California AfterSchool Network
CAN Resources

Presenters:
Kelly Faustino
&
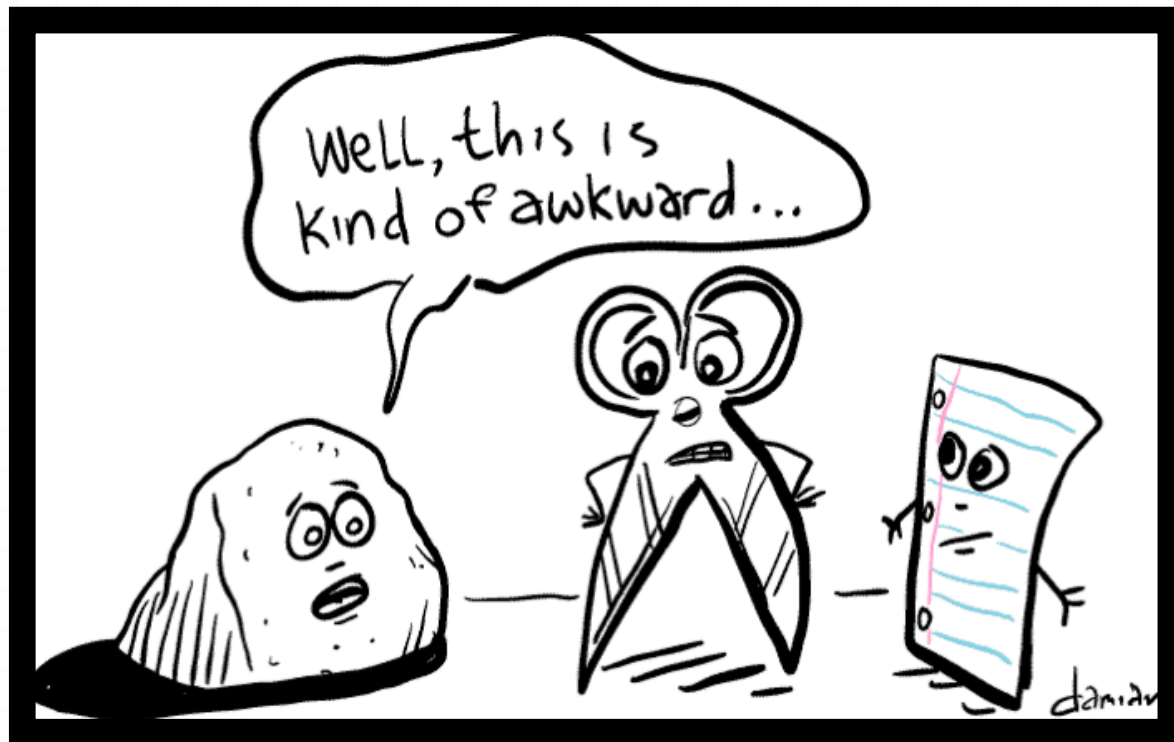Frank Pisi

CAN
California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

Warm Up

Human Ro-Sham-Bo

Today's Goals

- Become aware of resources available from the California Afterschool Network, and how you might utilize them.

- Engage with the resources and become familiar with their content and application.

- Learn promising after school practices from the experts in the room.

Expanded Learning Programs in California

❑ Who is familiar with the California AfterSchool Network?

❑ How many publicly funded after school programs are there in California?

❑ How much money (both state and federal funds) go to support expanded learning programs in CA each year?

Expanded Learning Programs in CA

❑ Over 4,400 publicly funded OST programs statewide

❑ $685,000,000 go towards after school programs every year (ASES & 21CCLC)

❑ More money goes to expanded learning in programs CA than all other 49 states combined (3 times more!)

❑ Expanded learning has been increasing in profile in the past few years, especially through the creation of the After School Division

❑ As a result, quality is a main priority for the CDE

What is the California Afterschool Network?

- **Mission**: The mission of the California Afterschool Network is to provide expanded learning program practitioners, advocates, and community members with the resources and tools necessary to build high quality out-of-school time programs in California.

- **Vision**: The vision of the California Afterschool Network is tat California boasts an abundance of high-quality expanded learning program opportunities that enable youth to maximize their potential.

What is the Strategic Plan?

The Strategic Plan is a document that outlines the five priority areas that the network will focus on from 2013-2016. It was created in collaboration with many statewide partners and stakeholders.
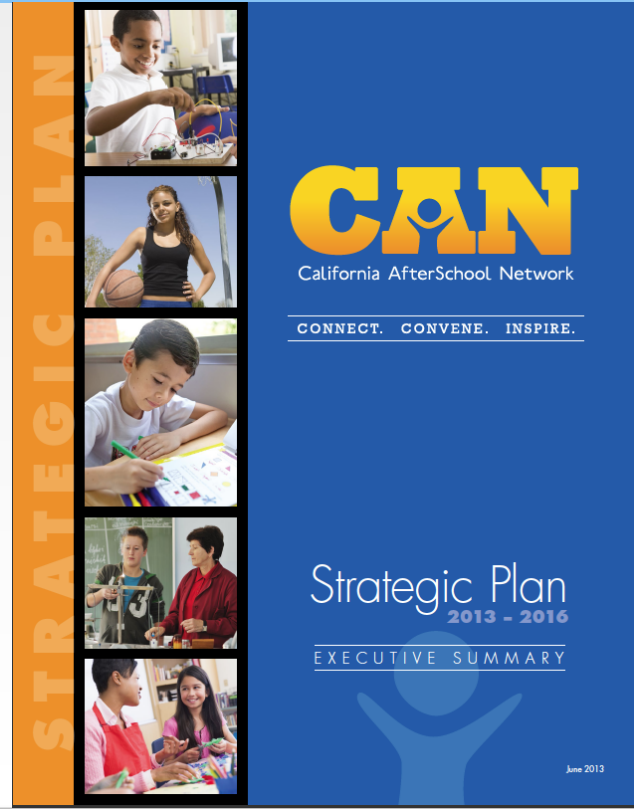
1. PRIORITY:
Program Quality

GOAL:
California's AfterSchool Network (CAN) will be a trusted resource for expanded learning programs, particularly around issues of quality.

2. PRIORITY:
Leadership Development

GOAL:
CAN will identify and develop resources that support emerging leaders throughout the expanded learning system.

3. PRIORITY:
K-16 Partnership and Collaboration

GOAL:
CAN will be an integral partner in the success of the K-16 system, creating and facilitating partnerships and collaboration among stakeholders that support positive child and youth outcomes.

4. PRIORITY:
Influence and Inform

GOAL:
CAN will influence and inform the decisions of stakeholders by serving as a bridge between the expanded learning field and policy makers to improve the quality and impact of the academic, social, and emotional developmental experiences of children and youth.

5. PRIORITY:
Funding and Sustainability

GOAL:
CAN will research, compete for, and secure funding for its projects and operations from a diverse array of public and private organizations. CAN will engage in projects and pursue funding that directly supports its mission, vision, and purpose.

CAN's Structure: Of the field, by the field, for the field.

- **Working Committees (7)** are composed of Network Participants who volunteer to carry out the duties of the committee work plans.
  - English Learners
  - Nutrition and Physical Activity
  - Older Youth
  - Policy
  - Quality
  - Rural Programs
  - STEM

Tools and Resources of CAN

- ☐ How were they created?
- ☐ Why were they created?
- ☐ How to access?
- ☐ Quick review of each (purpose, content, etc.)

State of the State of Expanded Learning in California
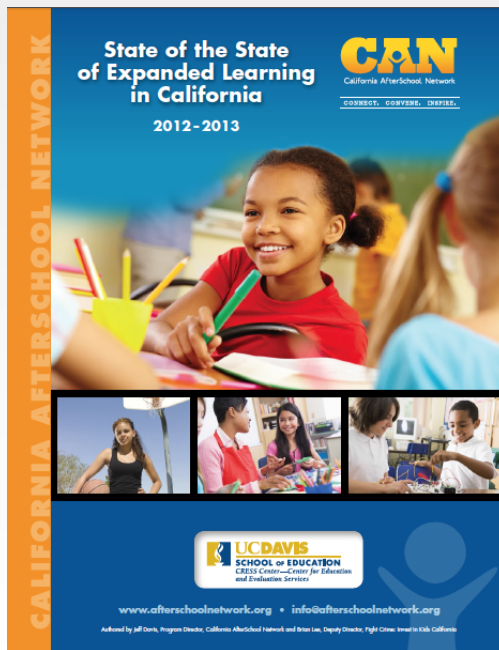
This report outlines the state and federal investment in expanded learning programs in California; describes the expanded learning workforce; illustrates how investment in these programs generates increased federal, foundation, and local investment; and highlights the promise and current unmet need for expanded learning programs in California.

Quality Self-Assessment Tool & Promising Practices Guide
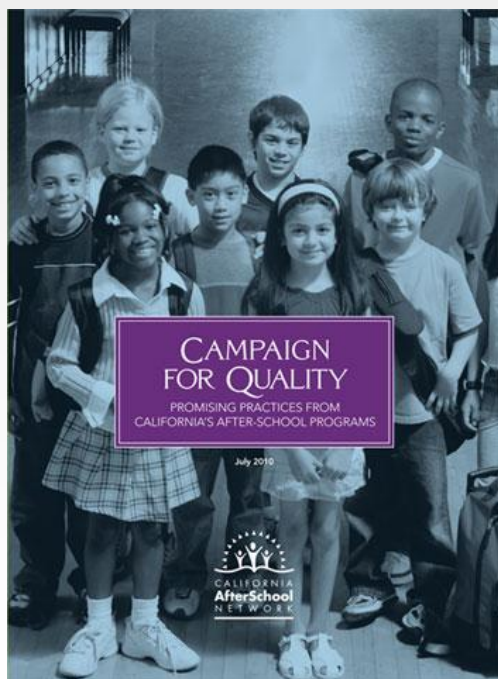
- Field-driven content with CDE.

- A tool to start meaningful conversations (not an external evaluation tool).

- Clear communication and genuine stakeholder engagement (non-punitive).

- Non-Mandatory: Use as it best suits your needs

11 Program Quality Elements

Section 1: Program Design & Assessment

Section 2: Program Administration & Finance

Section 3: Community Partnerships & Collaboration

Section 4: Alignment & Linkages with the School Day

Section 5: Program Environment & Safety

Section 6: Youth Development

Section 7: Staff Recruitment & Professional Development

Section 8: Family Involvement

Section 9: Nutrition & Physical Activity

Section 10: Promoting Diversity, Access, Equity, & Inclusion

Section 11: Effectively Supporting English Learners

Resources for
High School Programs
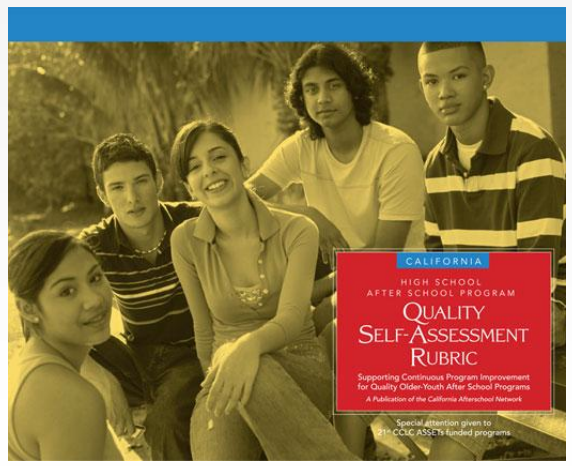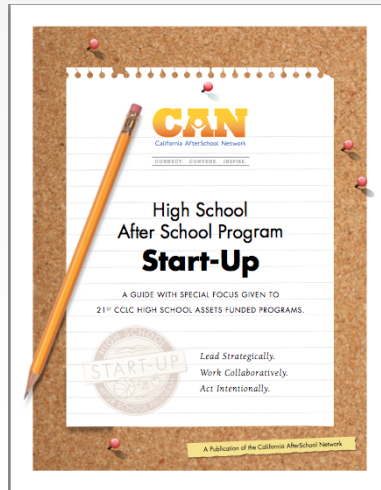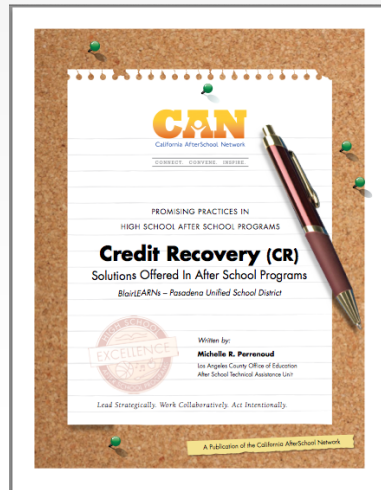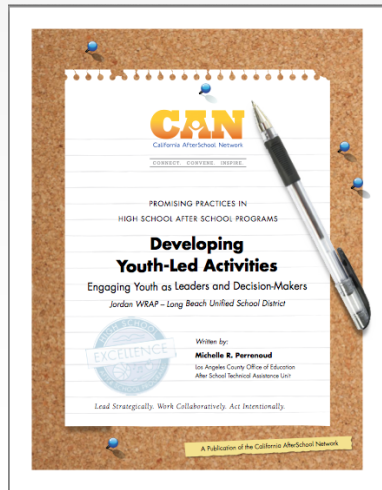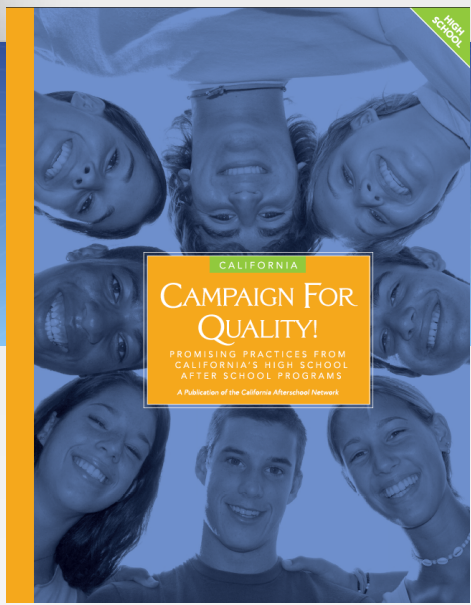
Campaign for Quality Resources

❑ **Program Quality Self-Assessment Tools**
  ❑ The California After School Program Quality Self-Assessment Tool (QSA)
  ❑ The California High School After School Program Quality Self-Assessment Rubric (QSAR)

❑ **Campaign for Quality Guides**
  ❑ Promising Practice Guides Linked to QSA and QSAR

❑ **Campaign for Quality Videos**
  ❑ Videos linked to sections of QSA

❑ **Webinars**
  ❑ Live and recorded
  ❑ linked to sections of QSA

Resources available **for free** at: http://www.afterschoolnetwork.org/campaign-quality

Videos and Webinars

Videos:

- 3-5 minute clips outlining each section of the QSA Tool.

- Great conversation starters

Webinars:

- 60-90 minute web-based workshops highlighting research and promising practices

Free Network Webinar -Strategies to Support English Learner Students

This webinar will feature an overview of the quality elements in the California Afterschool Network Quality Self-Assessment Tool on Strategies to Support English Learner students. It will also feature presentations from Nora Zamora from the California Afterschool Resource Center (CASRC) and Cynthia Zarate who is a Co-chair of the Network's EL Committee.

CAN
California AfterSchool Network

Search the site [ ] Go

KEEP IN TOUCH

Sign up for our CAN newsletter »

Sign up for email updates from the California AfterSchool Network on the topics that matter to you most. We promise only to use your email address to share relevant information you have requested.

Sign Up for a CAN Committee »

Committees meet over the telephone on a bi-monthly or quarterly basis to provide information, discuss current topics and needs for the field, as well as create work groups to plan and work on specific projects or events for each committee.

Alignment & Linkage with the school day

Campaign for Quality Videos »

« 1 2 3 4 5 6 7 8 »

WHAT'S NEW

Public Profit Releases "Strategies to Promote Non-Cognitive Skills: A Guide for Youth Developers & Educators" »

[public profit]

Public Profit is proud to announce the release of *Strategies to Promote Non-Cognitive Skills: A Guide for Youth Developers & Educators,"* a guide which identifies how to help youth gain skills necessary to be successful in the 21st century. Recently, researchers have emphasized the value of stressing non-cognitive skills in the education of children particularly in five key areas: Academic Behaviors, Academic Mindsets, Academic Perseverance, Learning Strategies, and Social Skills

NEWS & EVENTS

The NAA Top 25 Most Influential People in Afterschool »

National AfterSchool ASSOCIATION

The National Afterschool Association (NAA) has recently released their list of the top 25 individuals in the after school field! These leaders are recognized to be influential in after school, as their service, work, and research has improved the education of many children and families.

Leaders who have contributed to after school in California include:

Ben Paul – President and CEO of After-school All-stars

CalSAC's 10th Annual Afterschool Challenge »

MAY 12, 2014 - MAY 13, 2014

Register now for CalSAC's 10th Annual Afterschool Challenge on May 12-13! Middle and high school youth, parents, and after school professionals and advocates are encouraged to sign up for this event to attend training workshops and take advantage of networking opportunities to learn about the value of quality after school programs. Additionally, participants will be able to talk with legislators about how to advance the out-of-school time field and learn about the issues currently associated with after school programs.

STEM²
THE POWER OF DISCOVERY

Why STEM?

A strong STEM education is necessary for the workforce of the future - our economic success depends on it.

Assessment & Planning

An important part to successfully implementing quality STEM learning opportunities is creating a comprehensive plan and continually assessing the plan for improvement. This section features several different planning and assessment tools.

Curriculum & Activities

In this section you will find activities, STEM curricula and links to databases to search vetted curricula. Implementing STEM activities in your OST programs is a great place to start, but ideally programs should be moving towards creating a comprehensive plan where quality STEM curriculum is implemented regularly.

Funding

This section provides a variety of STEM funding opportunities that are currently available for OST programs as well as links to funding websites to keep up with the various other funding opportunities that are available.

STEM Committee

The STEM Committee of the California AfterSchool Network is a dedicated group of professionals sharing information, resources, promising practices, as well as a shared work plan intended to advance STEM in out-of-school time in California.

Your Turn!

❑ Participants will get in groups of 3-4 to create an Infomercial (20 min)

❑ Each group will be given a tool and has to come up with a 30 second to 1 minute infomercial on the publication they were assigned (can use costume supplies to make it more interesting)

　❑ What is it?

　❑ Why is it important?

　❑ How can you use this in your after school program?

❑ Rules:

　❑ Everyone must play a part

　❑ All three questions MUST be addressed

TV Time

Lights…   **Camera…**

ACTION!
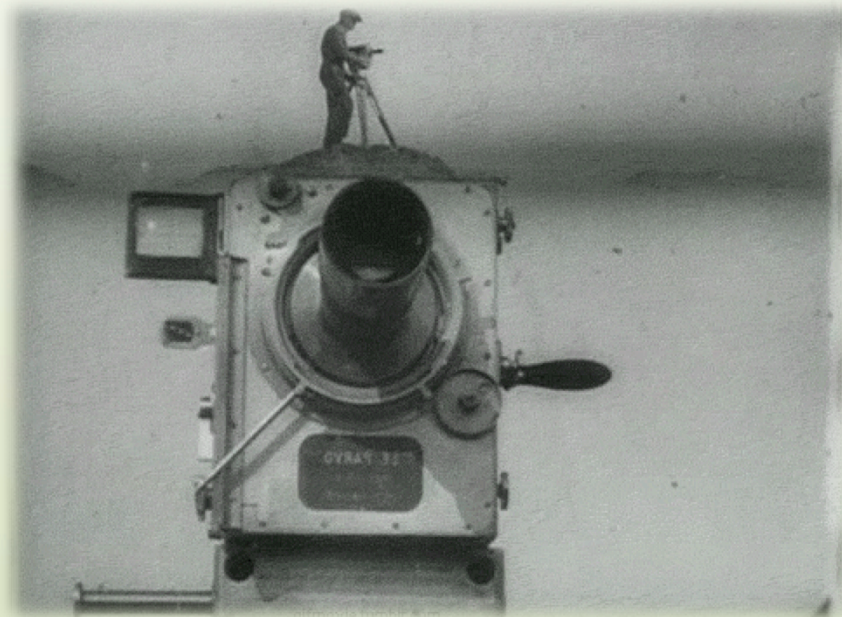
Feedback Time!

At your tables…

☐ Identify 3-5 additional tools that you would like to see created (by CAN or anyone) to help support expanded learning programs (one per sticky)

☐ Identify 3-5 changes you would recommend be made to the CAN website to make it more user friendly, accessible, structured for site coordinators (one suggestion per sticky)

☐ Full group share out

Closing

- ❑ What is one thing you learned?
- ❑ Did you have any "AHA" moments?
- ❑ What is one thing you will take back and implement at your site?

Closing & Next Steps

0 Thank you for attending!

0 Please fill out evaluation and put face down on your way out!

Need to contact us?

0 Kelly Faustino: kmfaustino@ucdavis.edu

0 Frank Pisi: Fapisi@ucdavis.edu

Campaign for Quality

Promising Practices from California's After-School Programs

July 2010

California AfterSchool Network

CAMPAIGN FOR QUALITY!

PROMISING PRACTICES FROM
CALIFORNIA'S AFTER-SCHOOL PROGRAMS

Assess

Utilize the California After School Program Quality Self Assessment Tool to assess the quality of your program. Access the Tool at www.afterschoolnetwork.org/qsa

Plan

Create a plan for program quality improvement based on the data your assessment generated. Set short and long term goals and benchmarks to improve your program quality.

Improve

Regularly address the progress of your improvement plan and adapt your plan based on improvement efforts.

Celebrate!

Celebrate your successes. Honor youth, staff, and overall program accomplishments. The work you do is making a difference in the lives of youth.
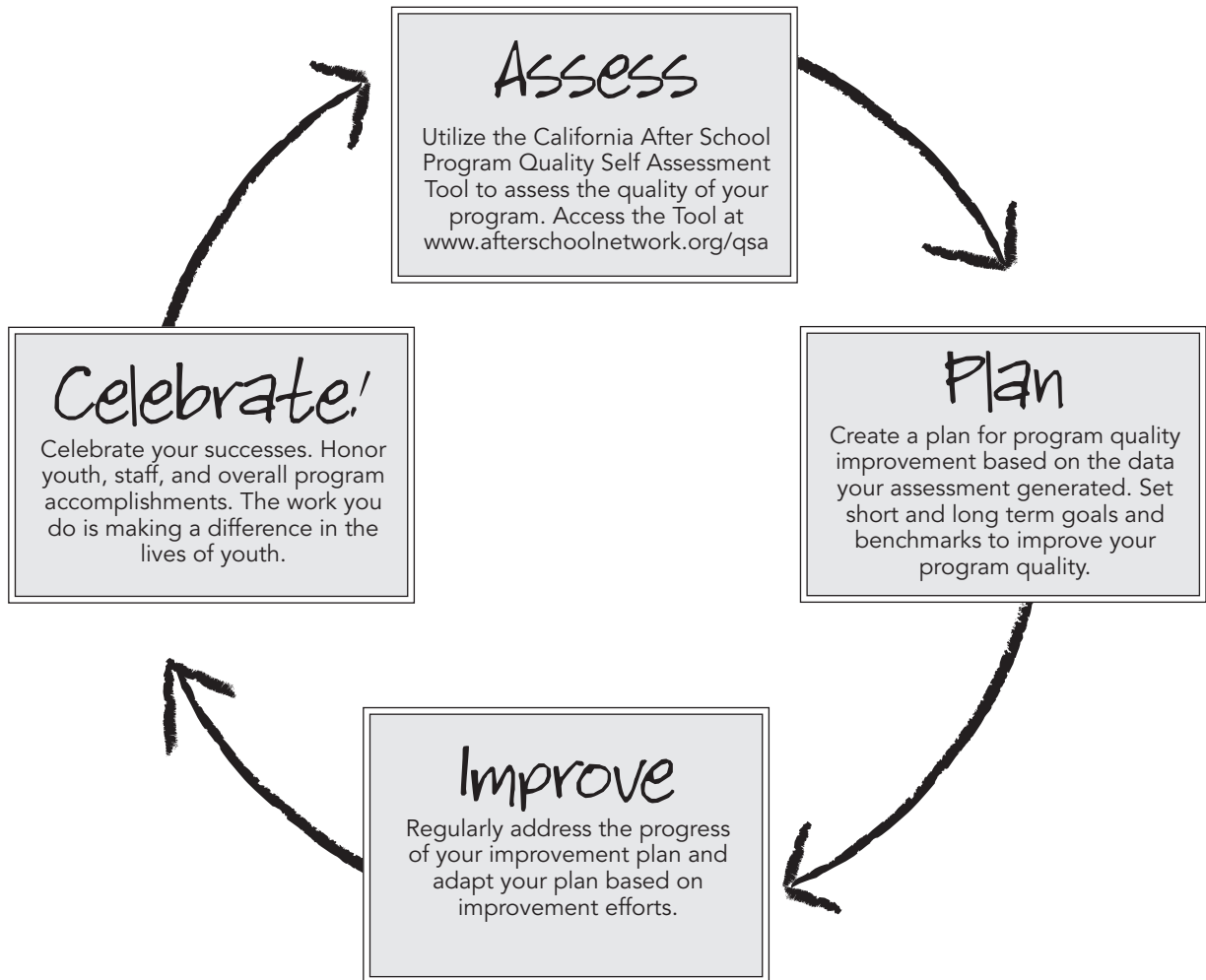
THE NETWORK TEAM:
WE'RE HERE TO HELP!

Andee Press Dawson
Executive Director • apressdawson@ucdavis.edu

Jeff Davis
Program Coordinator • jefdavis@ucdavis.edu

Adriana Diaz
Program Assistant • miadiaz@ucdavis.edu

John Jones
Web Developer • johjones@ucdavis.edu

CAMPAIGN FOR QUALITY!
PROMISING PRACTICES FROM CALIFORNIA'S AFTER-SCHOOL PROGRAMS

IN AUGUST 2009, the California Afterschool Network and California Department of Education released the *California After School Quality Self-Assessment Tool* (QSA Tool), a comprehensive self-assessment tool that out-of-school time professionals can use to start important conversations about quality.

The *Campaign for Quality! Promising Practices from California's After School Programs* is a companion to the *QSA Tool*, and was created as a next step to follow self-assessment. This guide is a Network effort to support program quality by sharing the promising practices of after school programs statewide.
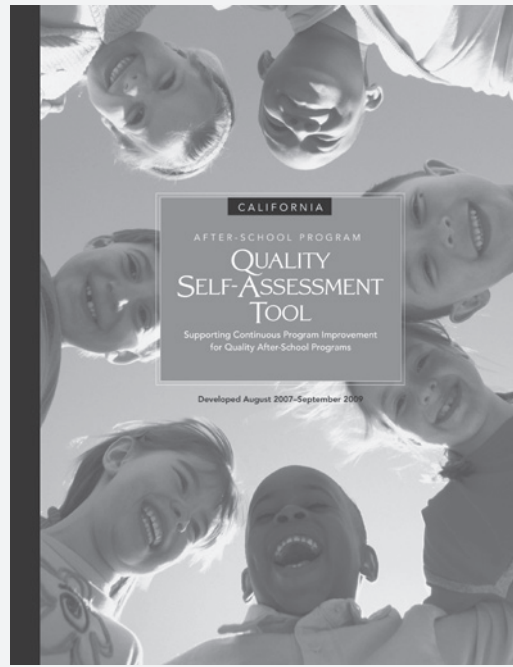
Campaign for Quality!

PROMISING PRACTICES FROM
CALIFORNIA'S AFTER-SCHOOL PROGRAMS;
A COMPANION GUIDE TO THE QUALITY SELF-ASSESSMENT TOOL

TABLE OF CONTENTS

PROGRAM DESIGN AND ASSESSMENT—ATTENDANCE

Activities are attended at capacity.

SECTION 1: PROGRAM DESIGN & ASSESSMENT

WHAT CAN YOU DO TO REACH AND SUSTAIN FULL ENROLLMENT? Below are some ideas around advertising, communicating, and planning, strategies to attract young people to your program.

PLAN

- Offer an exemplary program that young people will want to attend. Quality is the key lever to attendance! Be explicit about program goals, provide staff development on a regular basis, and encourage learning that is student-centered, active, and developmentally appropriate.
- If Program Directors need help, reach out to Regional Leads and CDE Consultants.
- Invest in quality curriculum.
- Do a focus group with kids about what they like to do after school.
- Ask the school Principal for ideas on increasing enrollment.

ADVERTISE

- Hold an open house so that parents and youth can see your program in action.
- Set up informational tables at school and community events.
- Happy participants are your best recruiters. Ask participants to share the news about your program with their friends.
- Send fliers home with youth, place an article in the school newsletter, and utilize the school's automated telephone message system to announce openings.
- Have kids present their success at school assemblies.

COMMUNICATE

- Let parents, teachers and principals know about the academic enrichment component of the program. This may be of added benefit to some youth not already participating in the program.
- Make presentations at staff meetings, PTA meetings, and other gatherings.
- Publicly recognize youth who attend your program often.

CHECK OUT THE FOLLOWING FOR TIPS TO USE TO KEEP YOUR PROGRAM FULL:

- Harvard Family Research Project (2004). *Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Time Programs.*
- California Afterschool Network Research Resources on Behavior/Motivation/Attendance: www.afterschoolnetwork.org

---

Try this Tip!

To fill the house:
- Plan,
- Advertise, and
- Communicate

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

PROGRAM ADMINISTRATION AND FINANCE

Leaders at the district or organization level actively pursue new sources of funding and in-kind resources.
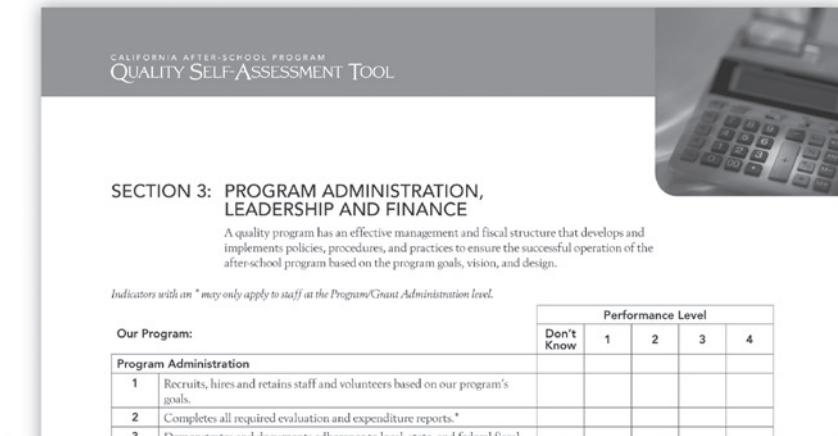
STABLE, SUFFICIENT FUNDING is essential for after school programs to provide high quality service. It is important that leaders find creative sources of funding and resources, especially in hard economic times.

There is a wealth of resources out there, but where do you begin? Below are some tips and strategies to help your program maximize available financial opportunities.

TAP INTO A VARIETY OF FUNDING SOURCES

The funding announcement doesn't have to have "after school" in the title to be a great fit! A variety of public dollars can support after school programs, including Title I funds, Child Care Development Block Grants, hourly intervention funds, Community Development Block Grants, grants through the National Endowment of the Arts and Humanities, and Supplemental Educational Services reimbursements. To be eligible and/or competitive for funding from diverse sources, it's critically important to be actively involved in the collaborative projects and youth-related issues in your community.

Consider expanding your staffing by hosting an AmeriCorps or VISTA volunteer, or a work-study student from a local college or university. Local Workforce Investment Boards may have wage subsidies for local workers.

JOIN LOCAL SCHOOL IMPROVEMENT AND REFORM EFFORTS

The word has reached the classroom: after school is a great way to support young people's success in school and the workplace! After school programs are an increasingly visible part of school reform and improvement initiatives, which are supported by public and private grants.

Consider meeting with school officials at the district or county level. Define and advocate for the important role that after school can play in supporting achievement, whether through engaging youth in hands-on learning, supporting their physical and emotional development, or engaging tutors for youth. Use data from evaluations and testimonials from parents, teachers, and youth to make the case that after school is a key partner in school reform.

TO FIND AND LEARN MORE ABOUT FUNDING OPPORTUNITIES, LOOK AT THE FOLLOWING RESOURCES:

- Afterschool Network: www.afterschoolnetwork.org/funding
- Afterschool Alliance: www.afterschoolalliance.org
- The Finance Project (2007). *Getting the Grant: A Guide to Securing Additional Funds for After School Education and Safety Programs.*
- The Finance Project (2007). *Making the Match: Finding Funding for After School Education and Safety Programs.*
- The Partnership for Children and Youth (2008). *Filling the Gap. Funding Strategies for California After School Programs.*
- California Volunteers, including AmeriCorps and VISTA: wwww.californiavolunteers.org
- Children Now (2009). *After School Programs & Workforce Investment Boards: Making Stimulus Funds Work for Youth.*

Try this Tip!

Meet with school officials at the district or county level to explain how after school programs can support school improvement.

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

COMMUNITY PARTNERSHIPS AND COLLABORATION

The collaborative supports long-term sustainability through joint fundraising and in-kind contributions of services and materials.

THE BENEFITS OF collaboration for programs include maximizing financial resources, avoiding duplication of effort, assuring programming variety, expanding capacity, and creating a united community image. Further, partnerships help to assure sustainability by blending multiple sources of support.

What are some important things to consider for your collaborative to facilitate sustainability by sharing services, resources, and fundraising efforts? Susi Jones, Executive Director for Julian Pathways and the Julian Backcountry Collaborative, shared some promising practices for collaboration.

CONTINUAL AND CONSTANT FEEDBACK ABOUT THE COLLABORATIVE'S PROGRESS
The work that partnerships do hinges on reaching out into the community to find out what is working, and building on those community strengths. This allows collaborative members to set goals based on community priorities, filling in the gaps where in-kind services, fundraising efforts, and materials can make the most difference. Each year, the Backcountry Collaborative holds a visioning retreat focused on ways to effectively sustain its work by being clear about how each partner can contribute.

SHOWCASE EACH PARTNERS' STRENGTHS TO OTHER COLLABORATIVE PARTNERS
For example, each Backcountry Collaborative meeting includes a training for members, led by a Collaborative partner. Recent trainings have included culturally competent practice and how to apply for nutrition assistance from the local Health and Human Services Department. This awareness of partners' unique skills encourages resource sharing, including sharing grant information and providing additional financial support.

TO LEARN MORE IN-DEPTH ABOUT COLLABORATION AND SUCCESSFUL STRATEGIES IN FOSTERING COLLABORATIVE WORK, CHECK OUT THE FOLLOWING:
- Afterschool Investment: www.nccic.acf.hhs.gov
- California School Boards Association (2009). *Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement.*
- American Youth Policy Forum (2002). *Promising Practices in Afterschool Collaboration: What It Takes to Make School-Community Collaboration Work.*

> ## Try This Tip!
> ### NETWORK, NETWORK, NETWORK!
> Sharing resources is about giving the time and space for people to talk through what they can offer, and what they need.

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

ALIGNMENT AND LINKAGES WITH THE SCHOOL DAY

Staff communicate frequently with administrators and faculty to ensure alignment of program activities to the host school's learning goals and curricula.

QUALITY AFTER SCHOOL PROGRAMS can provide engaging environments that motivate and inspire learning outside of the regular school day. Developing this mutually reinforcing relationship takes a lot of intentional communication. How do you get the right people talking so that adults are doing the best they can for youth?

Marcella Klein Williams, Region 8 Network Lead and Katie Brackenridge, Partnership for Children and Youth, have four tips to facilitate communication between after school and school day staff.

BE IN THE RIGHT PLACE

Schools have a lot of standing meetings that focus on youth and families—go to them! The Student Site Council, Coordination of Services Team, or other leadership school team meetings are opportunities for school stakeholders to learn about the value of after school program to the school day.

STRUCTURE COMMUNICATION

A little bit of structure can go a long way when communicating with school day staff. Consider developing simple meeting protocols that encourage staff members from both the after school program and school day to talk specifically about curricula, enrichment activities, or the academic needs of students.

Consider developing a form to ask teachers what themes are being learned for the week, how students are being grouped for activities, or which specific skills students need to work on. This will get you better results than asking, "what do students need?" by identifying specific ways after school programs can design engaging activities that support school-day learning.

'THE STRONGEST PERSONALITY IN THE ROOM IS THE DATA, NOT THE PEOPLE IN THE ROOM'

Communication should focus on the shared interest of school day and after school staff: helping young people thrive. Focusing on data helps adults stay focused on how they can best help youth.

ESTABLISH A COMMON LANGUAGE

YD? PBL? PLCs? ELs? Using terms and acronyms that are unfamiliar to some stakeholders can create unnecessary confusion. Make sure everyone is on the same page and using the same vocabulary.

FOR MORE INFORMATION ABOUT HOW TO COMMUNICATE ACROSS THE SCHOOL DAY, VISIT:

- ASAP Connect—Alignment and Linkages with the School Day: www.afterschoolconnect. org/program_resources/directory_alignment_school

- Afterschool Alliance (2007). *Afterschool: The Bridge Connecting Schools and Communities.* Issue Brief No. 30.

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

> ## Try this Tip!
> Make sure everyone uses the same vocabulary to assure clarity in communication.

PROGRAM ENVIRONMENT AND SAFETY—
PHYSICAL ENVIRONMENT

Youth use equipment and space that is clean, well maintained and safe.

HAVING ADEQUATE SPACE that is clean, well maintained, and safe makes it easier to offer a variety of activities for youth, which increases engagement. It also provides a professional impression to school staff and parents, and increases positive regard among core school day stakeholders, from school maintenance staff to school administration. Often times in school-based after school programming, negotiating that space can be difficult.

The following are key strategies for sharing space from San Francisco Bay Area after school programs.

CREATE BUY-IN WITH SCHOOL-DAY STAKEHOLDERS

Visibility during the school day and open communication about what the after school program does is important to garnering buy in from school day stuff. At Lincoln Elementary in Oakland, the program's Site Coordinator meets at the beginning of the school year with teachers to emphasize the benefits of after school activities for students. At AP Gianni Elementary in San Francisco, program staff are available as extra resources for teachers during the school day, whether as a field trip chaperone, or extra pair of eyes when coordinating activities.

FORMALIZE AGREEMENTS WITH TEACHERS WHEN USING THEIR SPACE

Having a written agreement about how your program will use classroom space shows teachers that you will treat their space as a valuable commodity. At Life Academy in Oakland, signed agreements are made early in the school year with teachers, promising to keep the space clean and orderly.

MAKE OPPORTUNITIES FOR OPEN COMMUNICATION BETWEEN TEACHERS AND AFTER SCHOOL PROGRAM STAFF

At Lincoln, program staff and teachers use a written log to communicate needs and concerns about shared space.

BE FLEXIBLE

Consider the fact that you are borrowing someone's work space, and that at times, they may need to use it for parent-teacher conferences, planning time, or special tutorial sessions. Reserve "just-in-case" rooms and encourage staff to change their activities for the day to accommodate teachers' needs.

GO ABOVE AND BEYOND IN MAINTAINING SCHOOL SPACE

A little extra effort can go a long way in establishing positive relationships with teachers. At Life Academy, the program hosts a "School Day Clean up" on a Saturday. At AP Gianni Elementary in San Francisco, the program replaces any missing or lost items from teacher's spaces twofold with no questions asked—so if a teacher reports two pencils are missing, the program will replace with four.

Try this Tip!

You can never say 'thank you' enough! Have your kids make thank you cards to teachers for allowing them to use their classroom. The holidays and the end of the school year are perfect times to appreciate teachers for their support.

LEAVE THE SPACE HOW YOU FOUND IT

Any good policy for sharing spaces is to always return the space back to how you found it. Take a quick picture on your camera phone of how the room looks like in the beginning of program, so that you can have a reference point of getting things exactly where they were prior to an activity.

SAY THANK YOU

Showing your appreciation goes a long way. Have your students make thank you cards at the end of the year or before the holidays to thank teachers for sharing their space.

FOR MORE TIPS ON HOW TO SHARE SPACE, SEE:

- The Coalition for Community Schools: www.communityschools.org

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

YOUTH DEVELOPMENT—SUPPORTIVE ENVIRONMENT
Staff provide specific feedback to youth about positive behavior and accomplishments.

CALIFORNIA AFTER-SCHOOL PROGRAM
QUALITY SELF-ASSESSMENT TOOL

SECTION 6:   YOUTH DEVELOPMENT

A quality program employs research-based youth development strategies that reflect a complementary, holistic approach that is built on youths' assets and promise rather than risk prevention and repairing deficits. Rather than a separate activity or strand of programming, youth development philosophy describes the manner in which programs do what they do – providing a set of guiding principles that can be incorporated into any kind of after school program or activity.

THIS ELEMENT IS DIVIDED INTO THREE SUB-SECTIONS:
Supportive Environment: A quality program develops, nurtures and maintains positive relationships and interactions and supports young people as they try new things.
Interaction: A quality program is structured to encourage participation and ownership by youth.
Engagement: A quality program provides participants with an opportunity to play a meaningful, active role in their program, so that youth can have input into decision-making, opportunities to take responsibility and demonstrate leadership.

ALL AFTER SCHOOL PROGRAMS can benefit from incorporating youth development practices into their work – it's *how* to do *what* you do in after school.

Bonnie Bernard of WestEd and Andy Paul of Youth Development Network shared tips for providing feedback to youth:

OFFER CONTINUOUS AND GENUINE PRAISE—A "COMPLIMENT SANDWICH"
Youth respond better to praise rather than criticism. Staff can re-frame criticism by first praising youth for small and large accomplishments, offering advice for improvement, followed by another compliment. For example, starting off by saying, "It looks like you have something very important to tell me", then moving onto say, "Can you say 'excuse me' or wait until I am finished, please?", and finalizing that comment with "You always have something interesting to say, so I want you to have my full attention."

Also consider specific encouragement, rather than generic praise, because it allows youth to better understand their accomplishments. Try saying, "I noticed that you really took leadership during that group discussion" instead of "Good job."

CONTINUALLY TELL AND PRACTICE THIS SAYING TO YOUTH, "YOU CAN DO IT; I'M THERE TO SUPPORT YOU"
Youth need to be held to high, clear, expectations and encouraged to meet those expectations along the way. It is important that youth understand the expectations that they are being held to. Consider working with youth to design a behavior agreement for the after school program, and posting this agreement in a visible place for all participants. This also allows program staff to practice positive behavior guidance when expectations are not met. If a caring relationship and clear expectations are in place, program staff can tell young people, "I know you, and I know you are better than that choice." This can be a profound experience for youth.

FOCUS ON THE STRENGTHS OF THE YOUTH
One way to encourage youth is to focus on their strengths. For example, we may see someone who is disorganized as having his or her own creative way of organization. Somebody who is seen as rebellious may also be viewed as an independent critical thinker. We may see a short attention span as somebody who is curious, thinking ahead, or alert. When program staff genuinely look for the strengths of youth in every opportunity, they are in a much better position to offer support in a positive way.

CHECK OUT THE FOLLOWING TO LEARN MORE ABOUT YOUTH DEVELOPMENT, INCLUDING TRAININGS AND TOOLS AVAILABLE TO AFTER SCHOOL PROGRAMS:
*   After School Assistance Providers organization: www.afterschoolconnect.org
*   California School-Age Consortium: www.calsac.org
*   California Afterschool Resource Center: www.californiaafterschool.org
*   *You Matter! The Power of After School Program Staff to Make a Difference in the Lives of Children and You* Training information: www.wested.org
*   *Exemplary Practices in Youth Development*: www.ccscenter.org

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

Try this Tip!
Try changing your perspective: is that student rebellious, or an independent thinker? Is she disorganized, or just has a creative way of organization? Changing your frame of mind can help you support youth in a positive way.

STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

Veteran staff have the opportunity for professional growth and development, such as by coaching other staff members, attending trainings and conferences, or representing the program in the community.

YOUTH WORKERS WHO participate in education and training opportunities provide higher quality services to youth and stay in their jobs longer.

Peer mentor programs is one way for newer staff to receive customized, one-to-one support, and can be a valuable professional development opportunity for veteran staff members.

Barbara Metzuk, Sacramento County Office of Education, Region 3 Co-Regional Lead and Senior Mentor, Lisa Skaarup, Regional Mentor from Folsom-Cordova Unified School District and Glenda Larson, Regional Mentor of the Twin Rivers Unified School District, have three tips for successful peer mentorship in after school:

> ## Try this Tip!
> Peer mentorship is a great form of professional development for both veteran and new staff.

CREATE MENTOR-MENTEE RELATIONSHIPS ACROSS DIFFERENT SITES AND LEVELS OF EXPERIENCE

Both mentors and mentees alike can benefit from exchanging different ideas. Likewise, pairing mentors who are more experienced with new staff allows for knowledge—sharing that can create a welcoming environment for new staff to grow professionally. Paring mentors can also assist newer staff in quickly putting processes, while also overcoming common obstacles and thereby reducing burnout.

At Twin Rivers Unified School District, after school program mentors were paired with mentees from different sites, which also allowed for mentors to learn and experience the nuances of working in different environments. Also, because mentors and mentees came from different agencies, they were able to share new promising practices with their colleagues.

ENCOURAGE MENTORS AND MENTEES TO TRACK THEIR PROGRESS

It is critical for mentor-mentee pairs to create manageable and realistic goals to work toward throughout the year. At Twin Rivers Unified School District, a mentee's goal was set to increase parental engagement. Both the mentor and mentee were able to design a way to keep track of phone calls made to parents as a measurement of increased engagement with families. At Folsom-Cordova, a mentee's goal was to improve her behavior management skills by learning to project her voice and by interviewing retired school district administrators about successful group management strategies.

CREATE A SPACE TO CELEBRATE ACHIEVEMENTS

To extend the benefits of mentorship, mentors and mentees should share lessons learned and celebrate their achievements. At Folsom-Cordova and Twin Rivers, 15 mentees and mentors combined came together to share their work throughout the year through an open house exhibition, complete with presentation boards, handouts, and brief verbal presentations. School day principals were excited to see and celebrate their after school program staffs' growth, while also learning about the other districts' experiences.

STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

Continued from previous page

FOR MORE INFORMATION ABOUT PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR AFTER SCHOOL PROGRAM STAFF, CHECK OUT THE FOLLOWING:

- California After School Network's Peer-to-Peer Mentoring Project: www.mentor.afterschoolnetwork.org
- Afterschool.org Professional Development Web Page: www.afterschool.org/professionaldevelopment
- Resources on Afterschool: www.afterschoolresources.org
- Mott Foundation's *Core Competencies for Afterschool Educators:* www.afterschoolprofessional.info
- National Center for Quality Afterschool Afterschool Training Toolkit: www.sedl.org/afterschool/toolkits/
- University of Pennsylvania School of Social Policy and Practice (2007). *Promising Practices in Out of School Time Professional Development.*

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

FAMILY INVOLVEMENT

Staff make a regular effort to share positive information with parents and caregivers about their child through both written updates and conversations.

POSITIVE, MUTUALLY RESPECTFUL relationships are key to family involvement. One way to create these relationships is to share good news with parents about their kids. This requires staff members to get to know parents individually and to establish regular routines for sharing positive feedback.

Ray Trinidad from !mpact People and Lizette Zarate from Woodcraft Rangers shared six promising practices:

CALL PARENTS BEFORE ANY MISBEHAVIOR OCCURS

Staff should make a phone call to families to touch base about their children. For instance, staff can call to say, "Hi, I just wanted to call and say that we are happy to have Johnny in our program. He attends Monday, Wednesday, and Friday, and if you have any questions, feel free to ask." This way, you have reached out to send the message that you care about the parent and her/his child.

GREET PARENTS AT THE SIGN OUT AREA.

Not only should staff know each child's name in the program, but they should know the parents' names, as well. Have the program Site Coordinator lead sign-out a few days a week to get to know parents.

CREATE A HOMEWORK BOARD

Woodcraft Rangers has a Homework Board at the sign out area for parents to see whether their child has completed homework, still needs to spend time on assignments, or needs a parent to review her/his work. Homework boards help to create a culture of responsibility around homework, and encourage daily communication between parents and staff.

CELEBRATE AND REWARD ACHIEVEMENTS

Both parents and children benefit from being recognized for a child's achievement, including displaying outstanding behavior, doing good deeds, and showing leadership. Programs can institute achievement awards, such as "Caught You Being Good" rewards.

CREATE FAMILY-FRIENDLY OPPORTUNITIES FOR KIDS TO SHOW OFF THEIR SKILLS

To encourage parents to attend events, create a welcoming and fun atmosphere that both youth and parents can enjoy. Food, for instance, is a major incentive to encourage parental attendance at events. At Woodcraft Rangers, family literacy nights have a party-like atmosphere to put parents and kids at ease, including food donated from a local restaurant. They have also implemented creative themes such as sleepy time, castles, and around the world travel.

ASK YOUR PARENTS TO HELP OUT

Another strategy to open up positive relationships with parents is to utilize their skills to support the program. !mpact People asks for a parent's time, talent, and testimony through letters home and in conversations during pick-up time. Whether it is being able to provide materials and resources, or volunteering to run a workshop, the first step is to see your parents as an invaluable resource for the program.

Try this Tip!

Accentuate the positive! Call parents and talk to them about their student before any problem behavior arises. At the same time, reward the successes and accomplishments of youth—especially good behavior.

FAMILY INVOLVEMENT

Continued from previous page

FOR MORE INFORMATION ABOUT HOW TO EFFECTIVELY ENGAGE FAMILIES IN THE AFTER SCHOOL PROGRAM, CHECK OUT THE FOLLOWING RESOURCE GUIDES:

- Afterschool Alliance (2008). *Afterschool: Supporting Family Involvement in Schools.* Issue Brief No. 32.
- Harvard Research Project (2002). *Beyond the Head Count: Evaluating Family Involvement in Out-of-School Time*.
- Our Children (2007). *Improve Family Engagement in After School Programs.*

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

NUTRITION AND PHYSICAL ACTIVITY—
PHYSICAL ACTIVITY

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

AFTER SCHOOL PROGRAMS are a great place for kids to get active! Research shows that physical activity has a positive impact on academic success, children's health, weight, and self-image.

How can programs design and implement engaging physical activities in an already jam-packed program schedule?

Tips from the Mighty Milers Program in San Juan Unified and Sacramento START can help programs incorporate physical activity into their daily routine.

USE EXISTING PHYSICAL ACTIVITY TOOLKITS OR CURRICULA

There are plenty of free and low-cost materials that can provide a jump-start to your program's physical activity component. after school programs with sufficient financial resources should also check out high-quality evidence-based physical activity programs such as CATCH and SPARK.

PROMOTE GOAL SETTING AND TEAMWORK

Motivating youth includes setting short-term milestones and long-term goals to encourage teamwork. In the Mighty Milers Program, youth and staff set short-term and long term walking and running goals together. An example of a fun long-term goal is to run or walk across the United States in the program. At one after school program, youth have a goal to walk or run across the world. Youth receive incentives and can track their individual and team progress to help link their hard work with positive rewards.

ENSURE THAT PHYSICAL ACTIVITY OFFERINGS ARE PHYSICALLY AND EMOTIONALLY SAFE

Assure that staff have the proper training about creating a positive, collaborative environment for physical activity. For example, don't force participation, but encourage youth to join in physical activities, be sure there are a variety of activities for everyone, provide alternatives to competitive activities, and place youth into small groups where they feel comfortable.

INTEGRATE ACADEMIC SKILLS WITH PHYSICAL ACTIVITY

Physical activities are opportunities for academic enrichment. In the Mighty Milers program, youth use math skills to tally their own weekly progress. Youth can also keep track of their progress in daily writing journals, integrate math concepts into physical activity games (like hop scotch addition), or go for a nature walk to identify plants and animals.

MAKE THE MOST OF TRANSITIONS

The Mighty Milers start off the day with 20 minutes of running, walking, or physical activity. Sacramento START has used the CATCH curriculum that relies on games and activities that students already enjoy, including tag games, basketball, jump rope, and hop scotch.

> ## Try this Tip!
> Incorporate physical activity at the start of program or during transition times— when youth are full of energy and already moving, so it's a great chance for exercise!

NUTRITION AND PHYSICAL ACTIVITY—PHYSICAL ACTIVITY

Continued from previous page

CONNECT ACTIVITIES WITH LOCAL DISTRICT WELLNESS POLICIES

All school districts have wellness policies that describe how schools support children's health and well being. Consider aligning your efforts to those policies so that kids are getting a consistent message about wellness.

THERE IS A WEALTH OF INFORMATION ON THE WEB, INCLUDING TOOLS, STANDARDS, AND ACTIVITY IDEAS AND TIPS FOR PHYSICAL ACTIVITY:

- California After School Resource Center (CASRC)– Physical Activity Web-based Tool-kit. www.californiaafterschool.org
- California Afterschool Network– Nutrition and Physical Activity resource page: www.afterschoolnetwork.org/nutrition_pa
- CanFit: www.canfit.org
- Afterschool Physical Activity Website: www.afterschoolpa.com
- Federal Centers for Disease Control and Prevention Physical Activity Guidelines: www.cdc.gov/HealthyYouth/physical
- Active Living Research's research brief, *Active Education: Physical Education, Physical Activity and Academic Performance*: www.rwjf.org/files/research/20090925alractiveeducation.pdf
- California Department of Education's *California After School Physical Activity Guidelines*: www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

PROMOTING DIVERSITY, ACCESS, EQUITY, AND INCLUSION

Staff and leadership make reasonable accommodations to serve youth with learning differences, such as breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks.

HIGH QUALITY AFTER SCHOOL PROGRAMS provide a welcoming environment for all children, regardless of their ethnicity, the language they speak, how they look or see, hear, think or walk. Fortunately, many of the strategies that benefit youth with special needs can benefit all youth.

How do programs create activities that are welcoming and engaging for all youth? Below are some promising practices provided by the National Training Center on Inclusion at Kids Included Together and the Special Needs Inclusion Project:

Try this Tip!

Creating schedules with visual cues supports all learners. It also allows for youth to transition smoothly from activities and know what to expect for the day.

CREATE A WELCOMING ENVIRONMENT UPFRONT BY ARTICULATING AND PRACTICING A CLEAR INCLUSION PHILOSOPHY

Your program can encourage parents to share information on their children's specific needs with you when your staffs' attitudes, materials and program information reflect your inclusive philosophy. One program includes this statement on their registration materials: "Parks & Recreation welcomes individuals of all abilities to participate in all recreation programs and activities. All programs offered by Parks & Recreation encourage participation by a diverse population, accommodate those with varying abilities, and support diverse learning styles."

START WITH THE INDIVIDUAL

Because each individual's needs are unique, even if they have the same diagnosis, after school programs should get to know each child and adapt physical, sensory and social environments accordingly. Parents, school-day staff, and youth are good resources to ask about appropriate accommodations. Be aware that you must have a parent's permission to contact school day staff for specific information about a child's special needs.

CREATE A STABLE AND CONSISTENT ENVIRONMENT

All youth thrive on consistency, which helps kids know what to expect. This can be particularly true for youth with special needs. Ensure that staff consistently prepare children for upcoming activities with individualized cues and supports.

COMMUNICATE CLEARLY THE ACTIVITIES AND SCHEDULES TO YOUTH

Consider enhancing your program schedule to include visual cues, which support all learners. An example is a picture of a child washing and drying hands placed by the sink. Visual schedules can be utilized by the whole group, or individually for a child needing extra support.

PROMOTING DIVERSITY, ACCESS, EQUITY, AND INCLUSION

Continued from previous page

CREATING AN INCLUSIVE ENVIRONMENT DOES NOT HAVE TO BE HARD OR EXPENSIVE

Small changes can be made to existing environments, including rearranging the room so that a child using a wheelchair can move about easily, allowing a child to wear headphones to screen out noise, providing written materials in large print or Braille, lowering the basketball hoop, playing games that emphasize cooperation rather than competition, and using balls with bells in them. These small changes can make a tremendous difference for how all children interact with one another and with staff.

CONSIDER INCREASING RATIOS OF STAFF TO CHILDREN TO SUPPORT INCLUSION

More adult supervision can help support inclusion, and is sometimes only necessary in transition periods or when a child is adjusting to a new program environment. Consider adjusting staffing patterns to provide extra support where needed.

MAKE INCLUSION A PART OF ALL TRAININGS

Educate staff and volunteers about inclusion, so that they are able to implement and use inclusion practices in their interactions with youth. Training topics should include the Americans with Disabilities Act, using person-first language, behavior support, program planning strategies, awareness of attitudinal barriers and use of adaptive equipment.

FOR FURTHER INFORMATION ON INCLUSION PRINCIPLES AND PRACTICES FOR AFTERSCHOOL, INCLUDING INFORMATION ON TRAINING AND TIPS FOR CREATING INCLUSIVE ENVIRONMENTS, VISIT THE FOLLOWING WEBSITES:

- California After School Resource Center: www.californiaafterschool.org
- Kids Included Together: www.kitonline.org
- Circle of Inclusion: www.circleofinclusion.org
- Special Needs Inclusion Project: www.snipsf.org
- The California After School Inclusion Project: call 866-920-4625 or email northinclusion@californiaafterschool.org (Regions 1 – 7) or southinclusion@californiaafterschool.org (Regions 8 – 11).

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

EFFECTIVELY SUPPORTING ENGLISH LEARNERS

Staff provide an environment and activities that encourage English Learners to practice oral English skills without fear of judgment or ridicule.

CALIFORNIA AFTER-SCHOOL PROGRAM
QUALITY SELF-ASSESSMENT TOOL

SECTION 11: EFFECTIVELY SUPPORTING ENGLISH LEARNERS

Quality after school programs embrace the significant and growing English Learner (EL) population in California and the nation. Quality programs understand the complexity and diversity of EL youth and work to be culturally responsive to them, while maintaining high expectations for all EL participants. They utilize current research-based effective strategies to both teach EL youth English and keep a connection with their home languages and cultures.

In our program:		Level 1-4, DK	Examples of this indicator in our program
1	Staff provide an environment and activities that encourage English Learners to practice oral English skills without fear of judgment or ridicule.		
2	Staff adapt activities to engage participants with different levels of English fluency. For example, through visual cues for very limited English speakers or opportunities for discussion for students who have a greater degree of English fluency.		

AFTER SCHOOL PROGRAMS are a great place to create a relaxed and an encouraging environment where English Learners (ELs) can feel comfortable practicing their language skills.

Staff play an important role in creating activities and an environment that encourages EL youth to practice communicating in English. Kim Boyer from the Central Valley Afterschool Foundation, shares a few strategies and practices:

PAIR ENGLISH LEARNERS WITH AN ENGLISH SPEAKING PEER BUDDY

Language learning is social. The buddy system is a powerful tool to create a non-threatening environment for ELs to practice speaking. An after school program in the Central Valley pairs advanced English Learners with beginning English speakers for homework help.

HELP LEARNERS PARTICIPATE IN DIFFERENT AND VARIED WAYS

Small groups and project-based learning are good ways for English Learners to be actively involved in language skill building. Activities that involve repeating after a speaker (such as Simon Says), singing in a group, interviewing friends, describing experiences, summarizing stories, interviewing strangers, and offering opinions are fun ways to practice English. One Central Valley after school program even uses karaoke, which blends singing along with familiar songs with written English lyrics.

LINK WITH THE SCHOOL DAY TO IDENTIFY ENGLISH LEARNERS' NEEDS

Keeping in touch with ELs' school day teachers can help programs tailor activities to young people's skill level. At one program, the Site Coordinator worked directly with their school's EL Coordinator to identify youth who can benefit from after school academic support classes specific to ELs. The after school Site Coordinator and school-day EL Coordinator jointly track participants' fluency levels and explore ongoing opportunities to support ELs on their road to mastery.

FOR MORE INFORMATION ABOUT ENGLISH LANGUAGE DEVELOPMENT IN AFTER SCHOOL, LOOK AT THE FOLLOWING:

- California Afterschool Network: www.afterschoolnetwork.org/english_learners

- The Center for Afterschool Education (2007). *More than Just Talk: English Language Learning in Afterschool.*

Try this Tip!

Everyone loves karaoke! Try using karaoke and having youth sing familiar songs— that way, they can practice their literacy and oral language skills while having fun.

Assess your program for continuous quality improvement in this category using the *California After-School Program Quality Self-Assessment Tool.* For free access to the tool go to http://www.afterschoolnetwork.org/qsatool

Notes

Campaign For Quality!

PROMISING PRACTICES FROM
CALIFORNIA'S HIGH SCHOOL
AFTER SCHOOL PROGRAMS

A Publication of the California Afterschool Network

SPECIAL THANKS TO:

We thank the following individuals who shared the breadth and depth of their experience working with California's after school, older youth community:

WILLIAM BAKER
Beyond the Bell

KIM BOYER
Central Valley Afterschool Foundation

GUADALUPE CECENA LOPEZ
Calexico High School

HEATHER DOS REMEDIOS
San Gorgonio High School

FRANK ESCOBAR
Visalia Unified School District

CATHERINE ESTES
McLane High School

BILL FENNESSY
THINK Together

JOHN FUENTES
Encinal High School

CHRISTINA HALE-NARDI
San Bernardino Unified School District

RAMIRO HUERTA
Youth Policy Institute

CANDACE MEEHAN
Long Beach Jordan High School

LEON MOSTOVOY
Woodcraft Rangers

NORMANDIE NIGH
A World Fit for Kids

CRAIG ORONA
ActivAlliances, Inc.

MICHELLE PERRENOUD
Los Angeles County Office of Education

STU SEMIGRAN
EduCare Foundation

JULIE SESSER
Stanislaus County Office of Education

CHOUA YANG
Luther Burbank High School

JANET YARBROUGH
Stockton Unified School District

PAOLA ZUNIGA
Bay Area Community Resources

CAMPAIGN FOR QUALITY!

PROMISING PRACTICES FROM CALIFORNIA'S HIGH SCHOOL AFTER SCHOOL PROGRAMS

In Fall 2010, the California Afterschool Network released the California High School After School Program Quality Self-Assessment Rubric (QSAR) to establish a framework to measure program outcomes and quality for high school after school programs in California and across the nation.

The Campaign for Quality! Promising Practices from California's High School After School Programs is a companion to the QSAR, created to support program quality by sharing promising practices of high school after school programs statewide.

TABLE OF CONTENTS

T his guide is an installment of the California Afterschool Network Campaign for Quality. The Campaign for Quality seeks to connect after school practitioners to research-supported promising practices grounded in field experience. This Guide seeks to highlight people, programs, and successful practices that are supported by research and achieving successful results in California's high school After School Safety and Enrichment for Teens (ASSETs) programs.

The framework for this guide came from the *High School After School Program Quality Self-Assessment Rubric (QSAR).*

WE INVITE YOU TO USE THIS GUIDE TO:

- **Learn how** a specific practice contributes to after school program quality.
- **Pick up tips** from leading after school practitioners.
- **Position your program with stakeholders** by showcasing ways in which your program aligns with expectations and reflects identified promising practices from the field.
- **Find more information** about the practice through links to web pages, articles and tool kits.

ABOUT THE HIGH SCHOOL INNOVATOR AWARDS

Want even more information from outstanding high school after school programs about promising practices? Learning what the California After School Network's 2010 *High School Innovator Award* winners is a great next step! The Innovator Awards offers the opportunity for statewide individuals to nominate their peers for recognition of their innovative practices and stellar achievements in the areas of Student Achievement, Youth Development and Leadership, Career and Work Skills Development, Collaboration and Partnerships, Engaging Enrichment and Leadership and Vision. The first Innovator Award recipients were honored at a public reception at the *2010 Step Up High School Summit* and information about them are included at the end of the Guide.

---

[1] *To ensure you are in grant compliance, reach out to your regional TA team to discuss strategies that are within grant requirements.*

Engage Key Stakeholders

Assess
Utilize the QSAR to assess your program from multiple perspectives

Improve
Generate & implement an action plan. Regularly re-visit and adapt your plan based on quality improvement efforts.

Celebrate!
Celebrate your successes. Honor youth, staff, and overall program accomplishments. The work you do is making a difference in the lives of youth.
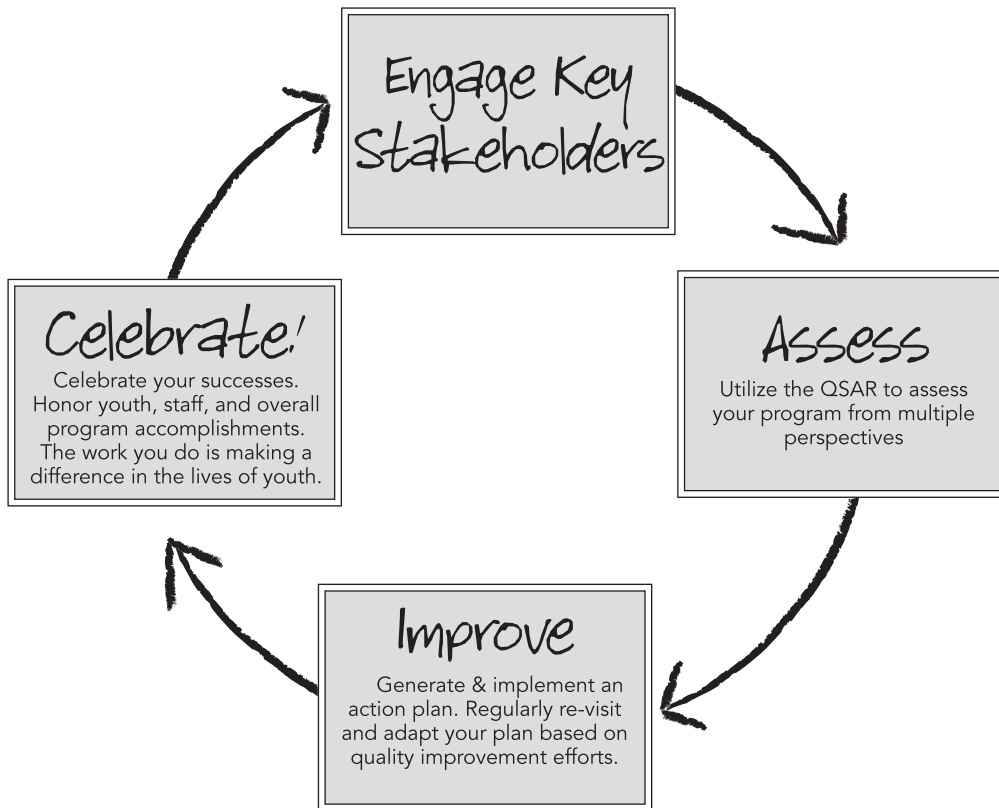
The QSAR helps programs analyze their current program quality and serves as a roadmap for program improvement in relation to five main categories and nine elements/disciplines.

MAIN CATEGORIES OF THE QSAR

Schools
Students
Operations
Program Design
Collaboration

ELEMENTS/DISCIPLINES WITHIN THE QSAR

School Partnership: Is the program an integral part of the school as measured by administrative and school staff support, and its alignment with the instructional day?

Student Achievement: Does the program have high expectations to increase student achievement and close the achievement gap by offering academic and personal supports?

Youth Development and Partnering with Youth: Does the program demonstrate a strong youth development component where young people experience supportive peer-to-peer relationships, participate in engaging learning activities that promote 21st Century skills and have a real voice in the operation of the after school program?

Program Operations and Staffing: Are the operational policies and procedures of the program designed to ensure delivery of an effective array of services to the young people it serves as measured by program vision and management, staff recruitment, and training?

Data Collection and Program Evaluation: Does the program have access to data, know how to reflect on the data with the instructional day, and then use that understanding to identify student and school needs as well as to articulate program and student accomplishments to all stakeholders?

Program Administration: Does the program understand the requirements of the ASSETs grant? Do they also have structures in place for community sustainability and program monitoring?

Program Design: Is the program designed to ensure that all of the required components are available and that students participate in experiential learning activities that will equip them to be successful both now and when they pursue future career, educational, or workforce opportunities?

Program Attendance: Is the program attracting not only sufficient numbers of students to remain viable, but also is it attracting the students most in need of program services?

Collaboration and Community Engagement: What kinds of relationships does the program have with local governmental, community based organizations, and small businesses to develop opportunities for high school youth, not only at the school site but especially in the greater community?

PERFORMANCE LEVELS

Each section of the rubric has three categories to measure programs' overall development: Early, Developing, and Mature.

CONTINUUM DEFINITIONS

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Continuum Definitions	Stage of program development where there is no or very limited development of recognized best practices for working with high school and older youth.	Stage of program development in which some recognized best practices for working with high scholl and older youth are present although there may be elements which could clearly be improved	Stage of development that demonstrates consistent use of recognized best practices working with high school and older youth and can serve as a model fo other programs	Cite examples of: material items, documents, data results, etc., that clearly indicates work accomplished in the respective stage.	Record what actions you took that support your mark, and can also be support to your cited evidence?

Whether a program is at an Early, Developing, or Mature stage will depend upon the Evidence that the program can produce to justify the particular rating. Additionally important will be the aligned Actions taken to support the evidence cited and stage selected.

THE QSAR QUALITY EQUATION

PL = E + A
(Performance Level = Evidence + Action)

This is key to success!

ACADEMIC ALIGNMENT WITH THE INSTRUCTIONAL DAY

The after school program is clearly recognized as an integral component of the school program.

At the heart of successful after school learning opportunities are strong, sustainable partnerships between after school staff and instructional day staff.

Research shows that youth, schools, and after school programs each benefit from working together to support learning. For youth, these benefits include improved emotional, social, and academic skills. For school-day teachers, this can mean reinforcement of instructional day learning. For after school providers, this can include access to the expertise and resources offered by the instructional day.

Consistent and frequent communication with school administrators and after school program staff is essential! But how do you bridge the link to the instructional day in order to provide a seamless day for youth?

Kim Boyer of the Central Valley Afterschool Foundation and Christina Hale-Nardi from Creative Before and After School Programs for Success at San Bernardino Unified School District share some promising practices they have seen:

Convene all stakeholders. Bring all stakeholders to the table for intentional conversations about funding sources, instructional day needs, and the after school program's needs. This includes everyone from your athletic director, school counselors, the principal, school department heads, and other after school activity leaders. Discuss how everyone at the table can best benefit from collaboration with the after school program.

Frame your conversations around program expectations and outcomes. Holding conversations with instructional day staff in a way that frames the conversation around program quality is a great way to get school staff familiarized with what your program can do and is striving to achieve. At one high school site in San Bernardino, the QSAR is being used to start conversations about what the after school program is determined to achieve, and allows after school and instructional day staff to get on the same page about what high quality looks like.

Understand the Site Coordinators' role and commitment. Building the bridge between the after school program and instructional day requires a lot of hard work. It is imperative for site coordinators to be onsite during the instructional day, preferably full time. Being visible, present and available to be in on staff meetings is a time-tested way to integrate the instructional day and after school program.

> ## Try this Tip!
>
> *Bring stakeholders to the table to have intentional discussions, facilitate collaboration, and build partnerships! This includes everyone from your athletic director, school counselors, school department heads, and other instructional teachers and after school program staff.*

Look at your students' academic data as a way to track their progress. Looking at the academic progress of after school participants and finding links to your after school program is a great way to start and build on conversations with school day staff. Use participants' GPAs, CAHSEE and CST scores, and instructional day attendance to identify ways in which your program can support the school administration's goals.

Utilizing Instructional Day Teachers. Hiring instructional day teachers that are well known to be "kid magnets," or have demonstrated support for the after school program make them prime candidates to work with, and for, the after school program. Teachers usually fit into one of four different roles:

1) A representative and advocate for the after school program to the instructional day's administration, credentialed and classified staff;

2) An instructional liaison to assure that the after school program is aware of what is being currently taught in the instructional day, so that complimentary instruction can be provided in the after school program;

3) A provider of academic coaching of the Site Coordinator as well as providing information, trainings, and instructional materials for the rest of the after school program staff; and

4) An instructor in the after school program, which provides the most direct alignment with the instructional day, as well as helping create the "seamless school day" feeling that mature programs should demonstrate.

ACADEMICS AND SUPPORTS

The after school program offers a wide variety of academic supports for student progress towards promotion and graduation, including: homework assistance, tutoring, targeted interventions, credit recovery classes, preparation for high school exit, and identifies possible classes students could take at local community colleges, etc.

For high school students, graduating from high school and preparing for life after graduation are top priorities. After school programs can help youth build academic skills in order to graduate and be better prepared for college.

Teens are motivated to join out-of-school time programs that will help them earn academic credits and better prepare them for college. What better way to get students motivated to participate in your after school program and improve their academic success than by providing activities that will do both?

Bill Fennessy and Catherine Estes share a few key tips. Bill Fennessy is the Director of High School Programs at THINK Together, a non-profit after school provider serving youth throughout California that has implemented Credit Recovery, Athletic Tutorials, and programs for underperforming 9th grade students. Catherine Estes, Site Coordinator at McLane High School after school program in Fresno, offers credit recovery, tutoring, and a variety of academic supports for each grade level at their school sites.

Build your relationship with instructional day staff. If one of your goals is to build participants' academic skills, you can't do it without partnering with instructional day staff. They can help to identify your youths' needs and assist with the design and implementation of targeted interventions.

Don't expect this to happen overnight. Dedicate time in designing your academic activities by attending school meetings and building your rapport with the school staff, including the principal, counselors, and teachers. Learn the various acronyms that are used in secondary education and become familiar with the issues at your school site.

Don't limit yourself to meetings you think are only relevant to you or your program. Attend as many instructional day meetings as you as possible to build your knowledge about the students and provide valuable context about the school program. That way, when you approach instructional day staff with ideas of how the after school program can best support the instructional day, you have good knowledge of what that need is and how best the program can fill it.

Data is your biggest tool; don't fear it! Often, when people hear the word 'data', they ask, 'What does that mean? How do I use it?' Data that is useful for after school programs can be packaged in a way that is easily accessible for program staff. Whether looking at GPA matrices, CAHSEE and/or CST result, the percent of students not scoring proficient on benchmark tests, or youth who are chronically absent, this information can help you to craft effective activities for struggling students.

At Blair High School in Pasadena, Bill Fennessy (then Site Coordinator with Pasadena LEARNS) found that students who were not graduating were behind by 15 to 20 units—equaling 4 classes! He started a Credit Recovery course in after school to help students earn the credits they need to graduate. The high school also crafted differentiated targeted 9th grade interventions for students who have a GPA below 2.0 and those with a 1.0 or lower.

Build a stronger tutoring program. At McLane High School, each Monday students do a grade check with tutors to track their progress and document their tutoring next steps. These tutor logs have helped facilitate conversations that counselors have had with instructional school day teachers to intentionally discuss the level of effort and work that students are doing to achieve in their school day classes.

Be willing to try—even if you fail the first few times. Acknowledging that some processes may not work the first time is important. The key is to continually make adjustments to improve your program. If you are providing support around an identified academic need, then it is a matter of finding how best to implement it, not whether the activity should exist.

For example, at Blair High School, the Athletic Tutoring took three years to run smoothly. Tutoring directly after school did not work because of scheduled football practices. In response to student need and availability and conflicting activity offerings, tutoring for athletes was scheduled to meet from 6:30 pm -7:30 pm. All good programming requires continual improvement, so keep making the necessary adjustments and be flexible to meet the academic needs of your youth.

Partner with local colleges to best address your youths' academic needs. Local colleges in your program's neighborhood can provide great services that best fit the needs of your youth. At Stagg High School in Stockton, the after school program partners with El Concilio to figure out the best ways to meet the academic needs of students. In response to the school's identified needs, El Concilio provides a career readiness class to youth, a social support class for youth who are trying to turn their lives around, and works with San Joaquin Delta College and the University of the Pacific to support students in Math and English Language Arts homework help, a focus of the school in the last few months of the school year.

> ## Try this Tip!
>
> *Program improvement means continually assessing and tweaking your program. Be encouraged to try something out and acknowledge that it might not work the first time, so keep trying and revising!*

YOUTH INPUT AND DECISION MAKING

Youth are engaged in the design and implementation of the program; they plan, lead and run many program activities. The after school program and activities have adult-youth shared partnership.

Engaging older youth is particularly challenging, given the competing priorities of work, care-giving duties of younger siblings, and socializing with peers. Given this, how do after school programs recruit and retain youth?

A key feature to retaining youth is to provide multiple leadership opportunities for all young people. When older youth gain leadership experience including planning, decision-making, and executing activities, they are acquiring skills relevant to their future after high school.

Stu Semigran of EduCare Foundation, one of the community partners of Los Angeles Unified School District's Beyond the Bell Take Action Leadership Campaign, describes effective strategies that EduCare has employed with 2,000 youth in 29 Los Angeles high schools:

Listen intentionally to your youth. Youth will tell you what they want and will vote with their feet. Older youth gravitate towards activities that are of most interest to them, and will spend the time to design, plan, and execute those activities. Asking youth what they want and need is a great way to identify the student leaders who are interested and motivated enough to shepherd the activities along.

For instance, at one local high school program with a majority Latino population, Mr. Semigran discovered youth wanted a Korean Club. When he pressed the kids further to assess how committed youth were to starting it, he discovered they wanted to learn the language for gaming purposes, and encouraged them to find a willing teacher and recruit youth for the Club, both of which they did.

Step Up, Step Back. Program activities should be youth-centered, not directed or controlled by program staff. The guideline to "Step Up, Step Back" can be applied to you and your youth in the program. Once you've given youth the tools to lead, have them step up to the challenge of facilitating, while you step back and let them take on leadership responsibilities. As Mr. Semigran stated, "When you continually raise the bar on youth, they not only rise up to meet you; they far surpass anything you thought imaginable."

Continually build youth leadership skills. Don't just give training to youth at the beginning of the year and let them fend for themselves afterward. Providing continual training, feedback, and opportunities to refresh and develop skills are great ways for youth leaders to continually learn and build skills. The Take Action Leadership Campaign provides ongoing trainings throughout the year, including 1:1 coaching, trainings on classroom management, and team management skill building workshops to support youth to be successful leaders in their after school programs.

> ## Try this Tip!
>
> Offer continuous training, coaching, and mentoring to youth to help them develop new skills. Don't stop training your youth after the beginning of the year. Provide youth ongoing training and feedback- these are great opportunities for youth to refresh, build on, and develop skills!

UNDERSTANDING OLDER YOUTH PROGRAMMING

After school program staff have a strong understanding of older youth and their needs and demonstrate how best to engage and support them.

Older youth gravitate towards programs designed to teach content and skills they want to learn, are interested in having responsibility through job-like programs, and thrive on opportunities to explore and prepare for college and life after graduation.

High quality after school programs respond to these unique circumstances by hiring staff that understand older youth, with knowledge of what high school youth find engaging and who can be responsive to their unique interests and needs.

But how do you recruit and retain highly qualified after school staff? What are key strategies that will help you find the best fit for your high school after school program? John Fuentes of Encinal High School in Alameda, California provided a few tips for site coordinators:

Start with what your youth need. When considering staffing needs, start with feedback from the people who matter most: your youth. By finding out from older youth what activities they would like to see in their after school program, you can build a hiring strategy looking for staff strong in those content areas.

After School Program and High School Alumni can be your strongest advocates. College graduates from your high school have an automatic investment in your school community. Alumni might also have existing relationships with youth and instructional day staff that can help in building rapport between the after school program, the instructional day, and youth. Recruiting internally also increases the chances of finding staff who understand your youths needs, the daily experiences of your school, and how best to support your youth. At Encinal High School, Mr. Fuentes recruits alumni who graduated from college, are passionate about working with young people, and are invested in the community.

Send staff to as many professional development opportunities as possible. Colleagues are the best experts in letting you know if an activity is successful on the ground. Use professional development, trainings, and other networking events to share and hear back from others. These opportunities bring staff into regular contact with like-minded professionals leading to formal and informal sharing of strategies. Have staff attend as many additional professional development opportunities as possible and make the time to share back promising practices and lessons learned with the broader program team.

Try this Tip!

Check out recent alumni who've graduated college—they could be your strongest advocates and new staff! Alumni generally know the school well, have connections with current students, and can relate to youth's daily experience at school.

Tap into your school community. Your instructional day teachers are invested both in your youth and the school in which they are working. Building relationships with teachers to partner in the after school program will go a long way toward building connections between the instructional day while also providing a seamless day for youth. At Encinal High, Mr. Fuentes asks youth about their favorite teachers, and also builds partnerships with department heads at the school to tap into strong teachers who might work in the after school program, volunteer their rooms to use, or participate in field trips.

DATA TO INFORM PRACTICE

The after school program clearly uses data to determine achievement of program goals and objectives, overall program effectiveness, and improvement in student achievement.

How do you know if your after school program is working? Whether through asking youth at the end of an activity, year-end surveys to parents, or examining participants' grades and test scores, after school programs can use all types of data to inform ongoing improvement.

Effective after school programs use data not only to check in on what's working, but also to find out what can be improved and strengthened in the future. Data can also be useful in fulfilling grant requirements, supporting program-level planning, gauging demand for certain activities, facilitating staff reflection and advocating for more funding. In this way, using program quality assessments in a proactive way can help to assure the best service for youth.

Choua Yang, Afterschool Program Manager at Luther Burbank High School in Sacramento, Heather dos Remedios, Program Specialist at San Gorgonio High School in San Bernardino, Craig Orona of ActivAlliances, Inc., Bill Fennessy at THINK Together and William Baker of Beyond the Bell offer some practical ways to use data to inform program quality- using academic data, an observation tool like the QSAR, and soliciting youth input.

LOOK AT ATTENDANCE, ACADEMIC DATA, AND STUDENT DEMOGRAPHIC DATA.

Once program staff know how to access it, there is a wealth of data that a program can use to understand the academic needs of both the school and the students the program serves. For any high school program, there are two main sources of data that any program can access. The first is the California Department of Education Dataquest website: *http://dq.cde.ca.gov/dataquest/*

Here you can generate school reports that will provide information about your school's demographics, its performance on the California Standards Test (CST), California High School Exit Exam (CAHSEE), SAT and ACT exams, and Fitness Gram. Use the various options on the web tool to look at student performance according to ethnicity, gender, English Learner, and Special Needs status. You want to identify "gaps," that is, areas where certain groups are performing at a lower level than others. For example, you might find that males in the 10th grade are performing significantly lower than females in both English Language Arts and mathematics.

Be familiar with the A-G requirements. These are the required classes which students must complete to be eligible for admission to the University of California or California State University systems. They can be found at: *http://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp*

Examine student performance on the CST in light of which tests students should be taking if following the A-G requirements. For example, to be eligible for UC/CSU admission, students must complete at least two years of laboratory science. You may find that certain demographic groups are over-represented in non-laboratory science classes like Life Science. If one of the goals of your program is to promote post-secondary college and career readiness, having this data available for students can guide their next steps in the school day, while identifying needs that after school programs can provide for.

The second source of data is the school itself. All high schools participate in the Western Association of Schools and Colleges (WASC) accreditation process. The self-

study that the school produces analyzes the school's data in depth to identify those areas where the school is succeeding as well as where there is need for improvement. The school's WASC/Single Plan for Student Achievement lays out what the school will do to address those areas where achievement is lagging. The school's WASC report is frequently available on the school's website. If it is not, it can be obtained from the school administration.

Finally, work closely with the teachers and counselors of your program's students to learn their specific needs. Knowing a school's data helps program staff ask the right questions. Closing the Achievement Gap requires that those who work with high school youth in ASSETs programs understand the importance of using educational data to inform their practice.

USE THE QSAR WITH YOUR STAFF TO INFORM PROGRAM QUALITY.

Familiarize your staff with the tool, but don't overwhelm them. Empowering your program staff means familiarizing them with the expectations of your program plan in a way that they can take the process up as their own. It can be intimidating for staff to see quality rubrics, data tools, and outcome data in one sitting. "Chunking" the QSAR for staff – presenting the sections in a series of ongoing professional development sessions - is a more approachable way to engage staff in conversations about evaluation and data.

At Burbank High School, Ms. Yang copied a few pages of the QSAR and highlighted items for staff to focus on in the after school program, and provided five 1-hour long trainings around these topics.

Use the QSAR as a tool to set goals and expectations of what you want to achieve. The QSAR can help in designing your after school program at the start. When you are planning for your program and designing a program plan guide, the QSAR provides pillars of program quality specifically tailored to high school and older youth programming. Staff can also use the QSAR to ensure that they are planning high quality activities.

USE YOUTH VOICE TO INFORM YOUR PRACTICE AS WELL.

Utilize data from youth input. Involve youth in analyzing data of the program to ensure you are meeting student, staff and community needs. This can include youth surveys, focus groups, or soliciting input from your youth leadership councils. The program staff at San Gorgonio High School has developed a team of 12 student leaders, 14 line staff and instructional day teachers that meets a couple times a month to go over designated pages and discuss where they think they are as an after school program. As Ms. Dos Remedios explained, "Each staff member and student leader gets a chance to share where they think we are at (early, developing or mature), then gives evidence and support and their action plan."

Another design of youth surveys that THINK Together successfully uses is provide a blank piece of paper, and a "prompt" that is open ended, such as , "Please list 3 things you would like to do after school if it were up to you". As Mr. Fennessy stated, "We give them a blank piece of paper because we do not want to suggest what they want. We want them to put down what they would really want, and not what they think the adults want to hear. We then tally up the responses and create programs and hire staff based on the results, which truly comes from their voice." THINK Together has found that these surveys are best when given to the entire student body, especially administering it to those students who are not in your program.

PROGRAM MONITORING

The Site Coordinator intentionally observes after school program activities on a regular basis and conducts a formal walk-through.

Site Coordinators have a lot on their plate at any given time: ensuring staff are present, supervising staff, recruiting and retaining youth, leading activities, and assuring that youth are safe and supervised during program hours. Part of the Site Coordinator's job is knowing how the activities of your after school program are being received and how staff are interacting with youth.

Formal walk-throughs are an essential component for managing a quality after school program. Being intentional about how you observe and what you are looking for can guide follow-up conversations for ongoing program improvement. Paola Zuniga, Program Manager at the Bay Area Community Resources, shares some tips on how to effectively conduct walk-throughs of your program:

Set clear expectations in advance. Being clear about your expectations provides a useful road map for the entire program to understand what program quality looks and feels like. A rubric and checklist that incorporate good youth development principles can provide an important framework to guide conversations about quality. Having these conversations during staff meetings will prepare staff so that they are consistently performing at high quality.

Try to observe your after school program from the time youth arrive through the close of program. Being able to see if activities are going well from the very beginning of program until the end is critical to understanding if youth are getting the most out of their time spent in the after school program. Ms. Zuniga suggests visiting different portions of the program. Whether you can observe for a full day of program or take a portion each day over the course of a week, it is important to understand the program's schedule and how engagement is impacted throughout the day.

If possible, have more than one set of eyes. Another great strategy is to conduct a walk-through as a team. Good people to have on the team with you could a certified teacher who is a supporter of the program, a lead teacher in your program activities, youth leaders, or even colleagues from a similar program in the community. The observations can generate rich discussion about program quality.

> ## Try this Tip!
>
> Be sure to observe activities taking place during different times of the program. Take in experiences from the start of the day through to the close of program. Whether this takes you the full day or over a period of the entire week to fit it in—it is important to understand the program's schedule and how participation is impacted throughout the day.

Always have follow up conversations and coach those observed. The formal walk-through is not effective unless it's followed up with concrete, real-time feedback for the staff and activities you observe. Making data useful and meaningful is key, especially when you've taken the time (and the staff's time) to observe. As Ms. Zuniga stated, "It's part of quality control to have these conversations with staff and set aside space for that. The staff appreciate being able to deepen their conversations and being able to ground those conversations around concrete feedback." Part of quality control is acknowledging the real positive work that is going on in the classrooms as well as supporting after school program staff to do their best work by identifying areas for improvement.

CHALLENGE AND MASTERY

Many after school program activities challenge participants intellectually, creatively, and/ or physically, and require learning and building a progression of new skills.

High quality after school programs provide engaging activities that help youth explore new opportunities and build new skills. For high school youth, opportunities to feel successful, working toward personally meaningful goals, and building skills useful for college and career are key incentives.

How do you provide new and engaging opportunities for youth to encourage their participation? Ramiro Huerta at the Youth Policy Institute and Bill Fennessy at THINK Together shared some promising practices around designing challenging activities:

Develop programming that matches youth interest and offers opportunities for youth leadership. Provide youth with activities they want to do, especially those they might not otherwise have access to. A survey, focus group, or check in with youth can be a good way to gauge youth interest; consider piloting a new activity to really assess the benefits and challenges in implementing it full-scale. Let the youth express to you whether an activity/program is working or needs to be reworked, changed, or abandoned. If youth feel empowered, they'll feel a sense of ownership to also take the lead in activities, too.

Have credible experts that can provide challenging opportunities. When implementing programming that will retain students, the difference between a good program and great program is the Instructor. Finding a content expert is a requirement of either a good or great program; however, content experts that have an overt passion for what they are instructing is the key to a great program. Older youth are very intuitive to the level of passion instructors bring to them. They will stay and bring other students into the program if the instructor has the same passion they do.

Offer a continuum from beginning to advance in lesson planning. A great instructor will be able to get youth to complete challenging assignments and wanting to attain a higher level of mastery. At THINK Together, they have found the best method for assisting content experts in providing a continuum of challenging activities is to have lesson plans that explicitly "map-out" a progressive building of skills using youth development principles and linking to academic standards, and then culminates into the completion of a long term project or goal. This progressive continuum can then continue into a second group of sessions for those students that have more advanced skills, while another group of "beginning" students can start where the now advanced group of students began.

The key is teaching applied skills. Project-based enrichment classes should intentionally enhance academics by providing relevant, real world applications to academic subjects. One great example of this is a Culinary Arts class. Students must apply a virtual cornucopia of academic standards, such as: having to follow sequential instructions (great at improving test-taking skills), using measurements such as quantities, volumes, and multiplication to increase servings; using social sciences to understand where foods grow to explain why different cultures eat different things; and so forth.

Using the methods described in the previous paragraphs assures you are consistently using the "3 Rs" to attract and retain students; Relationships = Passionate Instructor; Relevance = Real World Applications; and Rigor = Challenging Standards-Based Lesson Plan.

TARGETED STUDENT OUTREACH

The after school program has developed a strong marketing plan to inform youth, school, and parents about the program and its daily scheduled activities and utilizes a variety of media in its promotion.

Particularly in high school, where youth are less likely to participate regularly, recruiting and retaining older youth can be a major challenge.

After school programs that have strong marketing plans and utilize the latest technology and media can be more responsive to young people's social world. Frank Escobar, Program Director of Afterschool Programs at Visalia Unified School District, Candace Meehan, Site Coordinator of the after school program at Long Beach Jordan High School provided concrete advice on how to best build your marketing:

Creating opportunities for youth to participate, lead, and succeed. As with all successful programs, the planning is in the details. The strongest programs are youth-driven and that includes the marketing and outreach strategies. Youth need to know their voice and choice are critical and that they are empowered to shape the services and programs offered to them. Their participation, involvement and engagement are essential and will influence the success of the program.

Peer to peer outreach. Youth in the program are your best ambassadors in generating interest from other youth. Include youth in your marketing strategies and have them talk about the program and their experiences to friends. Word of mouth amongst youth goes a long way!

One strategy does not fit all. There is no one strategy that is the most effective in reaching all youth. Adopting culturally relevant outreach methods is essential, whether providing small club-style flyers, posters similar to Associated Student Body campaigns, updating your program's webpage or website, or intentionally promoting the after school program to students by implementing your recruitment strategy during lunch time. Being visible in different ways is the best way to ensure that people are hearing (and seeing, and feeling!) what your program is about.

Guerilla marketing. Don't stop with posters and flyers. The best way to interest youth is to have after school staff pound the pavement, actively recruiting youth. Face-to-face, personal interaction is one of the most effective strategies of getting youth to attend a program.

At one of the VUSD high school after school programs, Mr. Escobar encouraged program staff to go out during the school's lunch period for two weeks straight to talk about the after school program. Making these personal connections brings in interested youth who might otherwise not respond to formal invitations.

> ## Try this Tip!
>
> *Develop an ongoing commitment to marketing, rather than an event-basis marketing campaign. Consistently and regularly advertising your activities to youth will work better than waiting until your attendance numbers are low.*

PRO-ACTIVE OUTREACH: UTILIZE STUDENT AND SCHOOL DATA TO BOOST RECRUITMENT.

Both Mr. Escobar and Ms. Meehan intentionally brand and market the after school program and clubs to all students. They know it is especially important to know and utilize student and school data to inform their recruitment strategy, program design, and club offerings. Additionally, pro-active outreach is encouraged. Program staff, teachers, and current program participants go out and talk with other students about the program during the lunch hour. This is essential because it gives an opportunity for real dialogue to take place and for questions to be asked and answered by someone who is currently participating in the program. Making these personal connections brings in interested youth who might otherwise not respond to formal invitations.

Develop a marketing commitment, rather than a marketing campaign. Think of marketing as you think of looking at your attendance data or reviewing youth outcomes throughout the year: it's an ongoing process. Rather than wait until numbers are low in activities to launch an all-out marketing campaign, consistently and regularly advertise your activities to youth.

Don't just give, receive in return. If you're actively engaged in great recruitment strategies, or providing a culminating event showcasing the after school program, you are bound to get an increase of youth interested in your program. Instead of just handing them a flyer, make sure to have clipboards readily available to take youths' contact information so that you can also follow up with them directly.

AFTER SCHOOL AND COMMUNITY PARTNERSHIPS

The after school Site Coordinator meets often and regularly with a large network of community stakeholders to develop opportunities for after school participants to engage in mentoring, internship, and career development activities.

Community involvement in after school programs yields a number of benefits, including providing mentoring and staffing, physical and financial resources, and recruitment.

Research shows that community partnerships can lead to opportunities (internships, apprenticeships, enhanced program offerings, expert presenters, special events, etc.) that high school youth find personally interesting, and to service learning projects for youth to engage in and give back to the community.

But how do you establish these relationships with community stakeholders? Leon Mostovoy, Senior Program Consultant at Woodcraft Rangers in Los Angeles, Catherine Estes, Site Coordinator at McLane High School, Janet Yarbrough of Stockton Unified, and Guadalupe Cecena Lopez, Site Coordinator of Calexico High School's after school program provide tips for creating a mutually beneficial relationship with the neighboring community:

Immerse the after school program in a community hot spot. There is no better way to be visible in the community than to have the after school program meet in places where youth normally hang out. Whether it's at a local café, library, or skate park, having some program activities meet out in the community is a great way to meet local businesses and provide them with a steady stream of customers (you and your youth!). At Woodcraft Rangers in Los Angeles, the after school program offers activities and events at a local café popular with youth.

Having difficulties finding willing community partners who could lend resources like a meeting space? Have the youth of your program canvass the surrounding community and see where youth hang out, find potential supporters and talk up the after school program to local businesses. Business leaders and community members will feel more comfortable partnering once they know the after school program staff and youth.

Try this Tip!

There is no better way to be visible in the community than to have the after school program meet in places where youth normally hang out!

Bring the community into your program. Community partners can make your after school programming even stronger by providing opportunities for a variety of your program activities. Whether community partners can offer guest speakers, provide activities, or volunteers, these benefits can connect youth to new experiences and to the community. At Calexico High School, the program boasts a partnership with the San Diego State University-Imperial Campus to hold Mandarin language classes and SAT trainings for youth. The program also partners with the One-Stop Employment program, which hosts a seminar for youth on how to approach job interviews. Finally, the program works with The Neighborhood House, who delivers complete lunches to students participating in strength and conditioning classes during the summer.

Establish a service-learning component in each after school club. Find creative ways to link your activities to the community by incorporating a service component in all relevant activities. Consider providing reading buddies for the library or local elder-care center or providing artwork for your local businesses. At Woodcraft Rangers, the program has partnered with a local art museum to display student art work. The program also hosts activities at the local café to do spoken word, open mic nights, and a talent showcase.

For youth, service learning provides a wealth of benefits. Youth can fulfill community service hours for mandated requirements and build experiences to strengthen college applications and resumes. As important, community service learning develops leadership skills and builds connections in the community and across generations. For your program, service-learning projects can open doors to other opportunities for collaboration and fundraising and can entice young people to join your program in the first place.

Be choosy about free resources. Before even reaching an agreement with community partners, review your program goals to see whether or not the services they are offering fit well into the program and your youth's needs. This will help to be aligned to your vision and to streamline your program and services

Solicit resources for your after school program by knowing how and when to ask. Businesses are willing to give to worthy programs such as yours, but you need to know when best to ask. Ms. Estes mentioned that in general, Tuesday through Thursdays from 10:00 am to 11:30 am and again from 1:00 pm to 4:00 pm is the best time to visit businesses. Treat your visit as a business event and dress professionally, have business cards, and letters ready. When you talk with businesses, have information about who you are and what you need. Speak from your heart! More often than not, businesses are willing to offer their support now or in the future, especially those that already know you, your youth or your program.

INNOVATOR AWARD

Awarded to:

Phyras Men and Leonard Salcido

Digital Media Artists, Change Agent Productions
YMCA of Greater Long Beach

Why do you love doing what you do?

I love working as a Youth Developer and Digital Media Artist here at Change Agent Productions because it gives me a chance to give back to the community and work closely along side the youth on all the projects we have with our clients. I get to inspire and mentor high school aged youth who are constantly going through tough times like I had in the same community and show them the greater possibilities that can arise from one experience.

From their Nominators:

"Phyras is a believer in helping under-served low-income minority youth. he counsels youth and mentors them to follow the right path whether it's about relationships or health, Phyras role models and counsels youth in positive ways. He has a unique human approachable style."

"Leo is a unique leader who can show genuine concern for youth, speak at national conferences as a professional who knows his skill sets, and still skateboard to and from work listening to alternative music. He is truly the next generation of leaders in the youth development world."

Practices to Meet Community Need

As digital media artists, Phyras and Leonard work alongside youth to carry out professional video productions, graphic design projects and digital media trainings. The under-represented youth in this program learn technology skills applicable to real world careers. The program allows youth to develop marketable skills for the 21 st Century work environment, and build an individual portfolio. The program allows them to apply learning in school as well as through paid internships providing technology services to paying clients. Youth involved in the Change Agent Productions program at the Long Beach YMCA are currently providing the audio-visual services for the Step Up High School Summit.

In their own words:

"Spending time and fostering relationships with our kids is the most important work we do. !f we can build that atmosphere of safety, expression and welcoming then the youth will come and continue to attend and will want to learn and try new things."–*Leonard Salcido*

"I would never force any Dr. Phil moments to get them to release their emotional baggage. I work along side them on a common job interest and build a unique relationship with them to where they can open and honest with me when they feel ready. Not only are they gaining a marketable worliforce skill, they are venting and seeking advice withoutfeeling embarrassed and ashamed . . . I keep myself well rounded in order to connect with them on many levels."–*Phyras Men*

Impact:

Leonard and Phyras have trained over 1,000 young people and professionals in creative class digital media arts, technology, and youth development. Over 250 youth have participated in paid internships working with Change Agents in our production studio.

There is a 98% high school graduate rate and a 78% college attendance rate among participants working with Change Agent Productions.

Quotes from youth:

"Working with Phyras at Change Agents really saved my life. I wouldn Y be the successful and career driven woman that I am today without the guidance and experiences here."–*Romana Vera, 18 CSULB*

"He is the greatest mentor I've ever had. He pushes meforward and helps me rise to the challenge. !fit weren Yfor Leo I probably wouldn Y do the things I love out of fear of failing"–*Kevin Peraza*

STEP UP!

High School After School
INNOVATOR AWARD

Awarded to:
The ECM Partnership

In Partnership with Alvaro Cortes and The Los Angeles Unified School District
Brad Lupien *Co-Founder and Co-President, Champions: Adventure, After School & Sports Programs*
Stu Semigran *President, EduCare Foundation*
Ray Trinidad *President, !MPACT People*

Why do you love doing what you do?
We believe the foundation of a young person's success must be self confidence, their belief that they can and should challenge the status quo and demand more for themselves, their schools, and their communities. We offer students a chance to mentor less experience peers, celebrate their artistic talent, organize service events, and step into the backcountry to learn leadership skills. We have been given the unique opportunity to spotlight life and social skills education, the aspect of "teaching" that we—three former classroom teachers—knew to be critical in a student's success. We love what we do.

From their Nominators:
"The ECM Partnership (was created to) to pool resources together in order to implement the Take Action Leadership Campaign. The vision of the Campaign is that in the spring of their 8th grade year before they graduate, a select group of students at risk of dropping out of high school will engage in a week of activities that will ease their transition. The activities are designed to develop relationships with high school students, familiarize the students with the campus and develop friendships with the peers and teachers."

Innovative Practices to Meet Community Need
Los Angeles Unified School District was struggling to have a solidified, universal vision for what all of its high school after school program should look like. The initial attendance and compliance goals were a first benchmark towards success but the next level was not well defined. Through informal discussion amongst stakeholders we learned that 1) all the high school programs had similar arts, community service and leadership clubs 2) that competition drove ADA and that 3) no one provider had enough volume to effectively leverage the community resources.

LAUSD's Beyond the Bell Branch (BTB) united the providers under one universal vision for High School afterschool. ECM functioned as the program delivery vehicle and the "coaches" that traveled between sites ensuring the unified modeled was understood by all providers. BTB also gave the provider- and through

them the students - creative freedom to develop the model based on student need. Alvaro Cortes, LAUSD Assistant Superintendent, allowed a truly alternative thing to happen; ideas flowed up from the kids vs. down from the adults.

In year #1 five high schools all worked with ECM to deliver the same arts, leadership, bridging transitions, and service learning projects. That initiative expanded to 16 schools in year two and 24 schools in year three. Now in year four we have 29 schools all united in their service efforts, artistically competing at a city-wide level, camping together and benefiting from economies of scale.

We came to the table as individual providers with unique skills and services. We left our ego's at the door, defined a vision, and merged efforts to capitalize on the strength of each agency.

In the spring of each year approximately 100 students from 16 middle schools (1600 students) engage in a week of activities that aid in their matriculation to high school and result in greater academic success and reduce the dropout rate. Each organization provides programming and activities according to their strengths and specialties. Throughout the school year leading up to the campaign the Partnership meets on a regular basis to plan and develop the activities.

Impact of the ECM Partnership's Collaborative Practices
Active participants attend school 3.5 days more each year and score 12.5 points higher on the CA standardized Test (CST). Because of the scale (35,000 plus students involved) of the "campaign" we have been approached by many interested 3rd parties, including but not limited to; the US Airforce, Statefarm, Paramount Studios, and the US Dept of Education.

At the 2010 21 CCLC conference in Washington DC we presented this unified effort model. As an experiment, we suggested an informal "Skype meeting" for teens from various cities starting this fall. Within one week we maxed out the number of cities we could accommodate. The nation's students want and need a venue to unite their voices around the movement!

STEP UP! INNOVATOR AWARD

Awarded to:

Cathye M. Estes M.A.

After School Program Coordinator, McLane High School

Why do you love doing what you do?

I love doing what I do because I have an opportunity to do "EVERYTHING" as well as empower and affect youth to provide a better future. There are no closed doors there are only unexplored passages to create a better future for upcoming generations. My goal daily is to touch a youth's heart either with an action, a smile, or a kind word. I ask and expect nothing in return, just touch somebody else's heart.

From Cathye's Nominators

"She is an incredible women who gives like no other. If all of our schools had at least one Cathye, more of our youth would be successful. She gives the kids tough love. She recognizes their potential and isn't willing to take any less from them. She also recognizes many of her come from broken homes and face every day barriers. She does whatever it takes to help them succeed."

"Cathye goes above and beyond to meet the needs of older youth in an out-of-school time setting. She is the model for what high school afterschool site coordinators should be."

Practices Implemented to Meet Community Need

The After School Program focus is on tutorial and task completion skills five days a week and three hours a day, along with morning tutorial three days a week for one hour. The After School Program also offers a student driven Enrichment Program. The wheel is made up of and not limited to Summits, Conferences, Community Service, College Visits, Girl Scouts, School Newspaper, Clubs, Fresno B.E.S.T., Dance Classes, Showcases, Contests, Job Shadowing, Talent Show and anything we can do to get our youth in the community and the community in our school. At the site level, the program is broken into Small Learning Communities.

Strong partnerships with the core school day facilitate the success of the After School Program. The hope is to slow the Drop-Out rate from 9th grade to 10th grade by offering two tutorials. Tutorials offered include two 9th Grade Tutorials in support of algebra, as well as English and other subjects. The tutor attends the last 30 minutes of instruction daily to follow up with support after school. The program also offers Athletic tutorial. The Park & Rec Fresno "B.E.S.T." Program provides community service opportunities, job readiness skills, and both career and college exploration through college visits.

Utilizing multiple partnerships, Cathye is able to provide a variety of relevant services and opportunities for youth. These opportunities include Female Youth Empowerment Conferences and Male Youth Empowerment Conferences. Each conference is free to one hundred youth. It offers three meals, goodie bags, T-shirts, and six workshops related to specific topics. For example, the Female Conference is now called "Fight Like a Girl" in support of Breast Cancer. This year Maria Kennedy Shriver supported the participants with a letter which can be used with both college and job applications. Presenters included; The National Women's Caucus (My Choice, My Voice, My Vote), Mary Kay (Skin Care), Mia Bella Couture (Dress for Success/Interview Skills), "Know More" & Fresno Barrios Unidos (Healthy Relationships), Girl Scouts (Uniquely Me), What I Want You to Know About Me (This is a book we are going to publish) also Friday's Guest Speaker and activity were focused on cyber issues. Some of the Community partners include and by all means not limited to; Victoria's Secret, Panda Express, The GAP, Chili's, Yosemite Falls Cafe, Kaiser Permanente, Producer's Dairy, Champion Raisins, "BUMP It's", Pampered Chef, Starbucks, colleges, and much more.

The Male Conference is called "Cerca Trova" meaning "Finding my Path", in Italian. The conference and workshops are set up the same manner with different partners. Partners include and again not limited to; the NFL (Ricky Manning-South Carolina Panthers, Clifton Smith-Tampa Bay Buccaneers), Shiekh Shoes, The GAP, Universal Records, Professional Soccer Team- Fuegos, Minor League Baseball Team- Grizzlies, Panda Express, Kaiser Permanente, Sam's Club, Costco, Target, and many more.

Impact:

Students at McLane HS are attending the afterschool program more regularly. Those who are regular attendees of the ASP afterschool program are attending school at a higher percentage than those McLane HS students who are not attending the ASP afterschool program.

Through pre and post assessments, community partners have been able to measure a 96% increase in youth knowledge and awareness about reproductive health.

Quotes from youth:

"I was really inspired by every single presenter. I took away from this a better sense of myself. "

"The Keynote Speaker's story is really touching and made me teary. So was Mrs. Estes' story too. Thanks for sharing those were great stories that were being shared. It makes me think of my own future too. "

STEP UP!

High School After School

INNOVATOR AWARD

Awarded to:

Sam Piha MSW, LCSW

Founder and Principal, Temescal Associates

Why do you love doing what you do?
Afterschool programs have the potential of offering all youth, regardless of learning style or classroom accomplishments, the opportunity to engage in learning that is truly exciting and relevant. All children and youth have something special to offer and can be recognized and celebrated within the afterschool environment.

From Sam's Nominator:
"Years ago, Sam recognized that high school-age youth had been excluded in our thinking about the benefits of afterschool programming. As a result, Sam involved himself in a number of activities to raise awareness about the needs of older youth and the potential for afterschool programs to address these needs. Sam participated on the advisory committee for Fight Crime - Invest in Kids' (FC-IK) publication, California s Next After-School Challenge: Keeping High School Teens Off the Street and On the Right Track. He served as a content expert for Fight Crime - Invest in Kids in their work with State Assemblyperson Daryl Steinberg to draft legislation creating the 21st Century ASSETs initiative - the first mandated set-aside for high school afterschool programs in the country. He was also the first to help practitioners share and explore effective strategies and document promising practices."

Innovative Practices to Meet Community Need
Increased resources through policy change: This was accomplished by serving as a content expert for advocacy organizations in their work with the state legislature, resulting in new resources for high school afterschool. I also assisted staff from the California Department of Education in the drafting of the first ASSETs request for proposal.

Peer communities of practice, grounded in the experience and wisdom of youth leaders. This was accomplished by facilitating the first statewide learning communities for ASSETs cohorts one and two, and subsequent high school afterschoollearning communities in Southern, Central, and Northern California.

Efforts to raise visibility and awareness. This was accomplished by authoring articles, giving workshops and presentations across California and the country, and creating Beyond Expectations, a I3-minute video featuring exemplar high school afterschool programs. I also worked early on to promote the potential of afterschool programs to increase graduation through credit recovery and the support of incoming 9th graders who are academically at-risk, and to spotlight programs working in continuation high schools.

Frameworks, tools, and training to improve knowledge of promising practices and program quality. This was accomplished by developing the Bedrock to Rooftop framework for high school afterschool programs, engaging leaders of exemplar programs as presenters and trainers, supporting the capacity building of Regional Leads, and developing early rubrics helping programs self-assess their strengths and weaknesses.

Impact:
Sam has contributed to: The large-scale allocation of state resources for high school afterschool programs; Increased recognition of the potential and importance of afterschool programs to improve the outcomes for older youth; and The development of resources to improve program quality in the field of high school afterschool programming.

STEP UP! INNOVATOR AWARD

Awarded to:
Normandie Nigh
Executive Director, A World Fit For Kids! (WFIT)

Why do you love doing what you do?

I love to see young people transform into empowered, self confident and happy individuals who believe that they can create what they want in their lives. Students who may have had very little self-esteem and few goals before joining our program become the leaders and role models/mentors to others ... and it really does change both lives in the process. I'm committed to helping young people help themselves and I'm so fortunate to be able to assist them in their journey.

From Normandie's Nominator:

HNormandie has been a visionary and leader in the fight against childhood obesity and empowering young people with leadership and youth development training for more than twenty years. In addition to her implementing her vision of a mentoring model that trains teens in physical activity leadership and personal empowerment in order to become mentors to younger children, Normandie continues to be an advocate at the local, state and national levels for policy that supports after school programming that gets students physically fit while enhancing their emotional and mental well-being . . . Normandie's passion for healthy children (and the adults who live and work with them) is unsurpassed. Her lifelong commitment to these ideals deserves the recognition that this award brings."

Promising Practices that Address Community Need

Normandie designed and implemented the Teen Fit for Success (TFS) of a World Fit For Kids! and brought it to scale in 1997. In this program high school teens are trained to teach physical fitness and self-esteem classes to elementary and middle school students, and assist with the FitnessGram testing of those youth.

After being trained the high school students volunteer for a minimum of 36 hours. Through that experience the teens realize the importance of their position as a role model and how much the younger kids respect them. The high school students gain self-esteem and asense of pride because they are able to apply for ajob and earn an educational stipend for their afterschool internship, after completing their volunteer service. This stipend helped motivate them to stay in school, maintain the required grade point average (2.5 or above) and continue their service work with A World Fit For Kids! or with another youth-serving agency.

Upon beginning participation in TFS, teens are immediately challenged to take ownership of their role in the program and the success they can achieve in their own lives and in the lives of younger students. Initial training is focused on physical activity leadership; personal empowerment; being a role model/mentor; personal fitness and nutrition; effective communication; leadership and advocacy; conflict resolution and group management; work readiness; and first aid/CPR. In advanced TFS training and on-going group meetings, students gain even more in-depth leadership skills and preparation for college and work life. Topics include financial literacy; development of a personal fitness and nutrition assessment/plan; advocacy and policy training; and advanced youth leadership training.

Even in the training, TFS participants have a powerful voice in helping lead and direct the interactive training sessions-each of which is tailored to the teens' needs/interests based on feedback and surveys. As current TFS participants who have passed the training, the teens serving as Assistant Coach-Mentors play an integral role as group leaders in the training of new students. They facilitate discussion, providevaluable insight and direction, and ensure that their new peers have the materials and assistance they need to excel in the training. Meanwhile, the trainees themselves are also empowered to become "leaders"-taking ownership and responsibility for their role in the program, and setting attainable goals for their academic/work careers and personal lives.

Impact:

94% percent ofWFIT students who participated in our TFS training and internship program have graduated from high school since 2003, primarily from a high school with a 49.5% graduation rate. (56% began our TFS program as ninth or tenth graders.) The majority have gone on to higher education.

TFS participants are more likely to pass the math high school exit exam test (CAHSEE) than students who do not attend the program, and they are absent from school less often.

Eight out of ten parents reported children's improved academic skills, increased physical activity levels, and greater personalresponsibility and personal motivation as a result of WFIT participation.

One high school student said, "I don't like it, I love it! It's an inspiration and a very amazing program. People can get to know a lot of people. You can do better in school and have the determination to do something you want."

STEP UP!

INNOVATOR AWARD

High School After School

Awarded to:
Bill Fennessy
Director of High School Programs, THINK Together

Why do you love doing what you do?

I love contributing and supporting older youth in realizing their dreams and potential, as well as discovering the amazing greatness that lies within them. I like to say that if the After School program were an "airplane", it wouldn't really get off of the ground until our students were able to "fly it."

Innovative Practices Implemented to Meet Community Need

To increase the high school graduation rates; Bill initiated, implemented, and developed Credit Recovery programs, processes, and systems that were part of the After School program, that significantly raised the {Con time" graduation rate. I have continued to expand, develop, and share this knowledge with other After School providers nationwide. The promotion and resulting acceptance of this practice and/or type of programming has benefitted now so many students, which was far beyond my original scope and intent.

To increase student/athletes' academic performance; Bill initiated, implemented, and developed Athletic Tutorial programs which required a persistent effort of well over 4 years of constant trial and error until the required successful and replicable models were identified. I continue to use this valuable model successfully and continue to share this practice with other After School providers, who have also demonstrated significant results.

To engage "disconnected" or "underperforming" 9th grade students; Bill used sources of incoming and current 9th grade student performance data, and then initiated, implemented, and developed several strategies and programs that have included Targeted Tutorial Programs, Leadership Programs, Boot Camps, Second Semester Credit Recovery Programs, Counseling Services, and Homework Help Classes. The need for this type of programming is clearly documented by research data that shows 40% of all high school dropouts, do so in the 9th grade. These programs are designed to keep these identified 9th grade students in school by providing the required sense of belonging combined with a real feeling of both personal and academic success.

To utilize exemplar students in the academic and mentoring support of other students with those identified needs; Bill used sources of school site student performance data to identify the exemplar students that might be able to provide the academic and mentoring support required, as well as use the data to identify the students that would benefit from that support. Bill then initiated, implemented, and developed programs, processes, and systems that allowed for students to be chosen, trained, and compensated for providing the support determined necessary to achieve both academic and

personal growth in the students identified to be served. These programs were used in both a "Cross-Age" and "Peer To Peer" Tutorial Program format. While these programs and services were facilitated by adults, they were structured and delivered by the exemplar students that provided them. This became a great example of Service Based Learning combined with Leadership opportunity. The compensation for these exemplar students is accomplished through the purchase of "incentive items" such as cap & gown, yearbook, prom tickets, grad night tickets, and other related items that these students and their families may not be able to afford, or would require the student to find a job, of which there may be very limited possibilities. The job and leadership skills related to this work will also be of great value to these students in their development and preparation for the worlforce as adults.

Opportunities for Youth Leadership and Service.

The planning, structure, and delivery of these support services is developed by the exemplar students. The result of which is relevant and engaging programming that is youth oriented and driven. While the academic help is better received through the use of these exemplar students, the mentoring side of the process is even more powerful. The real and successful outcomes that these exemplar students own and demonstrate provide a living example for the students in need of the important support services. The job and leadership skills related to this work will also be of great value to these students in their development and preparation for the workforce as adults.

Impact

The first Credit Recovery Programs at Blair High School increased the "on-time" graduation rates 30% over the first 5 years of programming. This highly successful program is featured in the CalifomiaAfter School Network's, *Credit Recovery Solutions Offered in After School Programs.*

The Athletic Tutorial Program for Varsity Football at THINK Together's Valley HS site in Santa Ana, has decreased the number of student/athletes that are academically ineligible during the season from 16 to only 2. The Varsity Football Team's combined Grade Point Average is now 2.65, compared to the school's average of 0.85.

The multiple strategies used to engage different groups of "disconnected" or "underperforming" 9th grade students were cited, by then Principal Rich Boccia, as the key element in keeping 9th grade students feeling that they were a vital part of the school, instead of feeling "lost" or "alone."

SCHOOLS: School Partnership

- Practices in Integrating School and Out-of-School Time Program Supports.

- Gardner, Margo, Jodie L. Roth and Jeanne Brooks (October 2009). Can After-School Programs Help Level the Playing Field for Disadvantaged Youth? Equity Matters: Research Review No. 4.

- Hall, Georgia, Nicole Yohalem, Joel Tolman, and Alicia Wilson. National Institute on Out-of-School Time (2003). How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement: A Report Commissioned by the Boston After-School for All Partnership.

- McElvain, Carol, Krista Diedrich and Seth Kaufman: Beyond the Bell and Learning Point Associates: Third Edition (2005): Start Up Guide for Afterschool Programs.

- California Afterschool Network (2010). High School After School Program Quality Self-Assessment Rubric: Supporting Continuous Program Improvement for Quality Older- Youth After School Programs. *www.afterschoolnetwork.org/files/High-School-QSAR.pdf*

- New Resource the after school program handbook for site leaders *http://www.cal-state.edu/teachered/csu%2Dasp/docs/AS_HANDBOOK.pdf*

STUDENTS: Student Achievement

- Perrenoud, Michelle R. California Afterschool Network. Promising Practices in High School After School Programs: Credit Recovery Solutions Offered in After School Programs- BlairLEARNS- Pasadena Unified School District.

- The After-school Corporation (2007). Meeting the High School Challenge: Making After-School Work for Older Students.

- California Afterschool Network (2010). High School After School Program Quality Self-Assessment Rubric: Supporting Continuous Program Improvement for Quality Older-Youth After School Programs. *www.afterschoolnetwork.org/files/High-School-QSAR.pdf*

STUDENTS: Youth Development and Partnering with Youth

- Community Network for Youth Development (2001). Youth Development Guide: Encouraging young people in after-school programming.

- Deschenes, Sarah, Priscilla Little, Jean Grossman, and Amy Arbreton. "Participation Over Time: Keeping Youth Engaged from Middle School to High School" in After-School Matters, Volume 12: September 2010.

- Perrenoud, Michelle R. and California Afterschool Network. Promising Practices in High School After School Programs: Developing Youth-Led Activities, Engaging Youth as Leaders and Decision-Makers- Long Beach Unified School District.

- Hall, Georgia and Diane Gruber. National Institute on Out-of-School Time. Wellesley Centers for Women, Wellesley College (2007). "Back to the Future: Engaging Older Youth" in The Massachusetts Special Commission on After School and Out of School Time.

- The Forum on Youth Investment (2003). "High School Afterschool: What Is It? What Might It Be? Why Is It Important?" in Out-of-School Time Policy Commentary Issue 2: January 2003.

- Delly, Mary-Ellen Phelps (October 2010). "A 'Hub' for Teens" in Beyond School: Exploring learning outside the traditional school day. Education Week's blog: blogs. *edweek.org/edweek/beyond_schools/2010/10/by_teens_for_teens_thats.html*

- California Afterschool Network (2010). High School After School Program Quality Self-Assessment Rubric: Supporting Continuous Program Improvement for Quality Older- Youth After School Programs. *www.afterschoolnetwork.org/files/High-School-QSAR.pdf*

OPERATIONS: Program Staffing
- Deschenes, Sarah, Amy Arbreton, Priscilla M. Little, Carla Herrera, Jean Baldwin Grossman, Heather B. Weiss, with Diana Lee. Harvard Family Research Project and Public/Private Ventures (2010). Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time.

- California Afterschool Network (2010). High School After School Program Quality Self-Assessment Rubric: Supporting Continuous Program Improvement for Quality Older- Youth After School Programs. *www.afterschoolnetwork.org/files/High-School-QSAR.pdf*

OPERATIONS: Data Collection and Program Evaluation
- Grossman, Jean B., Karen Walker, Rebecca Raley. Public/Private Ventures and MDRC (2001). Challenges and Opportunities in After-School Programs: Lessons for Policymakers and Funders.

- Fiester, Leila. Policy Studies Associates, Inc. Afterschool Counts! A Guide to Issues and Strategies for Monitoring Attendance in Afterschool and Other Youth Programs.

- Delly, Mary-Ellen Phelps (Dec 2010). "Want Strong Out-of-School Programs? Capture Good Data" In Beyond School: Exploring learning outside the traditional school day. Education Week Blog: blogs.edweek.org/edweek/beyond_schools/2010/12/ost_in_nyc_and_beyond.html

- California Afterschool Network (2010). High School After School Program Quality Self-Assessment Rubric: Supporting Continuous Program Improvement for Quality Older- Youth After School Programs. *www.afterschoolnetwork.org/files/High-School-QSAR.pdf*

OPERATIONS: Program Administration
- Yohalem, Nicole and Alicia Wilson-Ahlstrom, The Forum for Youth Investment, with Sean Fischer and Marybeth Shinn (January 2009). Measuring Youth Program Quality: A Guide to Assessment Tools, Second Edition.

- Perrenoud, Michelle R. and California Afterschool Network. Promising Practices in High School After School Programs: High School After School Program Start-Up.

- Piha, Sam and Corey Newhouse (2011). A Crosswalk Between the Learning in Afterschool Learning Principles and Afterschool Quality Measurement Tools.

- Harris, Erin (2008). " Highlights From the Out-of-School Time Database" in Research Updates Volume 3: September 2008.

- Wimer, Christopher, Suzanne Bouffard, Priscilla M.D. Little, and Claire Brown Goss (2008). Measurement Tools for Evaluating Out of School Time Programs: An Evaluation Resource.

- Little, Priscilla M.D., Christopher Wimer, Heather B. Weiss (2008). "After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It" in Issues and Opportunities in Out-of-School Time Evaluation, Number 10, February 2008.

- California Afterschool Network (2010). High School After School Program Quality Self-Assessment Rubric: Supporting Continuous Program Improvement for Quality Older- Youth After School Programs. *www.afterschoolnetwork.org/files/High-School-QSAR.pdf*

PROGRAM DESIGN: Program Offerings
- Birmingham, Jennifer, Ellen M. Pechman, Christina A. Russell, Monica Mielke. Policy Studies Associates, Inc. (2005). Shared Features of High-Performing After-School Programs: A Follow-up to the TASC Evaluation.

- Join the Older Youth Committee: *www.afterschoolnetwork.org/older_youth*

- California Afterschool Network (2010). High School After School Program Quality Self-Assessment Rubric: Supporting Continuous Program Improvement for Quality Older- Youth After School Programs. *www.afterschoolnetwork.org/files/High-School-QSAR.pdf*

PROGRAM DESIGN: Program Attendance
- Afterschool Alliance. Marketing Afterschool: How to Make the Case for Afterschool and Build Support for Your Program. *www.afterschoolalliance.org*

- Afterschool Alliance (April 2009). Recruiting and Retaining Older Youth In After-school, *www.afterschoolalliance.org/issue_37_recruitingandretaining.cfm*

- Perrenoud, Michelle R. and California Afterschool Network. Promising Practices in High School After School Programs: Developing Youth-Led Activities, Engaging Youth as Leaders and Decision-Makers- Long Beach Unified School District.

- Saito, Rebecca. University of Minnesota Extension Center for Youth Development (March 2009). Promoting Participation of Older Youth in Out-of-School Time Programs and Opportunities.

- California Afterschool Network (2010). High School After School Program Quality Self-Assessment Rubric: Supporting Continuous Program Improvement for Quality Older- Youth After School Programs. *www.afterschoolnetwork.org/files/High-School-QSAR.pdf*

COLLABORATION: Community Engagement
- Afterschool Alliance (2004). Afterschool Alert Issue Brief: Afterschool and Service Learning, *www.afterschoolalliance.org/issue_9_service.cfm*

- Burkhauser, Mary, Jacinta Bronte-Tinkew and Elena Kennedy (2008). "Building Community Partnerships: Tips for Out-of-School Time Programs" in ChildTrends: Practitioner Insight: Research-to-Results, March 2008.

- California Afterschool Network (2010). High School After School Program Quality Self-Assessment Rubric: Supporting Continuous Program Improvement for Quality Older- Youth After School Programs. *www.afterschoolnetwork.org/files/High-School-QSAR.pdf*

The California Afterschool Network
University of California at Davis
School of Education
One Shields Ave, TB. 206
Davis, CA 95616
(530) 752-5965
www.afterschoolnetwork.org

The Network Team

Andee Press-Dawson, Executive Director
apressdawson@ucdavis.edu

Jeff Davis, Program Coordinator
jefdavis@ucdavis.edu

Bruno Marchesi, Program Coordinator
bimarchesi@ucdavis.edu

Adriana Diaz, Program Assistant
miadiaz@ucdavis.edu

John Jones, Web Developer
johjones@ucdavis.edu

CALIFORNIA

HIGH SCHOOL
AFTER SCHOOL PROGRAM

Quality
Self-Assessment
Rubric

Supporting Continuous Program Improvement
for Quality Older-Youth After School Programs

A Publication of the California Afterschool Network

Special attention given to
21st CCLC ASSETs funded programs

QSAR Project Team

QSAR Development Project Coordinator
Michelle R. Perrenoud
Los Angeles County Office of Education

Bill Baker
Consultant: Los Angeles County Office of Education

Michele Broadnax
Consultant: Los Angeles County Office of Education

Kim Boyer
Central Valley Afterschool Foundation

Ronnie Clare
Consultant: Los Angeles County Office of Education

Jeff Davis
California Afterschool Network

Yvonne Evans
California Department of Education

Bill Fennessy
Think Together

Wendy Goldring
Los Angeles County Office of Education

Craig Orona
Stanislaus County Office of Education

Julie Sesser
Stanislaus County Office of Education

TABLE OF CONTENTS

High School After School Program Quality Self-Assessment Rubric
Supporting Continuous Program Improvement for Quality Older-Youth After School Programs

QUICK GUIDE: High School After School Program Quality Self-Assessment Rubric

The QSAR Tool provides after school programs serving older youth with a clear and concise way to start important conversations about program quality. The QSAR Tool facilitates program quality improvement and support through a self-directed process, rather than through external monitoring. The QSAR Tool is meant to support a reflective process in which program staff and stakeholders explore their own programs and work collaboratively to develop strategies to enhance policies, procedures and practices. The QSAR Tool will help program staff and stakeholders assess their program and identify their challenges. As a result, the QSAR Tool is appropriate for formative assessment and building teams that will work toward program improvement. The QSAR Tool should not be used as an external evaluation measure.

Steps to Using the QSAR Tool	What the QSAR Tool is for	The QSAR Tool can be used in many ways	Using the QSAR Tool for Program Planning & Professional Development	Review the Results Develop an Action Plan
After school programs must decide how best to use the QSAR Tool. There is no one right way to use it! Note: It is critical to set the stage for the self-assessment team, so that team members understand the purpose of the process. Be intentional when communicating the purpose and process. Use the following steps to determine how your program can use the QSAR Tool to assess program quality and develop an action plan for continuous improvement. **STEP 1:** Select the Quality Elements you wish to assess and form a Self-Assessment Team **STEP 2:** Conduct the self-assessment using the quality rubric **STEP 3:** Identify areas for improvement and develop an action plan **STEP 4:** Implement the Action Plan (Adopt as needed) **STEP 5:** Assess the success of the action plan and the achievement of intended improvements	**Engage** key stakeholders in meaningful conversations about program quality and continuous improvement. **Encourage** after school program stakeholders to think about the ways in which they can support high quality after school programming for older youth in their community. **Generate** an action plan that identifies the immediate, mid-range, and long-term professional development and technical assistance support needed to enhance program quality.	**Review** single sections of the QSAR Tool during staff meetings to inform program planning and professional development. Use several sections of the QSAR Tool as a staff survey to assess multiple dimensions of program quality. **State-funded after school programs cannot overlook grant compliance requirements. For more information, visit California Department of Education After School Programs Office web site at cde.ca.gov/ls/ba**	When developing an action plan based on the QSAR Tool ratings, after school programs should consider the following: **What is the current Performance Level in our program?** Practices that receive an Early rating likely need to be addressed in the short-term. Practices that receive a Developing rating likely need additional attention within this current school year, and practices that rated Mature should be sustained. **How urgent is the need to address the practice?** Practices that have direct impact on participants' health and safety or that are closely linked to program goals or compliance issues should take priority in the action plan. Each program quality practice includes a section to accurately record Action and Evidence supporting the performance level selected.	Developing on local context, after school programs may choose to incorporate findings from the quality self-assessment process into an action plan for individual sites, for districts or organizations as a whole, or both. Based on the team's assessment findings, members will develop an action plan to improve practice quality where needed and to sustain their strengths. It will be important to clarify the factors that contributed to the Performance Rating selected. **For practices that need improvement, explore:** At what level does the issue occur? Which part of the program requires further improvement? The solution has which key elements? How complex is the solution? **For practices that need to be sustained, explore:** What factors make this practice strong? What is the need to sustain this practice? Can we use the strength to improve practice in some other dimension? **Identify Next Steps:** Determine Short, Medium, and Long-term Priorities.

INTRODUCTION TO THE PROGRAM QUALITY SELF-ASSESSMENT RUBRIC

T he High School After School Quality Self-Assessment Rubric (QSAR) was created to support the growing number of high school after school programs and establish a framework to measure program outcomes and quality in the State of California and accross the Nation. In an era of stricter accountability and limited financial resources, the sustainability of an after school program depends upon a program developing support from their stakeholders—the schools, students, their families, local communities, and community partners. Across the Nation, some programs thrive while others struggle. The QSAR provides a common language and framework for various levels of program quality. The rubric allows programs to self-assess their quality in various areas and make a plan for program quality improvement.

A quality after school program not only meets the needs of students, but it also meets the needs of its stakeholders—the school, funders, community partners, and parents. The QSAR is a tool that is intended to help school and district personnel, after school program professionals, and community and business partners look at their local programs from a 360 degree perspective with an eye towards continuous program quality improvement. It allows stakeholders to examine how their program aligns with expectations and reflects identified promising practices from the field.

FOR THE NATIONAL AUDIENCE

Throughout this document you will see references made to "ASSETs" programs and staff. This document was developed in conjunction with the California Department of Education and addresses some specific requirements for California programs awarded 21st Century Community Learning Centers (CCLC) After School Safety and Enrichment for Teens (ASSETs) funding.

The Quality Self-Assessment Rubric is a comprehensive self-assessment of high school after school programs. It allows after school program staff, site coordinators, program directors, district personnel and other key stakeholders to assess their program and create a plan for program quality improvement.

It is important to note: Not all levels of stakeholders within an after school program will need to address each area or item of the rubric. Each of the stakeholder groups need to have an awareness of each area and item within the rubric, but need only work in areas pertinent to their day-to-day work and reach.

Engage Key Stakeholders

Assess
Utilize the QSAR to assess your program from multiple perspectives

Improve
Generate & implement an action plan. Regularly re-visit and adapt your plan based on quality improvement efforts.

Celebrate!
Celebrate your successes. Honor youth, staff, and overall program accomplishments. The work you do is making a difference in the lives of youth.

OVERVIEW OF THE PROGRAM QUALITY SELF-ASSESSMENT RUBRIC

The QSAR helps programs analyze where they are currently and serves as a roadmap for program improvement in relation to the following five main categories and eight elements/disciplines:

MAIN CATEGORIES
Schools
Students
Operations
Program Design
Collaboration

ELEMENTS/DISCIPLINES
School Partnership: Is the program an integral part of the school as measured by administrative and school staff support, and its alignment with the instructional day?

Student Achievement: Does the program have high expectations to increase student achievement and close the achievement gap by offering academic and personal supports?

Youth Development and Partnering with Youth: Does the program demonstrate a strong youth development component where the program's young people experience supportive peer-to-peer relationships, participate in engaging learning activities that promote 21st Century skills, and have a real voice in the operation of the after school program?

Program Operations and Staffing: Are the operational policies and procedures of the program designed to ensure delivery of an effective array of services to the young people it serves as measured by program vision and management, staff recruitment, and training?

Data Collection and Program Evaluation: Does the program have access to data, know how to reflect on the data with the instructional day, and then use that understanding effectively to identify student and school needs as well as to articulate program and student accomplishments to all stakeholders?

Program Design: Is the program designed to ensure that all of the required components are available and that students participate in experiential learning activities that will equip them to be successful both now and when they pursue future career, educational, or workforce opportunities?

Program Attendance: Is the program attracting not only sufficient numbers of students to remain viable, but also is it attracting the students most in need of program services?

Collaboration and Community Engagement: What kinds of relationships does the program have with local governmental, community based organizations, and small businesses to develop opportunities for high school youth, not only at the school site but especially in the greater community?

PERFORMANCE LEVELS
Each section of the rubric has three categories to measure where the program is in its overall development: **Early, Developing,** and **Mature.** Using the Early, Developing, and Mature categories allows interested stakeholders the opportunity to make an honest assessment about where they believe their program currently is. One category is not necessarily better than another. No category becomes "Mature" without passing through the earlier stages.

EVIDENCE AND ACTION DOCUMENTATION
Each section also contains a column for Evidence and a column for Action. An honest assessment requires that the rater look for the evidence of the characteristics described in each section and accurately record the action taken to support the measurable evidence. Once programs have identified different strengths and weaknesses, they can use that information to drive program improvement efforts.

ACTION PLAN
Program improvement won't happen without a carefully considered plan. Assessment and reflection represent the first steps in the process. Meaningful change and improvement happens only after program stakeholders create an action plan (See APPENDIX A for form) and track their progress towards the goals they established.

USING THE PROGRAM QUALITY SELF-ASSESMENT RUBRIC

The following example demonstrates how the QSAR might be used to look at how a program promotes student achievement.

Continuum Definitions

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Continuum Definitions	Stage of program development where there is no or very limited development of recognized best practices for working with high school and older youth.	Stage of program development in which some recognized best practices for working with high school and older youth are present although there may be elements which could clearly be improved.	Stage of program development that demonstrates consistent use of recognized best practices working with high school and older youth and can serve as a model for other programs.	Cite examples of: material items, documents, data results, etc., that clearly indicates work accomplished in the respective stage.	Record what actions you took that support your mark, and can also be of support to your cited evidence?

DIRECTIONS

1. Mark the appropriate stage in the continuum that accurately reflects where the program is right now.
2. Record the Actions taken to support your mark.
3. Cite the Evidence created that clearly indicates outcomes of work in the respective stage.

Sample: QSAR Program Quality Element/Discipline

STUDENTS					
STUDENT ACHIEVEMENT					
	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Program Environment	• The after school program culture is not ready to support high expectations for student achievement.	• The after school program culture is apparent and is supporting high expectations for student achievement.	• The after school program culture influences the regular school day and has multiple avenues of support for high expectations for student achievement.	• Program observations, interviews with staff and participants, programming activities, plans, and products, participants' grades, test scores, college acceptance, and graduation rates.	• All program staff and participants promote strategies to build a "Can do" culture in which academic achievements, e.g. improved grades, higher test scores are recognized and celebrated.

Whether a program is at an early, developing, or mature stage will depend upon the evidence (or the lack of) that it can produce to justify a particular rating. Student achievement is a complex concept. According to the rubric a **"Mature"** program has a culture that "influences the regular school day" and offers "multiple avenues of support" for student achievement. Such a program can provide evidence that it has a well-trained staff team who work closely with school staff and use student data to ensure students receive the necessary academic assistance to address identified gaps in their learning preparedness. Likewise, students also receive encouragement from program staff, peers, and school staff to improve and the entire school community recognizes that improvement when it happens. In other words, a "Mature" rating defines the vision that all programs should be striving to attain. A program at the **"Developing"** stage will have some of the pieces typical of a mature program. For example, it may be increasing its use of school data to identify students' learning gaps, but staff may not completely understand how to best utilize that data. It may also lack a system to recognize and celebrate students' improvements as they meet different learning benchmarks. But having identified where it is currently falling short, it allows the program to create an action plan to add or strengthen any weak or missing links. When a program finds that it is at an **"Early"** stage, it can begin to have discussions with stakeholders about how they define quality in that category and what that quality would look like in practice. This allows program staff to create a plan that will improve the program outcomes and move it towards higher quality.

Evidence can come from many sources. Evidence can be observations of program activities and/or conversations with program staff, school staff, participants, and parents. In the example above, the category raises the question of how the program's environment contributes to student achievement. Consider what internal and external factors make a positive work or learning environment. Consider whether important factors like positive adult/participant and participant/peer relationships are in place. Without these, it is difficult to see how participants will be motivated to perform to the highest degree possible.

Action includes any processes or activities that have been implemented to bring about improvement or change. The Action box is where it is important to record specific actions taken that support your level of achievement and can also support the cited evidence. It is critical to examine past successes when engaged in planning for the future.

Using the Quality Self-Assessment Rubric will not magically produce quality. Properly used, however, it will provide school personnel, program staff, and program stakeholders a set of benchmarks to assess the quality of their own program and provide a consistent standard which all programs can use to develop the most effective strategies to serve our high school youth. In assessing a program's quality status, the QSAR is not intended to be prescriptive. Rather it's intended to serve as the basis upon which all stakeholders can have a conversation about their vision for a quality program and create a roadmap to move towards that vision.

Sample: Action Plan

Based on using the above Program Quality Element Example the following table demonstrates what the Evidence and respective Action Plan could look like for each stage on the continuum. (It is best to read this table from Top to Bottom under the columns of Early, Developing, and Mature.)

	EARLY	DEVELOPING	MATURE
Program Environment	• The after school program culture is not ready to support high expectations for student achievement.	• The after school program culture is apparent and is supporting high expectations for student achievement.	• The after school program culture influences the regular school day and has multiple avenues of support for high expectations for student achievement.
Evidence	• Program activities are largely remedial. • Little interaction between staff and participants. • Participants largely work alone. • There is little communication between school staff and program staff about participants' academic progress. • Physical environment is sterile.	• Program staff is aware of participants' academic needs and strive to help them. • There are positive interactions between program staff and participants. • Participants' successes are recognized when they demonstrate improved performance. • Participants can choose to work alone or collaboratively to complete assignments.	• Program offers a wide range of activities and services that allow participants to improve areas of weakness and develop new skills . • Program stakeholders regularly share accomplishments of program within both school and community. • Program staff and participants reach out to students within the school community who are at risk of academic failure.
Action Plan	• Develop a system to communicate with participants' teachers and track participant's academic progress. • Provide professional development for staff to use collaborative learning techniques. • Have participants design and decorate space. • Celebrate participants' successes.	• Ensure that program academic and enrichment activities include information about how learning has applications in real world situations. • Develop system so participants learn to set goals and create benchmarks to track their improvement. • Promote college and career awareness so that participants are focused on their future.	• Assess program offerings to ensure participants are learning skills that will enhance their readiness for post secondary educational and/or career opportunities. • Celebrate academic accomplishments of program participants in school and local community. • Develop a case management approach for participants who have major learning gaps.

QUALITY SELF-ASSESSMENT RUBRIC (QSAR)

SCHOOLS				
SCHOOL PARTNERSHIP				
EARLY	**DEVELOPING**	**MATURE**	**EVIDENCE**	**ACTION**
• The school administration does not understand the philosophy and practice of after school programs serving older youth and may see the after school program solely as an "add on" program or extension to the school day.	• The school administration is in the beginning stages of understanding the philosophy and practice of after school programs serving older youth and is beginning to understand how the after school program can support the instructional day and student achievement as demonstrated through some enriched learning opportunities.	• The school administration understands the philosophy and practice of after school programs serving older youth and clearly understands how the after school program supports the instructional day and contributes to student achievement by creating a truly "seamless school day" in which the ASSETs program is a vital component.		
• The school administration does not understand the ASSETs grant is attendance-driven and the ASSETs program is youth-driven.	• The school administration somewhat understand the ASSETs grant is attendance-driven and the ASSETs program is youth-driven.	• The school administration clearly understands the ASSETs grant is attendance-driven and the ASSETs program is youth-driven.		
• The school administration has limited interaction with or knowledge of the after school program, or provides verbal support with limited interaction.	• The school administration meets intermittently (when needed) with the after school program director/site coordinator.	• The school administration meets often and regularly, on an ongoing basis, with the after school program director/site coordinator.		
• The school administration lends little or no support to the after school program.	• The school administration is supportive of the program with school staff and the larger community, but does not take an active role.	• The school administration is a champion of the program with school staff and the larger community and also plays an active role.		
• The school administration does not understand how after school can provide academic supports that can have a positive impact on student achievement.	• The school administration is beginning to understand how after school can provide academic supports that can have a positive impact on student achievement.	• The school administration is collaborating with the after school program to provide academic supports that positively impact student achievement.		

School Administration Support

SCHOOLS

SCHOOL PARTNERSHIP

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
School Staff Support	• Teachers show limited knowledge of potential value of the after school program.	• Some teachers are aware of the after school program and its potential to improve student achievement.	• Teachers are well aware of the after school program, understand its value to promote student achievement, and encourage students to utilize the program.		
	• No teachers or school staff participates as instructors in the after school program and/or refer students, post fliers, or advocate on a regular basis for the program.	• Some teachers and school staff participates as instructors in the after school program and occasionally refer students, post fliers, and advocate on a regular basis for the program.	• Several key teachers and school staff participates as instructors in the after school program, refer students, post fliers, and advocate on a regular basis for the program.		
	• After school program staff does not meet with school staff or attend instructional day meetings or events and is not part of the school site council/management team.	• After school program staff occasionally participates in school staff meetings or events and is selectively invited to participate in school site council/management team meetings.	• After school program staff participates in relevant school staff meetings and school events and is an integral part of the school site council/management team.		
	• After school program staff does not build relationships with various levels of campus staff including office manager, custodial, security, and cafeteria, in addition to instructional day teachers and administrators.	• After school program staff has a small network of relationships with various levels of campus staff including office manager, custodial, security, and cafeteria, in addition to instructional day teachers and administrators.	• After school program staff has a broad network of relationships with various levels of campus staff including office manager, custodial, security, and cafeteria, in addition to instructional day teachers and administrators.		
	• School counselors and other instructional support team members have limited knowledge and/or experience of the after school program and make few student referrals.	• School counselors and other instructional support team members have knowledge about the after school program and are collaborating with after school program staff to better understand how to connect with the program.	• School counselors and other instructional support team members provide data to help identify students who need assistance in various core subject matter areas to improve grades and other academic supports.		

SCHOOLS

SCHOOL PARTNERSHIP

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Sharing of School Resources	• The after school program does not have a dedicated office space or a general space for participants to gather. No secure storage space is available. • The after school program has limited access to classrooms and other facility spaces within the school.	• The after school program has a dedicated office space with secure storage, phone, and computers with Internet access. It is provided some general space for a teen center hub. • The after school program has additional access to classrooms, computer labs, and other facility spaces within the school.	• The after school program has a dedicated office space with secure storage, phone, and computers with Internet access, as well as access to other appropriate instructional day resources and/or space and a program space designed by the youth themselves. • The after school program has full access to the library, computer labs, classrooms, multi-purpose room, gym, outdoor and other spaces as needed.		
School Integration	• The after school program is viewed as a stand-alone program taking place on campus only after school. • The after school program is known by a limited number of school personnel and students. • The after school program does not collaborate with coaches, teachers, or other after school programs offered on campus.	• The after school program is somewhat recognized as part of the school culture. • The after school program is known by many school personnel and students. • The after school program collaborates with some coaches and some teachers who supervise school clubs.	• The after school program is clearly recognized as an integral component of the school program. • The after school program is well known by most school personnel and students. • The after school program collaborates closely with many coaches and many teachers who supervise school clubs.		

SCHOOLS

SCHOOL PARTNERSHIP

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Academic Alignment with the Instructional Day	• The after school program design has little or no alignment between the after school program activities and the student's instructional day classes. • In most activities, materials and curriculum are not aligned with high school state content standards and do little to show students the connections between the standards and the skills adults utilize daily. • After school staff has no knowledge of what *Closing the Achievement Gap* is and what it means. • There are no credentialed teachers available from the instructional day to support after school staff in the provision academic supports. • The after school program site coordinator and/or program staff is not invited and/or attending instructional day professional development opportunities with instructional day teachers.	• The after school program design has some alignment with the instructional day and offers students unique opportunities to apply what they have learned in a new context. • For most activities, materials and curriculum are somewhat aligned with high school state content standards and make some effort to show students the connections between the standards and the skills adults utilize daily. • After school staff understands *Closing the Achievement Gap* but has limited success in using data to improve program design. • There is limited participation of credentialed teachers from the instructional day to support after school staff in the provision of academic supports, like tutoring or credit recovery. • The after school program site coordinator and/or program staff is sometimes invited and sometimes attends instructional day professional development opportunities with instructional day teachers.	• The after school program has clear alignment with the instructional day and offers students unique opportunities to apply what they have learned in new contexts. • Materials and curriculum are aligned with high school state content standards and promote students understanding of the connections between the standards and the skills they will utilize as adults on a daily basis. • After school staff understands the importance of *Closing the Achievement Gap* and uses school data to identify gaps in student achievement and builds learning opportunities into program offerings to support student and school needs. • There are credentialed teachers available from the instructional day providing support to after school staff in the provision of targeted interventions and other academic supports. • The after school program site coordinator and/or program staff is frequently invited and attends instructional day professional development opportunities with instructional day teachers.		

STUDENTS

STUDENT ACHIEVEMENT

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Program Environment	• The after school program culture is not ready to either support high expectations for student achievement or contribute to Closing the Achievement Gap.	• The after school program culture is apparent and supports high expectations for student achievement making some contribution to Closing the Achievement Gap.	• The after school program culture influences the regular school day and has multiple avenues of support for high expectations for student achievement in Closing the Achievement Gap.		
	• Needed materials and resources are not available, accessible, or age/skill appropriate.	• Some materials and resources are available and accessible but all may not be age/skill appropriate.	• Needed materials and resources are ample, available, and accessible by program participants, appropriate for skills level, and are well suited for older-youth application.		
	• Programming space is inadequate to meet the needs of the participants and nature of activities.	• Programming space is adequate to meet the needs of the participants and nature of activities.	• Programming space is both clean and appropriate for the needs of the participants and the nature of the activities.		
	• There are few or no after school program protocols to ensure that staff understands students' personal and academic needs and views all students as capable of high levels of achievement.	• There are minimally defined after school program protocols that ensure staff understands students' personal and academic needs and views all students as capable of high levels of achievement.	• There are well-defined after school program protocols that ensure staff understands students' personal and academic needs and views all students as capable of high levels of achievement.		

STUDENTS

STUDENT ACHIEVEMENT

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Academics and Supports	• There is inadequate evidence of a lower student-to-staff ratio than (20:1), where appropriate, for students who need academic support.	• The practice of a lower student-to-staff ratio than (20:1), where appropriate, for students who need academic support is minimally addressed.	• There is a clearly defined practice of a lower student-to-staff ratio than (20:1), where appropriate, for students who need academic support.		
	• There is limited or no evidence that the after school program makes maximum and effective use of trained and effectively managed volunteers, college work study students, and paid line staff who provide academic assistance to students.	• The after school program makes adequate use of trained and effectively managed volunteers, college work study students, and paid line staff who provide academic assistance to students.	• The after school program makes maximum and effective use of trained and effectively managed volunteers, college work study students, and paid line staff who provide academic assistance to students.		
	• The after school program does not provide different options to ensure student progress towards graduation, e.g. homework assistance, tutoring, targeted interventions, credit recovery classes, preparation for high school exit exams, information about possible classes students could take at local community colleges, etc.	• The after school program offers some different options to ensure student progress towards graduation, e.g. homework assistance, tutoring, targeted interventions, credit recovery classes, preparation for high school exit exams, information about possible classes students could take at local community colleges, etc.	• The after school program offers a wide variety of academic supports for student progress towards graduation, including: homework assistance, tutoring, targeted interventions, credit recovery classes, preparation for high school exit, and identifies possible classes students could take at local community colleges, etc.		
	• The after school program does not offer/prepare students with opportunities to understand the academic process including high school graduation requirements and A-G requirements necessary to enter college and university or post secondary career training.	• The after school program offers limited opportunities to help students understand the academic process including high school graduation requirements and A-G requirements necessary to enter college and university or post secondary career training.	• The after school program clearly offers and provides students with opportunities to understand the academic process including high school graduation requirements and A-G requirements necessary to enter college and university or post secondary career training.		

STUDENTS

STUDENT ACHIEVEMENT

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
English Learners Inclusion	• After school program staff views English Learners the same as everyone else and there is no special efforts to recruit ELs or make them and their families aware of program.	• After school program staff makes some effort to recruit English Learners and makes some effort to make them and their families aware of program.	• After school program staff actively recruits English Learners stressing to students and their families how program activities can support development of their communicative and academic language development.		
	• After school program staff is unaware of the educational background and needs of English Learners in the school population.	• After school program staff shows some awareness of the educational background and needs of English Learners and offers some differentiated support based on learner need, e.g. EL with education, EL with limited or interrupted education, generation 1.5.	• After school program staff makes concerted effort to learn about English Learners' educational background and needs and work to ensure differentiation based on learner background, e.g. EL with education, EL with limited or interrupted education, generation 1.5.		
	• There is no evidence of cultural sensitivity resulting in an environment in which students cannot feel welcome or secure.	• Some evidence of cultural sensitivity with program activities make limited effort to connect with students and create a welcome and secure environment.	• Program environment affirms student experience and background and is reinforced by making connections with students' home, community, and school culture.		
	• After school program staff has not established relationships with the instructional day to ensure that students receive appropriate English language support strategies.	• After school program staff has a small network of relationships with the instructional day to ensure that students receive appropriate English language support strategies.	• After school program staff has a wide network of relationships with the instructional day to ensure that students receive appropriate English language support strategies and are aware of educational and career opportunities.		
	• After school program staff has no access to students' EL performance data on state and local English Language Development assessment tests.	• After school program staff has limited access to students' EL performance data on state and local English Language Development assessment tests.	• After school program staff has sufficient access to students' EL performance data on state and local English Language Development assessment tests.		

STUDENTS

STUDENT ACHIEVEMENT

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Students with Special Needs Inclusion	• The after school program does not proactively communicate an inclusion message through promotional materials that specifically states that older youth with special needs are welcome.	• The after school program inconsistently communicates an inclusion message through promotional materials that specifically states that older youth with special needs are welcome.	• The after school program proactively communicates an inclusion message to a broad audience specifically stating that older youth with special needs are welcome.		
	• The after school program design inadequately addresses how students with special needs and/or disabilities are integrated in the program and receive the appropriate level of services consistent with the school district's policy.	• The after school program design minimally addresses how students with special needs and/or disabilities are integrated in the program and receive the appropriate level of services consistent with the school district's policy.	• The after school program design clearly addresses how students with special needs and/or disabilities are integrated in the program and receive the appropriate level of services consistent with the school district's policy.		
	• After school program staff have not established relationships with the instructional day to ensure that the after school program modifies, accommodates, and provides appropriate behavioral support strategies.	• After school program staff have a small network of relationships with the instructional day that ensures the after school program modifies, accommodates, and provides appropriate behavioral support strategies.	• After school program staff have a broad network of relationships with the instructional day that supports the after school program in modifying, accommodating, and providing appropriate behavioral support strategies.		

STUDENTS

YOUTH DEVELOPMENT AND PARTNERING WITH YOUTH

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Youth Input and Decision Making	• After school program participants do not engage in a transparent decision making process related to the after school program, but provide input through interest surveys or informal conversations with adults. • Youth participation in the design and implementation of the program is limited or non-existent; all activities are developed, taught, and run by adults. The after school program is fully adult-driven. • Youth are tokenized and/or marginalized in their decision-making participation.	• After school program participants and adult after school program staff have worked together to create a transparent decision making process related to the after school program and have expanded mechanisms for input to creating an after school youth leadership council (separate from the ASB) as well as surveys. • Youth are involved in the design and implementation of the program by delivering some of the services however their voices are marginalized in the decision-making process. The after school program is adult-driven with some signs of developed youth input. • Youth are involved in some decision-making or by providing input on after school programming.	• There is a transparent decision making process that has expanded beyond the after school youth leadership council to the majority of after school participants. Youth participants and adult staff work together. • Youth are engaged in the design and implementation of the program; they plan, lead and run many program activities. The after school program has adult-youth shared partnership. • Youth are involved in decisions regarding hiring, design, and evaluation of the after school program.		
Meaningful Youth Engagement	• Most participants are not engaged in after school program activities and appear bored or distracted. • Participants do not initiate conversation that is relevant to after school program activities.	• Some participants appear focused, engaged, and interested in their after school program activities. • Some participants comfortably initiate conversation that is relevant to after school program activities.	• Nearly all participants appear focused, engaged, and interested in their after school program activities. • Participants comfortably initiate conversation that is relevant to after school program activities.		

STUDENTS

YOUTH DEVELOPMENT AND PARTNERING WITH YOUTH

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Supportive Peer-to-Peer Relationships	• The after school program atmosphere lacks positive and respectful peer interaction. • Participants often do not show collaboration or teamwork skills, e.g. group work, cross-age or peer-to-peer tutoring.	• Some peer interactions have a positive tone. Some participants speak to one another respectfully. • Some participants demonstrate collaborative or teamwork skills by working together, e.g. group work, cross-age or peer-to-peer tutoring.	• Peer interactions within the after school program have a positive tone. Participants speak to one another respectfully. • Participants demonstrate collaborative and teamwork skills, e.g. group work, cross-age or peer-to-peer tutoring, by working well together, sharing materials and offering/accept help from another.		
Youth Voice & Community Involvement	• The after school program does not offer opportunities for ongoing input from students, families, school administration/staff, and collaborative partners. • Youth have no involvement in community-based service-learning activities. • There is a lack of opportunities for students that participate in the after school program to develop connections with the larger community.	• The after school program design reflects limited ongoing input from students, families, school administration/staff, and collaborative partners in decision-making and program progress. • Youth have some participation in community-based service but have not taken it to the next step of service-learning. • There are limited opportunities for students that participate in the after school program to develop connections with the larger community.	• The after school program design reflects strong ongoing input from students, families, school administration/staff, and collaborative partners in decision-making and program progress. • Youth have direct input over planning, implementing, evaluating, and reflecting upon community-based service-learning activities. • There are several opportunities for students that participate in the after school program to develop connections with the larger community and build relationships with community members.		

OPERATIONS

PROGRAM STAFFING

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Shared Vision	• There is no sense of a shared program vision among the after school program staff and key stakeholders.	• There is a sense that some of the after school program staff members and key stakeholders share a program vision and they can articulate this to others.	• After school program staff and key stakeholders have a shared vision of the program and they can clearly and consistently articulate this to others.		
District/CBO Operated (ASSETs Only)	• The ASSETs after school program is managed and operated by only grantee staff members (either school personnel or CBO personnel)	• The ASSETs after school program is managed and operated by a blended team of Grantee, District, CBO and community personnel who do not yet work as a functioning collaborative team in the provision of services.	• The ASSETs after school program is managed and operated by a clearly demonstrated collaborative team of Grantee, District, CBO, and community personnel.		
Understanding Youth Development (Philosophy and Practice)	• After school program staff has little knowledge that Youth Development is a philosophy that guides program design, rather than is offered as a program component. • After school program staff has received no training in Youth Development principles. • After school program staff does not demonstrate an understanding of Youth Development principles in their interaction with participants.	• After school program staff has some understanding of Youth Development as a philosophy that guides program design. • After school program staff receives some training in the area of Youth Development principles and practices. • After school program staff demonstrates inconsistent understanding of Youth Development principles in their interaction with participants.	• After school program staff has as a clear understanding of Youth Development as a philosophy that guides program design. • After school program staff receives extensive training in the area of Youth Development principles and practices. • After school program staff demonstrates a clear understanding of Youth Development principles in their interaction with participants.		

OPERATIONS

PROGRAM STAFFING

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Understanding Older Youth Programming	• Few after school program staff appears to have a strong understanding of older youth and their needs and are not effective in engaging them. • Many of the after school program staff do not appear prepared to lead their program activities academically and socially. • Few after school staff have a strong understanding of older youth and are not effective in creating relationships that would allow them to effectively offer guidance or mentorship.	• Some after school program staff appears to have a strong understanding of older youth and their needs and staff is starting to engage them. • Many of the after school program staff are well prepared to lead their program activities academically and socially. • Some mentoring by after school program staff is developing, and participant ownership of activities is becoming apparent.	• After school program staff have a strong understanding of older youth and their needs and demonstrate how best to engage and support them. • The after school program staff are all well prepared to lead their program activities academically and socially. • After school program staff acts as mentors to participants to ensure they are developing successfully and can manage activities as well as their lives.		
Youth & Adult Relationships	• After school program staff does little to communicate expectations or acknowledge the contributions or accomplishments of program participants. • After school program staff do not notice when participants are having difficulty or reach out to help them. • There are few positive interactions between after school program staff and participants. • After school program participants do not appear very comfortable and trusting of the program staff. • After school program staff does not engage participants on an individual level.	• Some after school program staff communicates high expectations and acknowledges the accomplishments of program participants. • After school program staff sometimes notice when participants are having difficulty, and have reached out to some participants. • Some of the interactions between after school program staff and participants are very positive, but still need improvement. • After school program participants appear somewhat comfortable and trusting of the program staff. • After school program staff sometime engages with the participants on an individual level, (they show interest but sometimes are unwilling or unknowledgeable on how to participate in activities.)	• After school program staff communicates high expectations: acknowledges the accomplishments of all participants. • After school program staff notice when participants are having difficulty and reach out to help them. • There are many positive interactions between after school program staff and participants, and culture of positive communication is apparent. • After school program participants appear very comfortable and trusting of the program staff. • After school program staff fully engages participants on an individual level: they show interest and participate in activities (without being intrusive).		

OPERATIONS

PROGRAM STAFFING

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Staff Recruitment, Hiring, and Training	• The agency has not aligned the hiring process and subsequent professional development to ensure that the skills of new staff can meet the goals of the after school program. • After school program staff are not intentionally recruited or hired based on their experience and interest in working with older youth, their knowledge and skill in the program's content areas, nor do they reflect the linguistic/cultural identity of the participants they serve. • The after school program is not intentional in recruiting a diverse group of staff who reflect the racial, ethnic, linguistic, gender, family, and community characteristics of participants. • The after school program does not recruit or contract with qualified specialized staff to conduct classes/clubs for participants. • After school program staff lacks appropriate training and professional development opportunities to work in the field of after school, perform their duties, and work with older youth.	• The agency has aligned some of the hiring process and subsequent professional development to ensure that the skills of new staff can meet the goals of the after school program. • After school program staff are frequently recruited and hired based on their experience and interest in working with older youth, their knowledge and skill in the program's content areas, and reflect the linguistic/cultural identity of participants they serve, whenever possible. • The after school program attempts to recruit a diverse group of staff who reflect some of the following community characteristics of participants: racial, ethnic, linguistic, gender, and family. • The after school program has some qualified specialized staff to conduct classes/clubs as determined or requested by participants. • After school program staff has received limited training and professional development opportunities to work in the field of after school, perform their duties, and work with older youth.	• The agency has aligned the hiring process and subsequent professional development to ensure that the skills of new staff can meet the goals of the after school program. • After school program staff are intentionally recruited and hired based on their experience and interest in working with older youth, their knowledge and skill in the program's content areas, and their linguistic/cultural identity to the participants they serve. • The after school program intentionally recruits a diverse group of staff who reflect the racial, ethnic, linguistic, gender, family, and community characteristics of participants. • The after school program has a variety of contract and qualified specialized staff to conduct regular classes/clubs that participants had clear input in choosing. • After school program staff is well trained with appropriate training and professional development opportunities to work in the field of after school, perform their duties, and work with older youth.		

OPERATIONS

DATA COLLECTION AND PROGRAM EVALUATION: ATTENDANCE AND OUTCOME DATA

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Data Collection	• After school program staff does not fully understand the nature of data that is required from each of its funders. • After school program leaders have an attendance data collection system to only track the total number of participants. • Attendance data is not being consistently collected and inputted into a central system.	• After school program staff partially understands the nature of data that is required by each of its funders. • After school program leaders have an attendance data collection system to track activities by individual and activity. • Attendance data is usually collected and inputted in an efficient manner.	• After school program staff knows exactly the nature of data that is required by each of its funders. • After school program leaders have an attendance data collection system to track activities and performance both by individual participants and program demographics to report quantitative and qualitative information about the quality and benefits of the program. • Attendance data is collected daily and inputted into a central system effectively.		
Program Evaluation	• After school program staff has not determined the data they will need to report on participant outcomes and have not developed an evaluation design as yet. • After school program staff has no agreements in place regarding the collection and/or access to outcomes data, including academic performance data, by participant. • After school program staff is not able to analyze data collected in real time.	• After school program staff has determined the outcomes data they will need and have developed an evaluation design to report on participant outcomes. • After school program staff has developed some agreements that are in place regarding the collection of and/or access to outcomes data, including academic performance data, by individual, but sometimes have a difficult time when actually gathering the information. • After school program staff has the capacity to analyze attendance data, but it takes a substantial amount of time to aggregate and piece together.	• After school program staff has determined the data they will need to report on participant outcome and have developed an evaluation design to report on participant outcomes. • After school program staff has agreements in place regarding the collection of and/or access to outcomes data, including academic performance data, by individual. • After school program staff has the capacity to analyze attendance data in real time, calculating unduplicated attendance, average daily attendance, frequency/duration, and attendance by demographics (or sub-group).		

OPERATIONS

DATA COLLECTION AND PROGRAM EVALUATION: ATTENDANCE AND OUTCOME DATA

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Data To Inform Practice	• There is little or no evidence that the after school program design is data-driven with processes to ensure program review and refinement based on program results and student needs based on student data. • The after school program inadequately uses data to determine achievement of program goals and objectives, overall program effectiveness, and improvement in student achievement.	• The after school program design is minimally data-driven with processes to ensure program review and refinement based on program results and student needs based on student data. • The after school program partially uses data to determine achievement of program goals and objectives, overall program effectiveness, and improvement in student achievement.	• The after school program design includes clearly defined processes to ensure program review and refinement based on program results and student needs based on student data. • The after school program clearly uses data to determine achievement of program goals and objectives, overall program effectiveness, and improvement in student achievement.		
Data Exchange	**School to Program** • The school provides insufficient data for after school program to develop meaningful program objectives for student outcomes. • There is no evidence that the after school program is using student performance data to help determine and design effective after school programming. **Program to School** • The after school program is not sharing data results with the school or community stakeholders about participant outcomes. • School and community stakeholders have no awareness of participating student's outcomes or after school program accomplishments.	**School to Program** • The school provides some data that helps the after school program to design meaningful objectives for student outcomes. • There is some evidence that the after school program is using student performance data to help determine and design effective after school programming. **Program to School** • The after school program is sharing some program accomplishments and student outcomes with the school and community stakeholders. • School and community stakeholders have some awareness of participating student's outcomes and after school program accomplishments.	**School to Program** • The school is providing data in a manner that allows the after school program to develop specific objectives for student outcomes. • There is clear evidence that the after school program is using student performance data to determine and design effective after school programming. **Program to School** • The after school program is sharing program accomplishments and student achievement with the school and community stakeholders to build program sustainability. • School and community stakeholders are using knowledge to support the after school program in continued school, student, and program improvement.		

OPERATIONS

PROGRAM ADMINISTRATION AND FISCAL MANAGEMENT

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Understanding the Grant (ASSETs Only)	• The program director and/or site coordinator has not seen, read, or understands the after school program narrative and budget for the after school program. • After school program staff has no knowledge of the outcome measures or certified assurances upon which the program is based. • The program director and/or site coordinator has no knowledge of grant fiscal reporting processes. • The program director and/or site coordinator has no knowledge of grant evaluative and reporting processes.	• The program director and/or site coordinator has read the after school program grant narrative and budget. • After school program staff has some knowledge of the outcome measures and certified assurances upon which the program is based. • The program director and/or site coordinator has limited involvement in the grant fiscal reporting processes. • The program director and/or site coordinator has limited involvement of grant evaluative and reporting processes.	• The program director and/or site coordinator has read and understands the after school program grant narrative and budget and has a significant role in the operations of the program. • After school program staff understands the requirements listed in the outcome measures and certified assurances upon which the program is based. • The program director and/or site coordinator is included in the grant fiscal reporting processes. • The program director and/or site coordinator is included in the grant and evaluative reporting processes.		
Formal Agreements and Documents	• There are few, if any written agreements such as MOU's in place between the after school program and its stakeholders to document mutual expectations, identified facilities and resources available for program, procedures for data sharing. • If school or after school program staff changed suddenly, the program could be endangered by lack of documentation of on-going procedures to ensure program continuity and services.	• There are some written agreements such as MOU's in place between the after school program and its stakeholders to document mutual expectations, identified facilities and resources available for program, procedures for data sharing. • If school or after school program staff changed suddenly, program has some documentation of on-going procedures to ensure program continuity and services.	• There are detailed written MOU's in place between the after school program and its stakeholders to document mutual expectations, identified facilities and resources available for program, procedures for data sharing. • If school or after school program staff changed suddenly, new leadership has good documentation of on-going procedures to ensure program continuity and services.		
Program Sustainability	• The after school program's resources are completely limited to funding provided by grant. There has been little or no effort to reach out and build the kinds of relationships with community stakeholders that would promote long term program sustainability.	• The after school program's resources largely provided by grant. There has been some effort to reach out and build relationships with community stakeholders that would promote long term program sustainability.	• The after school program leverages relationships with community stakeholders to provide opportunities and resources for program participants. These relationships and resources provide ongoing program sustainability.		

OPERATIONS

PROGRAM ADMINISTRATION AND FISCAL MANAGEMENT

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Program Monitoring	• The site coordinator does not plan after school program activities that reflect the original program design as stated in the program narrative, and provides no comments or recommendations regarding revisions. • The site coordinator does not observe program activities on a regular basis or conduct walk-throughs.	• The site coordinator plans some after school program activities that are aligned to the original program design as stated in the program narrative, and provides some feedback regarding a need for revisions. • The site coordinator does not consistently observe program activities or conduct planned walk-throughs.	• The site coordinator ensures after school program activities are aligned to the original program design as stated in the program narrative, and recommends revisions that meet the needs and interests of program participants. • The site coordinator intentionally observes program activities on a regular basis and conduct formal walk-throughs.		
Supplement vs. Supplant (ASSETs Only)	• After school program staff and school administration is not aware of what supplement and supplant mean in accordance with the grant.	• After school program staff and school administration have an awareness of the difference between supplement and supplant but are not clear nor consistence in the application of the definitions as it applies to the grant.	• After school program staff and school administration clearly understand the applied difference of supplement vs. supplant and no misuse of grant funds is taking place.		

PROGRAM DESIGN

PROGRAM OFFERINGS

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Required Compliance Program Activities of 21st CCLC ASSETs Programs	• The after school program does not offer a well-balanced blend of required program components with diverse activities included under academics, enrichment, family literacy, fitness and nutrition.	• The after school program offers a minimum of activities under the required program components included under academics, enrichment, family literacy, fitness, and nutrition.	• The after school program offers a well-balanced blend of program components with diverse activities included under academics, enrichment, family literacy, fitness, and nutrition.		
	• The after school program operates 15 hours per week and offers very few activities during the week, and few or no weekend or holiday activities.	• The after school program operates 15 hours per week and offers activities at least three days a week, and also offers some weekend and holiday activities.	• The after school program operates 15 hours per week and offers activities at least four days a week, and also offers consistent weekend and holiday activities.		
	• There is limited or no evidence that the after school program practice ensures the appropriate ratio of students-to-staff (20:1).	• The after school program practice partially ensures the appropriate ratio of students-to-staff (20:1).	• The after school program practice clearly ensures the appropriate ratio of students to staff (20:1).		
	• The after school program offers few academic support activities daily.	• The after school program offers several academic support activities daily.	• The after school program offers a broad array of academic support activities daily.		
	• The after school program offers few enrichment activities daily.	• The after school program offers several enrichment activities daily, some meeting the needs of participants.	• The after school program offers a broad array of enrichment activities daily that meets the needs of participants.		
	• The after school program offers no opportunity for structured physical activity as a component of the daily program.	• The after school program offers some opportunities for structured physical activity as a component of the daily program.	• The after school program offers regular opportunities for structured physical activity as a component of the daily program.		
	• No snack is offered in the after school program.	• The after school program provides a daily snack, however it does not conform to nutritional standards established by the USDA's NSLP.	• The after school program provides a daily snack that conforms to nutrition standards established by the USDA's NSLP.		
	• The after school program is not involved with the school site English Learners Advisory Council (ELAC) and refers family literacy service requests to CBO's that conduct services.	• The after school program is minimally involved with the school site English Learners Advisory Council (ELAC) and coordinates with CBO's to ensure that quality family literacy services are offered.	• The after school program is regularly involved with the school site English Learners Advisory Council (ELAC) and collaborates with CBO's to offer high-quality family literacy services.		

PROGRAM DESIGN

PROGRAM OFFERINGS

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Cultural Awareness and Relevance	• The after school program staff is unaware of the cultural backgrounds and needs of the students in the school population. • The after school program does not adequately describe and/or offer well-defined, hands-on, student-centered, enrichment activities that are sensitive to cultural diversity and inclusion of all students.	• The after school program staff shows some awareness of the cultural backgrounds and needs of students and uses that knowledge to provide some relevant enrichment opportunities. • The after school program somewhat adequately describes and offers well-defined, hands-on, student-centered, enrichment activities that are sensitive to cultural diversity and inclusion of all students.	• The after school program staff makes a concerted effort to learn about student's cultural background and needs and works collaboratively with them to provide consistently relevant enrichment opportunities. • The after school program clearly describes and offers well-defined, hands-on, student-centered, enrichment activities that are sensitive to cultural diversity and inclusion of all students.		
Opportunities for Experiential Learning	• After school program staff offers little instruction that appears to increase participants' understanding or knowledge such as project-based learning. • After school program staff does not ask participants many questions to deepen understanding or tap into student's prior experience.	• After school program staff sometime provides instruction that increases the participants' understanding or knowledge such as project-based learning. • After school program staff sometimes asks participants open-ended questions and sometimes encourages differences of opinions to deepen understanding or tap into student's prior experience.	• After school program staff provides instruction that increases the participants' understanding or knowledge such as project-based learning. • After school program staff often asks participants open-ended questions and often encourages differences of opinions to deepen understanding or tap into student's prior experience.		

PROGRAM DESIGN

PROGRAM OFFERINGS

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Challenge and Mastery	• After school program curriculum materials are not particularly innovative or hands- on.	• Some after school program curriculum materials are innovative or hands-on.	• After school curriculum materials are often cutting edge and provide participants with hands-on learning experiences.		
	• Few after school program activities require high level thinking from participants to plan, generate ideas, or think ahead several steps.	• After school program activities sometimes require high level thinking from participants to plan, generate ideas, or think ahead several steps.	• After school program activities require high level thinking from participants to plan, generate ideas, or think ahead several steps.		
	• After school program activities do not apply core subject matter learning from the instructional day and do not allow participants to transfer learning into real-world skills application.	• Some after school program activities apply some core subject matter learning from the instructional day allowing participants some transfer of learning into real-world skills application.	• After school program activities apply core subject matter learning from the instructional day allowing participants to demonstrate transfer of learning into real-world application of skills.		
	• After school program activities do not challenge participants to learn and build skills.	• Some after school program activities challenge participants intellectually, creatively, and/or physically and require learning and building new skills.	• Many after school program activities challenge participants intellectually, creatively, and/or physically and require learning and building a progression of new skills.		
	• After school program activities do not demonstrate skill to a finished product or provide opportunities to showcase new skills.	• Some participants have the opportunity to engage in projects in the after school program that result in a finished product or opportunity to demonstrate their new skills.	• Participants engage in projects in the after school program that result in a product or opportunity to demonstrate their new skills.		

PROGRAM DESIGN

PROGRAM OFFERINGS

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
21st Century Knowledge and Skills Development	• Participant products in after school program activities show little development of the 21st Century knowledge and skills they will need to be successful to pursue further education or enter the workforce.	• Participant products in after school program activities show some development of the 21st Century knowledge and skills they will need to be successful to pursue further education or enter the workforce.	• Participant products in after school program activities clearly show development of the 21st Century knowledge and skills they will need to be successful to pursue further education or enter the workforce.		
	• The after school program lacks offerings that address specific life skills and expertise that will help students succeed in life (global and cultural awareness, technology, financial, civic, and health literacy).	• The after school program has limited offerings that address specific life skills and expertise that will help students succeed in life (global and cultural awareness, technology, financial, civic, and health literacy).	• The after school program incorporates a diverse variety of offerings that address specific life skills and expertise that will help participants succeed in life (global and cultural awareness, technology, financial, civic, and health literacy).		
	• The after school program has no component to offer students opportunities to explore STEM (science, technology, engineering, and mathematics).	• The after school program offers students limited opportunities to explore STEM (science, technology, engineering, and mathematics).	• The after school program offers participants many opportunities to explore STEM (science, technology, engineering, and mathematics) providing hands on practice in applying STEM skills in simulated real world activities and applications.		

PROGRAM DESIGN

PROGRAM OFFERINGS

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
College Preparedness	• The after school program does not consult or collaborate with instructional day to assist students in college preparedness activities.	• The after school program has initiated collaboration with instructional day to address how to assist participants in college preparedness activities.	• The after school program and instructional day have developed a collaborative process to support participants in college preparedness activities.		
	• The after school program staff does not help participants prepare to finish high school or prepare for career or educational opportunities.	• Some of the after school program staff take an active role in helping participants prepare to finish high school.	• After school program staff takes an active role in helping participants prepare to finish high school well and prepare for career or educational opportunities.		
	• The after school program does not provide participants with the necessary skills to navigate high school, college, and career exploration.	• The after school program provides some participants with the necessary skills to navigate high school, college, and/or career exploration.	• The after school program provides all participants with the necessary skills to navigate high school, college, and career exploration.		
	• The after school program has an inadequate process in place to regularly evaluate participant's student transcripts in support of college preparedness.	• The after school program has a minimally defined process in place to regularly evaluate participant's student transcripts in support of college preparedness.	• The after school program has a clearly defined process in place to regularly evaluate participant's student transcripts in support of college preparedness.		
	• The after school program does not offer opportunities for college exploration and preparation and/or opportunities to help participants understand information on the process, what requirements they are going to have to meet, and to rehearse the process.	• The after school program minimally offers opportunities for college exploration and preparation and/or opportunities to help participants understand information on the process, what requirements they are going to have to meet, and to rehearse the process.	• The after school program clearly offers many opportunities for college exploration and preparation and opportunities to help participants understand information on the process, what requirements they are going to have to meet, and to rehearse the process.		

PROGRAM DESIGN

PROGRAM OFFERINGS

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Workforce Preparedness	• There are no after school program offerings that support the development of soft employment skills for participants (resume writing, interviewing skills, dress for success, business communications).	• There are a few after school program offerings that develop soft employment skills for participants but a comprehensive program is not in place.	• There is an intentional, comprehensive after school program focus that offers participants the opportunity to develop soft skills related to employment.		
	• The after school program provides little or no variety of grade-level and age-appropriate workforce opportunities to provide participants with transferable job skills or career exploration.	• The after school program provides a limited variety of grade-level and age-appropriate workforce opportunities to provide participants with transferable job skills or career exploration.	• The after school program provides a wide variety of grade-level and age-appropriate workforce opportunities to provide participants with transferable job skills or career exploration.		
	• The after school program has not developed partnerships to provide workforce opportunities, internships or work experience for participants.	• The after school program partially promotes and enters into multiple active collaborative partnerships to provide workforce opportunities, internships or work experience for participants.	• The after school program clearly promotes and enters into multiple active collaborative partnerships to provide workforce opportunities, internships, and work experience for participants.		

PROGRAM DESIGN

PROGRAM ATTENDANCE

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Targeted Student Outreach	• After school program staff does not brand or market the after school program. • The after school program lacks a marketing plan to inform youth, school, and parents about the program and its daily schedule. • The after school program has very little or no marketing to target lower achieving, underserved students based on student and school data. • Outreach is not made to supportive adults that could encourage students to take advantage of after school opportunities.	• After school program staff does brand or market the after school program or clubs, but does so inconsistently. • The after school program has a limited marketing plan to inform youth, school, and parents about the program and its daily schedule and has developed a few different approaches to promotion. • The after school program does some marketing to target lower achieving, underserved students based on student and school data. • Some outreach is made to supportive adults that can encourage students to take advantage of after school opportunities.	• After school program staff does brand and market the after school program and clubs consistently and regularly. • The after school program has developed a strong marketing plan to inform youth, school, and parents about the program and its daily scheduled program and utilizes a variety of media in its promotion. • The after school program implements focused marketing to target lower achieving students into the program based on student and school data. • Pro-active outreach is made to supportive adults that can encourage students to take advantage of after school opportunities, ex., counselors, parents, librarians, and teachers.		
Overall Attendance	• The after school program is struggling to attract students and meet its attendance goals. • The after school program demographics do not reflect the school's demographics. • The after school program does not have a targeted marketing approach related to retaining existing program participants.	• The after school program is attracting 50%-75% of the total attendance and average daily attendance goals of the program stakeholders and funders. • The after school program is trying to increase its diversity to reflect the school's demographics. • There is a simple retention program in place that markets to existing after school program participants and connects student needs and interests to the ongoing development of the program.	• The after school program is meeting or exceeding the total attendance and average daily attendance goals of the program stakeholders and funders. • The after school program participants reflect the diversity of the school's demographics. • There is a multi-faceted marketing approach in place that targets existing after school program participants and connects student needs and interests to the ongoing development of the program.		

PROGRAM DESIGN

PROGRAM ATTENDANCE

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Frequency and Duration of Attending Participants	• Less than 20% attend the after school program once a week or less. • Less than 20% are attending the after school program 3 times a week. • Less than 30% participate in the after school program for one or more semesters.	• Between 30% and 50% attend the after school program once a week or less. • Between 30% and 50% attend the after school program 3 times a week. • Between 40% and 60% participate in the after school program for one or more semesters.	• More than 50% are attending the after school program once a week or less. • More than 50% attend the after school program 3 times a week. • More than 60% participate in the after school program for one or more semesters.		

COLLABORATION

COMMUNITY ENGAGEMENT

	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
After School and Community Partnerships	• The after school program has limited interaction with or knowledge of local CBO's, small business, local government and other community stakeholders. • The after school program lends little or no support to the surrounding community via civic action and the community does not know that an after school program exists. • Program leadership has not made the connection with the concepts of community engagement and program sustainability and has not begun the process of developing relationships with community stakeholders as a mechanism to support the after school program long-term.	• The after school site coordinator has identified a small network of community stakeholders and meets occasionally with this network to coordinate activities. • Stakeholders are becoming aware of the opportunity to connect with the after school program and are able to create meaningful engagement for all parties. • Program leadership has identified a small network of community stakeholders and initiated conversations that support the engagement of the community with long-term sustainability of the after school program.	• The after school site coordinator meets often and regularly with a large network of community stakeholders to develop opportunities for after school participants to engage in mentoring, internship, and career development activities. • Community Stakeholders actively engage with the school administration and after school site coordinator. • Program leadership and the program have strong connections with a broad representation of community stakeholders and have leveraged those relationships into opportunities for student achievement, funding sources, and ongoing program sustainability.		

APPENDIX A: Planning for Program Improvement

ACTION PLAN FORMAT

Completed By: **Program Name:**   **Date:**

QUALITY IMPROVEMENT OBJECTIVE:						
QSAR Element	Strategy for Improvement	Work Plan Action Steps	Who Is Responsible	SMART Timeline	Performance Measure of Success	Other Considerations

SOURCE DOCUMENTS

The following sources were used in the creation of the High School After School Program Quality Self-Assessment Tool:

ASSETs Program Self-Assessment Tools
by Sam Piha, Temescal Associates (2008–2009) for the California After School Network, the Los Angeles County Office of Education, and the Charles Stewart Mott Foundation

California After School Program Quality Self-Assessment Tool and User's Guide - Supporting Continuous Program Improvement for Quality After School Programs
(2009) California Afterschool Network

California Department of Education
www.cde.ca.gov

Credit Recovery—Solutions Offered In After School Programs
by Michelle R. Perrenoud (2010) for the California Afterschool Network. Free download available at http://www.afterschoolnetwork.org/node/8699

Data Quest
http://data1.cde.ca.gov/dataquest/

Developing Youth-Led Activities by Engaging Youth as Leaders and Decision-Makers
by Michelle R. Perrenoud (2010) for the California Afterschool Network. Free download available at http://www.afterschoolnetwork.org/node/8700

Ed Source
www.edsource.org

High School After School Program START-UP
by Michelle R. Perrenoud (2010) for the California Afterschool Network. Free download available at http://www.afterschoolnetwork.org/hs_start_up_guide

GET INVOLVED!

Subscribe to the Network Newsletter

This free electronic newsletter contains information and resources to assist after school programs. These resources include after school funding opportunities, state and federal after school policy information, state-wide and National professional development opportunities, tools to build quality practice, and timely after school research.

Subscribe at at www.afterschoolnetwork.org

Join the Older Youth Committee

The Older Youth Committee is committed to amplifying the needs of older youth by supporting innovative promising practices among middle and high school after school practitioners. Committee meetings offer participants the opportunity to learn from experts in the field and share resources and promising practices with statewide colleagues. Committee meetings happen every other month via toll free telephone conference.

Join at www.afterschoolnetwork.org

Access the Older Youth Programs Resource Web Page

This page contains resources to assist after school programs for older youth. The resources include promising practices that support older youth programs, research to assist grant writing and increasing research-based promising practices, as well as links to recorded trainings and workshops for high school and middle school site coordinators, and more.

Access at www.afterschoolnetwork.org/older_youth

Put Your High School Program in the High School Directory

The High School After School Program Directory assists practitioners in identifying statewide high school after school programs. The goal of the directory is to create a network of statewide practitioners to share promising practices and learn from others with a similar focus area.

Put your program in the directory at www.afterschoolnetwork.org/older_youth

Access Additional High School Publications
http://www.afterschoolnetwork.org/publications

CALIFORNIA AfterSchool NETWORK

PROMISING PRACTICES IN
HIGH SCHOOL AFTER SCHOOL PROGRAMS

Developing Youth-Led Activities

Engaging Youth as Leaders and Decision-Makers

Jordan WRAP – Long Beach Unified School District

Written by:

Michelle R. Perrenoud
Los Angeles County Office of Education
After School Technical Assistance Unit

Lead Strategically. Work Collaboratively. Act Intentionally.

A Publication of the California AfterSchool Network

CALIFORNIA AfterSchool NETWORK

High School
After School Program
Start-Up

A GUIDE WITH SPECIAL FOCUS GIVEN TO
21ST CCLC HIGH SCHOOL ASSETS FUNDED PROGRAMS.

*Lead Strategically.
Work Collaboratively.
Act Intentionally.*

A Publication of the California AfterSchool Network

CALIFORNIA AfterSchool NETWORK

PROMISING PRACTICES IN
HIGH SCHOOL AFTER SCHOOL PROGRAMS

Credit Recovery (CR)

Solutions Offered In After School Programs

BlairLEARNs – Pasadena Unified School District

Written by:

Michelle R. Perrenoud
Los Angeles County Office of Education
After School Technical Assistance Unit

Lead Strategically. Work Collaboratively. Act Intentionally.

A Publication of the California AfterSchool Network

AFTER-SCHOOL PROGRAM

Quality
Self-Assessment
Tool

Supporting Continuous Program Improvement
for Quality After-School Programs

Developed August 2007–September 2009

ACKNOWLEDGEMENTS

QUALITY SELF-ASSESSMENT TOOL

Where the QSA Tool Comes From

The California Afterschool Program Quality Self-Assessment Tool (QSA Tool) is a collaborative project of the California Afterschool Network and the California Department of Education (CDE). Network Staff engaged the CDE, Regional Leads, The California After School Demonstration Program (CASDP), California Tomorrow, The Alliance for a Better Community, The Center for Afterschool Education, The Network Quality Committee, The Network Nutrition and Physical Activity Committee, ASAP Connect, after school providers, QSA Tool Implementation Pilot Sites, and national experts in the revision of the Tool.

What the QSA Tool is for

◗ Engaging key stakeholders in meaningful conversations about program quality and continuous program improvement.

◗ Generating an Action Plan that identifies the immediate, mid-range, and long-term professional development and technical support needed to enhance program quality.

◗ This tool is not intended for use as an external evaluation tool. It is appropriate for self-assessment purposes only.

Programs must decide how best to use the QSA Tool

The Tool is a comprehensive look at many areas of program quality. Programs will utilize the tool in different ways depending on time available and the developmental stage of the program. **There is no one right way to use the QSA Tool!**

The QSA Tool can be used in many ways, such as:

◗ Reviewing single sections of the QSA Tool during staff meetings to inform program planning and professional development.

◗ Using the several sections of the QSA Tool as a staff survey to assess multiple dimensions of program quality.

◗ **State-funded after school programs cannot overlook grant compliance requirements.** For more information, visit the *California Department of Education After School Programs Office* web site at www.cde.ca.gov/ls/ba

◗ The *User's Guide* includes extensive guidance about implementing the QSA Tool. Please review it prior to distributing the QSA Tool to program staff and stakeholders.

What's inside the QSA Tool: Eleven Program Quality Elements

The QSA Tool is organized into eleven program quality elements.

Quality Element
Section 1: Program Design & Assessment
Section 2: Program Administration & Finance
Section 3: Community Partnerships & Collaboration
Section 4: Alignment & Linkages with the School Day
Section 5: Program Environment & Safety
Section 6: Youth Development
Section 7: Staff Recruitment & Professional Development
Section 8: Family Involvement
Section 9: Nutrition & Physical Activity
Section 10: Promoting Diversity, Access, Equity, & Inclusion
Section 11: Effectively Supporting English Learners

Scoring the QSA Tool

The QSA Tool uses the following rating system to assess the degree to which each quality indicator is evident in the program.

Level 1: Our program is just beginning to work in this area and has an urgent need to address this practice. Our program can be much better at this than we are currently.

Level 2: Our program has done some work in this area but will need targeted support to move to the next level. Our program is making progress, but can improve further.

Level 3: Our program has achieved a high level of proficiency in this area and needs only a little additional work to be exceptionally proficient. Our program is very good at this practice.

Level 4: 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.

Don't Know: I am not familiar enough with this aspect of the program to rate performance on this indicator or am just not sure how to rate it at this time.

After school programs should strive to meet Level 3 or 4 for each indicator to demonstrate overall program quality. Assistance and support should be sought for areas scoring as Level 1 or Level 2.

Using the QSA Tool for Program Planning & Professional Development

When developing an action plan based on the QSA Tool ratings, after school programs should consider the following:

What is the current Performance Level in our program?
Practices that receive a 1 or 2 rating will likely need to be addressed in the short-term. Practices that receive a 3 rating will likely need additional attention within the current school/fiscal year and practices that are rated as a 4 should be sustained.

How urgent is the need to address the practice?
Practices that have a direct impact on participants' health and safety or that are closely linked to program goals should take priority in the action plan.

Each program quality element includes a section at the end to record thoughts about planned next steps and technical assistance needs. The *User's Guide* includes suggestions for programs to develop an action plan based on results of the self-assessment.

For more detailed information on how to use the QSA Tool, please see the *California After School Program Quality Self-Assessment Tool User's Guide*.

SECTION 1: PROGRAM DESIGN & ASSESSMENT

Quality after school programs are intentionally designed to achieve clearly defined and measurable goals. Quality after school programs conduct continuous improvement and outcome evaluations, using strong research-based designs, to determine the level of achievement of program goals and objectives and to determine overall program effectiveness.

In our program:		Level 1-4, DK	Examples of this indicator in our program
Vision and Planning			
1	There is a clearly defined, well understood vision and mission in operation that has been agreed upon by our staff and stakeholders.		
2	Program activities support the vision and mission.		
3	Activities are well defined, hands-on, and student-centered and incorporate and combine academics, youth development, and recreation.		
Attendance			
4	Activities are attended at capacity.		
Evaluation and Assessment			
5	Evaluation and assessment activities are guided by clearly defined, measurable, goals that are linked to participant and community needs.		
6	A qualified staff person or consultant conducts regular self-assessments and outcome evaluations using strong research design.		
7	Staff who are responsible for collecting data are trained to ensure effective collection of quality data.		
8	Program leadership uses assessment and evaluation data to continuously review and refine program activities, policies, staffing, and professional development.		
9	Key stakeholders receive accessible assessment and evaluation results in a timely manner (i.e., shortly after the information is available to the program).		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

SECTION 2: PROGRAM ADMINISTRATION & FINANCE

A quality program has an effective management and fiscal structure that develops and implements policies, procedures, and practices to ensure the successful operation of the after school program based on the program goals, vision, and design. Programs that receive state or federal funds should take care that they do not supplant any other sources of support.

In our program:	Level 1-4, DK	Examples of this indicator in our program
Administration		
1	Staff recruitment, hiring, and retention policies and practices are well defined and support our program goals.		
2	Leaders at the district or organization level have a working knowledge of the program's funding sources and associated reporting requirements.		
3	Activities meet funder-mandated content standards and hours of operation.		
4	All required attendance, evaluation and expenditure reports are accurate and submitted on time.		
5	There is clear evidence that the program adheres to local, state, and federal fiscal, accounting, recordkeeping and audit requirements, including keeping records for five years (ASES & 21st CCLC).		
Finance		
6	Annual site and organizational budgets assure that resources are allocated to meet organizational goals and objectives.		
7	A sufficient proportion of funds are allocated for direct services (85% for ASES and 21st CCLC).		
8	Site coordinators have timely access to resources and are able to allocate resources to meet site-specific needs.		
9	Expenditures and cash flow are monitored continually and immediate action is taken to address potential problems.		
10	Leaders at the district or organization level actively pursue new sources of funding and in-kind resources.		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

SECTION 3: COMMUNITY PARTNERSHIPS & COLLABORATION

A quality program develops, maintains, and strengthens school-community collaborations that engage diverse community members, school staff (where applicable), business leaders, and community-based organizations in the development, implementation, and support of after school programs. Strong collaborative groups are characterized by open, respectful relationships among partners who share a common vision for their shared work.

In our program:		Level 1-4, DK	Examples of this indicator in our program
1	Program staff and leadership collaborate with partners to meet the diverse goals of our program, such as fundraising, administrative support, inclusion of children with special needs or disabilities, and expanding activity options for youth and families.		
2	Collaborative partners' roles and expectations are clearly defined through Memoranda of Understanding or other documents.		
3	Collaborative partners have regular opportunity to provide feedback about the program.		
4	Leadership and collaborative partners establish policies and procedures that provide clear governance and regular meetings to ensure effective engagement of partners.		
5	Staff provide partners and stakeholders with regular updates about program events, activities, and achievements in a variety of formats and in multiple languages, as needed, such as through a program website, newsletters, flyers, and emails.		
6	The collaborative supports long-term sustainability through joint fundraising and in-kind contributions of services and materials.		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know
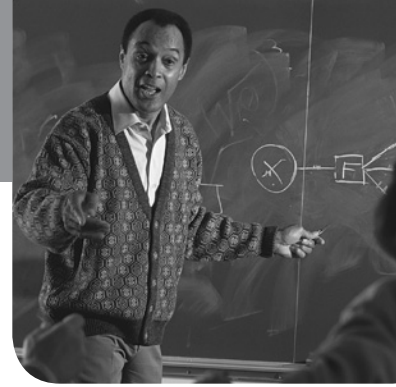
SECTION 4: ALIGNMENT & LINKAGES WITH THE SCHOOL DAY

A quality program supports, complements, and expands the school day through intentionally designed enrichment activities and student-centered academic assistance. School-based after school programs and programs with a purposeful focus on youth's academic development are especially likely to benefit from communication with the host school. Note: After school programs that receive CDE funding are required to collaborate and coordinate with the regular school day program.

In our program:		Level 1-4, DK	Examples of this indicator in our program
1	Staff are aware of the ways in which academically-oriented activities in after school support participants' school success and help to address the achievement gap.		
2	Staff communicate frequently with administrators and faculty to ensure alignment of program activities to the host school's learning goals and curricula.		
3	Staff seek input from school day teachers and from administrators on the impact of after school programming for participants.		
4	Staff participate in school committees (e.g., School Site Council, School Wellness Committee, meetings to develop Individualized Education Plans) and the program is included in the Single School Plan for Student Achievement and School Wellness Policy.		
5	Staff and participants have access to sufficient indoor and outdoor space, including classrooms, library, computer labs, gym, fields, kitchen, and storage that can be locked when needed.		
6	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).		
7	Youth who need intensive academic support work with trained staff members individually or in small groups.		
8	Academic activities build on or complement school day curricula and are clearly linked to state content standards.		
9	Academic activities are engaging and build on youths' interests and individual learning styles.		
10	Academic activities incorporate a variety of age-appropriate instructional strategies to help youth build and master key academic skills and content.		
11	Participants have enough time to make substantial progress on their homework (where applicable).		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

SECTION 5: PROGRAM ENVIRONMENT & SAFETY

A quality program provides a safe, healthy and nurturing environment for all youth. It ensures that young people are physically and emotionally secure, respected and accepted for who they are.

In our program:		Level 1-4, DK	Examples of this indicator in our program
Physical Environment			
1	Youth use equipment and space that is clean, well maintained and safe.		
2	Youth receive a variety of healthy and nutritious snacks that meet California Education Code (where required) and participants' dietary needs.		
3	There is access to enough equipment, supplies, and space to carry out a variety of academic, social, nutritional, and physical activities to meet the needs of all youth.		
4	There are effective health and safety procedures in place, and these are known to staff, youth, and families.		
5	We have a comprehensive safety plan in place; school-based programs' plans are aligned with their host schools' safety plans.		
6	Staff are aware of participants' health and medical needs as appropriate, and adjust activities as needed.		
Social Environment			
7	Staff members address youth by name.		
8	Youth-to-staff ratios do not exceed 20:1 to encourage youth engagement and motivation.		
9	The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions among staff and youth.		
10	Staff consistently intervene when youth or adults make hurtful or negative comments.		
11	There are clearly defined expectations for youth and staff conduct that are well known to staff, participants, and parents.		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

SECTION 6: YOUTH DEVELOPMENT

A quality program employs research-based youth development strategies that reflect a complementary, holistic approach that is built on youths' assets and promise rather than risk prevention and repairing deficits. Rather than a separate activity or strand of programming, youth development philosophy describes the manner in which programs do what they do – providing a set of guiding principles that can be incorporated into any kind of after school program or activity.

THIS ELEMENT IS DIVIDED INTO THREE SUB-SECTIONS:

Supportive Environment: A quality program develops, nurtures and maintains positive relationships and interactions and supports young people as they try new things.

Interaction: A quality program is structured to encourage participation and ownership by youth.

Engagement: A quality program provides participants with an opportunity to play a meaningful, active role in their program, so that youth can have input into decision-making, opportunities to take responsibility and demonstrate leadership.

In our program:		Level 1-4, DK	Examples of this indicator in our program
Supportive Environment			
1	Staff consistently strive to understand youths' interests, talents, life experiences, and developmental needs.		
2	Youth have the opportunity to try new skills with support from staff.		
3	Staff provide specific feedback to youth about positive behavior and accomplishments.		
4	Staff approach conflicts and negative behavior in a non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior.		
Interaction			
5	Youth and staff demonstrate a strong sense of ownership and belonging, such as by holding one another accountable to behavioral expectations and sharing program traditions.		
6	Activities are carried out in different groups, each one with a clear purpose.		

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

7	Staff have high expectations for youth and support youth as they strive for excellence.		
8	Youth and staff share leadership of most activities: adults provide guidance and facilitation while youth have the opportunity to lead activities and to work independently or as part of a small group.		
Engagement			
9	Youth have age-appropriate opportunities to make choices, such as picking books to read, joining clubs or teams, or deciding on a project topic.		
10	Young people have structured opportunities to reflect on their goals and accomplishments.		
11	Youth have multiple opportunities to provide input into the structure and content of the program, such as through youth councils, informal conversations or surveys.		
12	Youth have the opportunity to participate in community service projects, such as neighborhood clean-ups, peer-to-peer tutoring, or community needs assessments.		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

SECTION 7: STAFF RECRUITMENT & PROFESSIONAL DEVELOPMENT

The quality of after school programs is directly related to training, and ongoing professional development for staff and volunteers that enhances their qualifications and motivation. High quality after school programs thoroughly orient new staff members, and provide ongoing career development opportunities for veteran staff. Note: In programs that receive CDE funds, all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.

In our program:		Level 1-4, DK	Examples of this indicator in our program
1	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	We strive to recruit a diverse group of staff who reflect the racial, ethnic, linguistic, gender, family, and community characteristics of participants.		
3	New staff are thoroughly oriented to the after school program, including policies and procedures that affect youth safety or are required by funders.		
4	Professional development opportunities are available in multiple formats, including workshops, observation, coaching, and peer-to-peer learning.		
5	Staff participate in ongoing professional development to address the unique characteristics of youth and families. Examples include working with English Learners, supporting students' academic success, discussing sensitive issues with parents, working with youth with special needs or disabilities, and culturally sensitive practice.		
6	Veteran staff have the opportunity for professional growth and development, such as by coaching other staff members, attending trainings and conferences, or representing the program in the community.		
7	Staff members participate in regular, performance-based, assessments of their work and have opportunities to build needed skills.		
Program Leadership			
8	Supervisors from the district or agency are available to meet with site level staff on a regular basis.		
9	Senior staff use shared leadership strategies to encourage ownership, accountability, collaboration, and learning among all staff.		
10	Staff are fairly compensated and publicly recognized for their achievements in order to support staff retention.		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

SECTION 8: FAMILY INVOLVEMENT

Quality after school programs regularly provide families with opportunities to get involved with the program, link parents and caregivers with resources in the community, and communicate with families in a variety of formats and in multiple languages, if necessary. School-based after school programs share information about events in the host school, capitalizing on their in-person contact with parents and caregivers.

In our program:		Level 1-4, DK	Examples of this indicator in our program
1	We host regular orientations so that parents and caregivers can learn about the program, meet the staff, and learn how after school programs can support their children's social and academic growth.		
2	Parents and caregivers are encouraged to visit the program to observe and participate in activities or to interact with youth and staff.		
3	Staff make an effort to learn the names of all parents and caregivers and to greet them personally.		
4	Staff make a regular effort to share positive information with parents and caregivers about their child through both written updates and conversations.		
5	Staff communicate constructive feedback about children with parents and caregivers in a respectful way and in a confidential setting.		
6	Parents and caregivers are encouraged to share their thoughts about the after school program, such as through informal conversations, focus groups, or surveys appropriate to the culture, language, and literacy level of parents and caregivers.		
7	We offer a variety of family events at different times of day and year, ranging from potlucks and celebrations to field trips.		
8	Parents and caregivers are supported and empowered to play an active role in supporting their children's education.		
9	Parents and caregivers have the opportunity to play leadership roles in the after school program, such as by serving on the collaborative committee, organizing special events, or volunteering at the program.		
10	Staff refer families to community resources such as summer camps, food pantries, adult education classes, counseling, local parks and family-friendly events.		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

SECTION 9: NUTRITION & PHYSICAL ACTIVITY

Quality after school programs create and sustain environments that promote healthy choices among youth and staff. They may do this by providing a variety of developmentally appropriate, research-based nutrition and physical activity education experiences that engage students in active and meaningful learning to master new and life-long behaviors.

In our program:		Level 1-4, DK	Examples of this indicator in our program
Food and Nutrition			
1	Healthy food is available for youth (including snacks, cooking classes, events).		
2	Safe drinking water is available to youth and staff at all times and youth are encouraged to drink water.		
3	Program staff model healthy eating habits for youth by consuming healthy food and drinks during program hours and encouraging youth to do the same.		
4	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.		
Physical Activity			
5	Youth have the opportunity to engage in daily moderate-to-vigorous physical activity.		
6	Staff emphasize character-building components of physical activities (e.g., playing by the rules, treating opponents with respect, learning from mistakes).		
7	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).		
8	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).		
9	All staff members participate in physical activities to model an active lifestyle for youth participants.		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

SECTION 10: PROMOTING DIVERSITY, ACCESS, EQUITY & INCLUSION

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. Quality programs understand, value, and respect the myriad backgrounds and experiences of youth and their families. This commitment is reflected in program vision and leadership, and is woven throughout the program.

In our program:		Level 1-4, DK	Examples of this indicator in our program
1	The mission statement, outreach materials, and policies emphasize our commitment to serving all youth and families in the community.		
2	No one is turned away from the program because they cannot pay enrollment fees (where applicable).		
3	Information is available in parents' and caregivers' home languages (e.g. in the home languages of 15% or more parents and caregivers).		
4	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.		
5	Staff and leadership make reasonable accommodations to serve youth with learning differences, such as breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks.		
6	Staff adapt activities to be accessible to English learners and encourage their active participation in the program.		
7	Youth have opportunities to explore, share, and celebrate their heritage and culture with others.		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know

SECTION 11: EFFECTIVELY SUPPORTING ENGLISH LEARNERS

Quality after school programs embrace the significant and growing English Learner (EL) population in California and the nation. Quality programs understand the complexity and diversity of EL youth and work to be culturally responsive to them, while maintaining high expectations for all EL participants. They utilize current research-based effective strategies to both teach EL youth English and keep a connection with their home languages and cultures.

In our program:		Level 1-4, DK	Examples of this indicator in our program
1	Staff provide an environment and activities that encourage English Learners to practice oral English skills without fear of judgment or ridicule.		
2	Staff adapt activities to engage participants with different levels of English fluency. For example, through visual cues for very limited English speakers or opportunities for discussion for students who have a greater degree of English fluency.		
3	Staff use academic support strategies for English Learners, such as explaining common academic terms and providing content-based materials and instruction in participants' home languages.		
4	Staff and program leadership encourage participants to develop and sustain their home languages and cultures. For example, the program can encourage the use of home languages in the program and provide materials that represent participants' home cultures and languages.		
5	All adults in the program are committed to meeting the socio-emotional needs of English Learners, who come from varied backgrounds and familiarity with American norms and customs.		
6	English Learners and English-fluent students interact regularly, both in structured program activities and during free time, which promotes inclusion and strengthens participants' English development.		
7	Staff and leadership empower and encourage English Learners socially and academically. For example, programs may provide leadership opportunities for English Learners and acknowledge their academic and linguistic progress.		
8	Staff communicate with EL participants' teachers to learn about participants' language fluency, home language, and academic program in order to tailor after school activities.		
9	Staff communicate frequently with families about English Learners' needs and accomplishments.		

Action Plan	Technical Assistance/Training Needed

Level 1: Just beginning; **Level 2:** Done some work; **Level 3:** High level of proficiency; **Level 4:** Exceptionally proficient; **DK:** Don't Know