aware of any mental and physical health problems the members have. We do what we can do to assist and support them with these things but know where the boundaries are and what is appropriate to help them with.
3) Program ensures that emergency preparedness is a priority.	The program has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	3	1	Program does have emergency plans for different types of emergencies. These plans are practiced so all members and staff know what to do. Parents and families are probably not as aware as they should be about these emergency plans though.
	Emergency plans are easily accessible and rehearsed.	4	1	We have emergency plans in the safety binder and an evacuation plan.
	Program conducts all required fire and safety drills.	4	1	We do monthly drills. Each drill is different and then we discuss them and share any questions, concerns, or suggestions.
4) Program provides nourishment based on health and wellness	The program provides daily nutritional snacks and/or meal during program operation within a sanitary environment and drinking water is readily available.	4	1	We have meals for the members every day. I also provide them with additional snacks occasionally. There are we eat in sanitary and a drinking fountain is nearby.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
standards for children and youth.	The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA). **(Compliance)**	___4___ (or not applicable)	1	We have meals for the members during every program day.

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program promotes physical and/or emotional safety through a culture of support, inclusion services, and mutual respect.

- Provides effective supervision of participants by an approved adult at all times.

- Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.

- Program staff (administrator, director, support staff) are trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training.

- Emergency plans are easily accessible and rehearsed.

- Program conducts all required fire and safety drills.

- The program provides daily nutritional snacks and/or meal during program operation within a sanitary environment and drinking water is readily available.

- The program provides snacks and/or meals that are approved by the US Department of Agriculture (USDA).

What are opportunities for Quality Improvement within this Element?

The biggest opportunity for Quality Improvement within this Element is to be more physically active and practice physical health. I have so many ideas for these things but we don't have the space needed for such activities. If I had access to a gym, the weight room, or even had a key to get

in and out from the outside, I could excel expectations in all indicators related to physical health/activities.

Quality Element 9

Interactions and Relationships

High quality after school programs cultivates and maintains positive relationships and interactions among youth, staff, families, and partners.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program.**	Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.	2	1	Youth voice is listened to and utilized to adapt program and activities. 2 due to staffing inconsistencies.
	Staff provide specific feedback to youth about positive behavior and accomplishments.	2	1	2 due to staffing inconsistencies.
	Staff model personal interest in youth and allow for communication time with all youth.	2	1	2 due to staffing inconsistencies.
	Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.	2	1	2 due to staffing inconsistencies.
	Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.	2	1	2 due to staffing inconsistencies.
2) **Staff engages in collaboration and partnerships with youth, strives to address barriers and promote supportive**	Staff view participants as partners and collaborate with youth on programming/activities.	4	1	I have gotten a lot of activity ideas from the members. If the idea is affordable and meets the grant requirements, then it gets put into the schedule.
	The emotional climate of the program is positive, characterized by mutually	3	1	3 due to staffing inconsistencies. Youth were flexible and positive

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
and encouraging norms for youth and staff interaction.	respectful, supportive, and relaxed interactions among staff and youth.			but had to remeet and retell about their needs etc. to new staff
	Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.	4	1	
	Staff consistently intervene when youth or adults make hurtful or negative comments.	4	1	
	Program staff serve as positive role models.	4	1	

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff treats participants with respect, listens to what they say, and has structures in place to encourage positive youth/adult relationships.

- Staff model personal interest in youth and allow for communication time with all youth.

- Staff view participants as partners and collaborate with youth on programming/activities.

- The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.

- Staff encourage youth to interact positively with peers, families, community, school, and afterschool staff.

- Staff consistently intervene when youth or adults make hurtful or negative comments.

- Program staff serve as positive role models.

What are opportunities for Quality Improvement within this Element?

The opportunities for Quality Improvement within this element are related to communication with the parents of the members. This is not something I did often because I never really got to see the parents. However, I need to just call the weekly and fill the in on how their kids are doing and how programs is going. When I do this, the indicators "Staff communicate constructive feedback about participants with parents and

caregivers in a respectful way and in a confidential setting." and "Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program." will go from 2's to 3's or potentially 4's.

Quality Element 10

Youth Centered Activities

High quality after school programs provides youth-centered activities and acts in partnership with youth to foster appropriate youth voice and leadership.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program focuses on youth development, interest, and influence.**	Program activities are primarily selected based on student needs and interests.	2	1	2 due to staffing inconsistencies.
	Program engages participants and adults to make activities meaningful, applicable to the real world, and developed around participant interests.	2	1	2 due to staffing inconsistencies.
	Program has a culture that encourages youth to take initiative, explore their interests, set goals for personal achievement, and work to meet them.	2	1	2 due to staffing inconsistencies.
	Enrichment activities are based on best practices derived from child and youth development research.	3	1	Every kid is involved, kids are engaged, kids learn, develop skills, try new thing, and develop into respectable young adults.
2) **Program provides experiential and age-appropriate activities.**	Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.	2	1	2 due to staffing inconsistencies.
	Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.	2	1	2 due to staffing inconsistencies.
	The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.	2	1	2 due to staffing inconsistencies.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
3) Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming.	Youth have age-appropriate opportunities to make choices, such as picking books to read, joining clubs or teams, or deciding on a project topic.	2	1	We do not have clubs the kids can join. They can pick which books to read when there is time to read. And once a week we have a "youth choice" activity where they can pick between some different options. The kids also tell me activity ideas and if it meets requirements and is affordable then I add it into the schedule.
	Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.	4	1	The members take surveys and share their ideas, opinions, and inputs about the program and activities we do. I am also always asking them if there are any activities they want or anything they feel should be changed about program to make them feel more comfortable/welcomed.
4) Program provides opportunities for youth leadership.	Staff provides participants with leadership opportunities (e.g., serve on advisory team, lead activity(ies)).	2	1	2 due to staffing inconsistencies.
	Program encourages older participants to serve as mentors for younger participants.	2	1	Naturally would occur but may not have been encouraged by staff.
5) Program intentionally supports academic, social,	Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.	2	1	2 due to staffing inconsistencies.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
and emotional competence-building.	A balance of academics, homework assistance, and enrichment programming exist.	4	1	Power Hour (academic portion) happens everyday and enrichment is offered as well.
	Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).	2	3	Staff did not have access to the students grades unless the student provided them access via their account.
	The program provides evidence-based academic support and enrichment activities.	4	1	I would get missing assignment reports and help the kid's get these assignments off these reports and turned in. We also occasionally take photos of activities.
	Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.	2	2	Limited collaboration outside of a couple meetings to discuss building utilization.

REFLECTION:
What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Program features activities that are developmentally appropriate for the age and skill level of the participants and allow participants to develop new skills during the program year.

- Program offers project-based, experiential activities that provide opportunities for skill development and application of knowledge.

- Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.

- Program encourages older participants to serve as mentors for younger participants.

- A balance of academics, homework assistance, and enrichment programming exist.

- The program provides evidence-based academic support and enrichment activities.

What are opportunities for Quality Improvement within this Element?

One main opportunity for Quality Improvement within this element relates to physical activity "Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.". Since we don't have access to a field or gym or a large space, physical activity needs are challenging to meet. . Another opportunity for Quality Improvement is "The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.". I would like the kids to do more service learning and learn real world contexts by getting out into the community. This could be having more quest speakers come and doing community service. I think we could also improve on leadership activities and have the members lead more activities and maybe even try to plan an activity for us to do at some point in the school year.

Quality Element 11

Social and Emotional Learning and Active Engagement

High quality after school programs encourage active participation and ownership by youth, and offer opportunities for social emotional learnings.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
1) **Program is intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking.**	Young people have structured opportunities to reflect on their goals and accomplishments.	2	2	2 due to staffing inconsistencies. Incentive programs exist but were not used.
	Staff encourage children and youth to make positive choices and to become more responsible.	4	1	
	Program staff facilitate opportunities that promote students' social competency, self-efficacy, and resilience.	2	1	With the different staff the youth had multiple individuals hobbies and skills to learn from, still a 2 due to staffing inconsistencies.
2) **Programming and activities intentionally support high levels of youth engagement and expectation.**	Program engages participants and adults to promote consistent and active participation.	3	1	Staff actively encourage youth to participate in program offerings.
	Staff have high expectations for youth and support youth as they strive for excellence.	2	1	2 due to staffing inconsistencies, different staff with different expectations.
3) **The program environment and activities cultivate a sense of belonging.**	Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.	___4___ (or not applicable)	1	
	Youth and staff demonstrate a strong sense of ownership and belonging.	2	1	2 due to staffing inconsistencies. Youth did have a strong sense of ownership.
	Staff provide opportunities to publicly celebrate youth achievements.	2	1	2 due to staffing inconsistencies.
	The program has adopted clear standards for student behavior (including	2	2	2 due to staffing inconsistencies.

Sub-element	Indicators	Program Rating	Urgency for Improvement	Evidence / Examples in Program (How do you know?)
4) Staff receive training in and promote positive behavior supports for reframing conflict.	"online" behavior) that are applied appropriately and consistently by staff.			
	Program applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.	2	1	Different staff with different expectations, a 2 due to staffing inconsistencies.
	Staff approach conflicts and negative behavior in a non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior.	3	1	From onboarding and Club experience all staff ensure a safe environment for the youth. A 3 due to staffing inconsistencies.
	Staff seek input from youth in order to determine both the cause and solution of conflicts and negative behavior.	3	1	From onboarding and Club experience all staff ensure a safe environment for the youth; including behavior management and conflict resolution. A 3 due to staffing inconsistencies.

REFLECTION:

What are strengths to celebrate?

The strengths to celebrate are all the things we were exceeding expectations in:

- Staff encourage children and youth to make positive choices and to become more responsible.

- Program engages participants and adults to promote consistent and active participation.

- Staff have high expectations for youth and support youth as they strive for excellence.

- Program encourages and supports participants to interact with one another in positive ways and builds a sense of community among participants.

- Staff provide opportunities to publicly celebrate youth achievements.

What are opportunities for Quality Improvement within this Element?
The biggest opportunity for Quality Improvement within this element is dealing with conflicts and bad behaviors. It's not that we aren't good at doing this, it's just that we have not had to deal with this and haven't not put the skills we have for doing such things to the test. I obviously don't want conflicts but having them once in a while might be helpful to see exactly where I would need to improve and how handling conflicts could go better in the future.

REFLECTION

Describe your program as it is. **Questions to consider: a) On which Element did you score the highest? Why?, b) On which Element did you score the lowest? Why? What makes this area difficult for you?**

The Elements I scored the highest on were Element 6 and Element 9. I think I was able to score High in these elements because I make our space feel very welcoming, comfortable, and make sure everyone is treated equally and with respect by both staff and other members. The members no I do not tolerate a negative or disrespectful comments towards one another. I explained to them that you may not like these people or hang out with these people in school but as soon as we get to program, we are all nice and treat them how we would want to be treated. I remember when I first got there, there was a student who sat by herself and didn't talk to anyone. I was able to get her to join the group during activities and she started opening up and talking to everyone every day. It was great to see her come out of her shell.

The Elements that were scored the lowest we Element 3 and Element 7. These were scored low because they have to do with the school. The school makes this area difficult for me because they don't provide me with the things that I need and don't show me as much support as I would like. It seems like they are working against me more than working with me. Which is sad since we are trying to serve the same kids and you would think they would be so happy about the program I am offering.

How would you like it to be?

I would like my program to be a safe, fun, welcoming place for youth to go to learn, grow, and strengthen skills. I want it to be a place where we are teaching them how to be there best possible selves. I want it to be a place where they can open up and make new friends and a place they look forward to going after school. I also want it to be a place where they can learn about different jobs in the community, what it takes to have those jobs, and hear the experiences of people who do these jobs. I think it's important for them to even help the community through community service and meet people in the community who could make positive impacts to their lives. They could potentially meet someone who does what they want to do and this person could provide them with opportunities they might not have had if they didn't meet them.

Which specific indicators represent areas of opportunity for growth? Prioritize them in order of importance to you.

The indicators that represent areas of opportunity for growth are all indicators that had a score of 3 or less.

1. The program's indoor space meets the needs of children and youth, and environment is suitable for all offered activities.

2. The program has access to basic safety equipment (i.e., First aid kits, gloves, fire extinguishers, etc).

3. Adequate materials and supplies are available to support program activities.

4. The outdoor play area is appropriate for all offered activities and is hazard-free.

5. Physical activities are physically safe (e.g. activity rules and equipment help to assure that youth are at limited risk for injury, activities are adjusted for inclement weather).

6. Employs, or the school designates, an educational coordinator to serve as a "bridge" between the school day and the afterschool program.

7. Program leadership meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.

8. Staff provide regular communication to participants' families, including information regarding students' experiences, behavior, and achievements in the program.

9. Staff communicates regularly with school day staff to remain informed of the academic and behavioral progress of participants.

10. Indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.

11. Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.

12. In collaboration with the school administration, allocates time and resources for joint professional development that facilitates the participation of both community- based program and school day staff.
13. There is a clearly defined written statement of vision, mission, and goals.

14. The program has developed/adopted written policies and procedures to promote effective management.

15. Program policies and procedures are available to, a.

16. nd responsive to, the needs of children, youth, and families in the community.
17. The program works to retain quality staff, providing a consistent and stable staffing base for the program.

18. For school-based programs: Program staff collaborates with school-day personnel regarding use of facilities and resources.

19. Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.

20. Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).

21. Links are built between youth and community (e.g., via service-learning projects, etc.).
22. Program staff are knowledgeable about youths' different learning styles and adapt programming accordingly.

23. Works with school partner(s) to establish and follow a common behavioral code of conduct and language that support the social and emotional development of participants.

24. District/school learning standards are connected to the afterschool program and learning opportunities in the afterschool program are connected to but different from school day (*complements* school day).

25. The program maintains current and accurate activity schedule with location assignments that is accessible to participants, staff, and families.

26. Physical activities are emotionally safe (e.g. teams are picked at random, youth are encouraged to do their best, varied activities appeal to youths' interests and skill levels).

27. Program applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.
28. Program has regular staff meetings that include sharing and reflection.

29. Staff are empowered with freedom/latitude to plan their time and pursue interests.

30. Young people have structured opportunities to reflect on their goals and accomplishments.

31. Program activities reflect the vision and mission of the program.

32. Program uses a program design and schedule that address the needs of the whole child, including physical, social and emotional, and academic needs of all participants.

33. Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.

34. Staff is aware of program goals/objectives and can explain the relationship of program activities to those goals.

35. The program works to retain quality staff, providing a consistent and stable staffing base for the program.

36. The program involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.
37. The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.

38. Staff has competence in their area of responsibility.

39. The program has adopted clear standards for student behavior (including "online" behavior) that are applied appropriately and consistently by staff.

40. Staff communicate constructive feedback about participants with parents and caregivers in a respectful way and in a confidential setting.

41. Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.

42. Programs are tailored to address community and/or neighborhood needs.

43. Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth.

44. The program enables youth to explore resources and issues in their community through projects and activities, including service learning and real-world contexts.

Select the first 2-3 priorities (goals). Why are these priorities important to you and your work with youth?

The first 3 priorities (goals) are:

1. The program's indoor space meets the needs of children and youth, and environment is suitable for all offered activities.

2. The program has access to basic safety equipment (i.e., First aid kits, gloves, fire extinguishers, etc).

3. Adequate materials and supplies are available to support program activities.

These priorities (goals) are important to me and my work with the youth because they have to do with the safety, engagement, interest, and sense of belonging of the program. The first one is important because we don't have an area for program that we can make our own or feel like it's our place. To have a greater sense of belonging we should be able to decorate our room, leave materials, do experiments that we can leave overnight, and an area where we can do a wide range of activities. Right now, we are limited on the physical activities we can do. Our program space is a classroom, and we don't have enough room for sports or physical activities/games. We also don't have access to an outdoor space or a gym some of the grant requirements are hard to meet. I meet them by getting creative but it would be much easier if I had the space I needed. The second one is important because we should always be ready and prepared in emergencies. Having everything we need and those items being accessible are very important. Emergencies don't happen often, but I would feel horrible if something happened and I wasn't able to help. The last one is important because to serve the members we need certain materials and supplies. Without them, it can be challenging to meet all the grant requirements and/or to even keep the kids engaged in program activities. This is also important to me because I currently don't have an area in the program area to keep my supplies and this makes having adequate

materials and supplies much harder. If I forget something in my car or need to adapt an activity, I have a hard time doing so when not all my supplies and materials are with me. I want to give the kids the best experience and would love to have all my materials and supplies with me but also to be able to get more materials and supplies (like maybe be given $150 a month instead of $100 to get some cool activities).

Use this information to help you complete your Action Plan in Fall 2022 (in Grantee Google Folder).

GLOSSARY

Engagement: Engagement refers to elements that allow the participants 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, vocational).

English Learner (EL) and English Language Development (ELD): The term **English Learner** refers to students whose first language is not English and encompasses the spectrum of students from those who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") to those who have already developed considerable proficiency. This includes: newcomers that arrived within one year; English Learners who have arrived between one and three years; students who are orally English proficient socially but not yet fully proficient.

Evidence-Based Practices: Evidence-based is defined in ESSA in Sec. 8101(21), as shown below:

(A) In General. –except as provided in subparagraph (B), the term "evidence-based", when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that-
- I.   demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
    - i. **Strong** evidence from at least 1 well-designed and well-implemented experimental study;
    - ii. **Moderate** evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
    - iii. **Promising** evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; OR
- II.   (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

For more information see Using Evidence to Strengthen Education Investments: Non-Regulatory Guidance.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Experiential learning entails a hands-on approach to learning that moves away from just the teacher at the front of the room imparting and transferring their knowledge to students, and instead makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. According to David Kolb[4], in order to gain genuine knowledge from an experience, the learner must have four abilities:
- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and

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[4] Kolb. D. A. and Fry, R. (1975) Toward an applied theory of experiential learning. in C. Cooper (ed.), *Theories of Group Process,* London: John Wiley.

- The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Partnership: The 21st CCLC program requires grantees to describe a partnership between the district, a community-based organization and other public or private organizations. If the local applicant is a public or private organization, an assurance must be signed indicating that its program was developed and will be carried out in active collaboration with the schools the students attend. Partnerships usually are characterized by a long-term (one year or longer) working relationship between two or more entities. Members of partnerships are often involved in planning and decision making for multiple programs and projects over an extended period of time. All entities within a partnership share costs and contribute resources to the programs or projects. In contrast, collaborations usually are short-term or temporary arrangements between two or more entities to work on specific projects. Collaborating entities may share costs and contribute resources to the specific projects.

Qualitative and Quantitative Evaluation: Quantitative evaluation methods yield numerical data that are typically analyzed using statistical methods. Qualitative evaluation methods yield 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 add detail, depth, and meaning to quantitative data.

Principles of Effectiveness: According to statute, 21st CCLC programs or activities must be based on:
1. An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities.
2. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities.
3. Scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

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. In no case may a school district use federal program funds to supplant – take the place of – funds from State, Local or non-federal sources.   Pursuant to guidance from the U.S. Office of Management and Budget (OMB), U.S. Department of Education auditors are to presume that supplanting has occurred in three cases: (1) the grantee used federal funds to provide services that the grantee was required to make available under other federal, state or local laws, (2) the grantee used federal funds to provide services that it provided with non-federal funds in the prior year, (3) the grantee used federal funds to provide services for participating children that the grantee provided with non-federal funds for nonparticipating children. These presumptions are rebuttable if the grantee can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

Subcontractors: Subcontractors are a type of partner that provides grant-funded activities or services under contract.