



HOUS|ED  
Housing and Education

TOOL



# **QUALITY SELF-ASSESSMENT TOOL** for Expanded Learning Programs in Public and Affordable Housing



# WELCOME

We are proud to introduce you to the Quality Self-Assessment Tool for Expanded Learning Programs in Public and Affordable Housing (“the Housing QSAT”). Our hope is that this tool can help you deliver high-quality programs to the youth you serve in housing—and their families and communities.

The Housing QSAT brings to life the [Quality Standards for Expanded Learning in Public and Affordable Housing](#). Partnership for Children & Youth developed these groundbreaking standards through our HousED initiative, which builds the capacity of public and affordable housing agencies to offer high-quality expanded learning programs to youth where they live. The Quality Standards offer guidance and promising practices to housing organizations committed to improving and expanding their support to young people. The Housing QSAT enables your resident services team to better engage with these standards, and identify your youth program’s strengths and areas for improvement as you work to continuously improve each site’s program and your overall service delivery.

We hope that the Housing QSAT can be used as a roadmap for your own particular quality journey. We encourage you to take ownership over how you use the Housing QSAT to identify what is great about your program and where you can get better.

Most programs will not achieve top marks on all of the items in the Housing QSAT. In fact, probably no program could ever achieve 100% top scores. That should not be your goal. Instead, you can use the Housing QSAT in conjunction with your program goals, your program planning, and your continuous quality improvement process to focus on 2–3 areas that you most want to strengthen. You might choose to focus on the lowest-scoring areas, or you might want to focus on middle-scoring areas or areas that will be easier to improve. Your team may have already chosen specific focus areas and will concentrate on those regardless of your results. There is no one right path, but the Housing QSAT can give you valuable insight to inform which areas you prioritize.

Once you determine your focus areas, you can also use the Housing QSAT to generate specific improvement ideas. The

Housing QSAT describes a set of key features recommended to the housing field to deliver high-quality youth programs, which can spark ideas for how you might improve program offerings.

After you’ve gone through an improvement cycle, you can use the Housing QSAT to assess how you’ve improved—it might be in unexpected ways. Data from this assessment tool can also help you decide if you are ready to scale your youth program to more sites.

“ THE PROCESS BROUGHT UP INFORMATION FOR ME THAT I HADN'T REALLY CONSIDERED: ABOUT THE AGENCY, HOW WE DO PROGRAMMING, AND WHO DETERMINES THE PROGRAMMING WE DO. I FOUND IT INTERESTING AND IT ILLUMINATED AREAS I DON'T USUALLY THINK ABOUT, SINCE IT IS NOT PART OF MY DAY TO DAY.

—Housing agency staff member

We hope you will use the Housing QSAT to intentionally shift program practices to best serve the youth who attend your programs. For example, you can use it to spark discussions about realistic and attainable program goals, to celebrate program strengths, or to prioritize the next areas for growth. Remember, it is up to the program to decide the best way to use this data to improve program quality for each site. The Housing QSAT should not be used to punish struggling programs, but should inspire specific ways to improve service delivery to benefit the resident services team facilitating the program and the youth who attend.

Thank you for your commitment to serving youth in housing! You are creating important educational opportunities that help close the opportunity and achievement gaps. By providing high-quality programs to youth in housing, you are taking a critical step to ensure equity in the educational outcomes for the youth who call your housing developments home.

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# INTRODUCTION TO THE QUALITY SELF-ASSESSMENT TOOL FOR EXPANDED LEARNING PROGRAMS IN PUBLIC AND AFFORDABLE HOUSING

## About the QSAT for Expanded Learning Programs in Public and Affordable Housing

The Quality Self-Assessment Tool for Expanded Learning in Public and Affordable Housing (the Housing QSAT) is designed to reflect the unique needs and realities of expanded learning programs in public and affordable housing communities. The Housing QSAT is a critical component of continuous quality improvement, in which staff teams regularly assess themselves, develop plans to improve based on their findings, and monitor their progress over time.

### The Housing QSAT is designed to:

- **Align** with the Quality Standards for Expanded Learning in Public and Affordable Housing. A group involving educators, housing representatives, and stakeholders engaged in all levels of youth work created unique housing-focused quality standards to build greater equity in outcomes for youth in housing. Teams that complete the Housing QSAT can use the results to understand the extent to which their practices and policies are in line with these [Quality Standards for Expanded Learning in Public and Affordable Housing](#).
- **Support** continuous quality improvement (CQI) processes by walking staff through an assessment of the program (both administration and implementation), including scoring guidance and an improvement plan template. Together, these tools can inform conversations for collaborative reflection and planning.

The Housing QSAT is appropriate for expanded learning professionals in housing at multiple levels:

- **Agency Managers:** For staff who support site leads at more than one expanded learning program, assessment results highlight additional structures or policies needed to improve program quality at an organizational level and across multiple site-level teams.
- **Site Leads:** For site-level leaders, assessment results highlight opportunities to further strengthen staff practices as an individual site-level team.

We recommend the forthcoming guidebook to CQI, produced by the [California AfterSchool Network](#), for more information about how to plan and implement continuous quality improvement cycles in expanded learning programs. Although developed for school-based programs, the CQI Guidebook still contains relevant information for programs in public and affordable housing communities.

“ BE OPEN TO LEARNING ABOUT YOUR ORGANIZATION AND SEEING WHERE YOU CAN IMPROVE, FROM THE MANAGEMENT SIDE TO SEEING HOW THAT AFFECTS THE COORDINATORS AT THE SITE, AND SEE HOW IT AFFECTS CQI THROUGHOUT THE ORGANIZATION.

—Housing agency staff member

## History of the QSAT for Expanded Learning in Public and Affordable Housing

The Quality Self-Assessment Tool for Expanded Learning in Public and Affordable Housing was created by Partnership for Children & Youth's HousED initiative in collaboration with Public Profit, and with the generous support of Funders for Housing and Opportunity, Kaiser Permanente, Leshner Foundation, S.H. Cowell Foundation, The Annie E. Casey Foundation, and The David and Lucile Packard Foundation.

In 2015, a diverse group of housing agencies and educators met to establish standards for high-quality expanded learning programs that could speak to the unique needs and challenges of providing services to youth in public and affordable housing communities. More than 50 educators, housing representatives, and stakeholders from across the country were invited to offer input on how to adapt the *Quality Standards for Expanded Learning in California*, originally produced by the California Department of Education and the California AfterSchool Network, to a housing setting. Most notably, the group named that family engagement and collaborative partnerships with property management were critical components of housing-based programming that had to be addressed. The resulting standards, titled the *Quality Standards for Expanded Learning in Public and Affordable Housing*, reflect the views of 13 different housing providers, educational organizations, and housing authorities.

Following the launch of the *Quality Standards for Expanded Learning in Public and Affordable Housing*, representatives of the HousED Network were interested in creating an assessment tool that housing agencies could use to evaluate how their programs align with the *Quality Standards for Expanded Learning in Public and Affordable Housing*.

In early 2017, Partnership for Children & Youth and the HousED Network partnered with Public Profit to adapt a draft assessment tool for school-based programs. In April 2017, a small group of educators, housing representatives, and stakeholders participated in a focus group with Public Profit to provide input on creating the QSAT for Expanded Learning in Public and Affordable Housing. The group focused on three areas where the Housing Standards and school-based standards most diverged: engaging families, engaging property management, and supporting English language learners. Public Profit incorporated the feedback gathered into a first draft of the housing-based tool and made updates for the housing context. In July through August 2018, Public Profit generated an online survey to gather broad input from members of the larger HousED network. Members had the option to provide their feedback on any or all of the twelve standards in the QSA. Thirty respondents provided input on at least some of the domains in the draft tool. In September 2018, Public Profit held a second focus group during which members of the HousED network provided guidance about how to incorporate the input gathered from the online survey into the QSA. In particular, the HousED representatives discussed how to flag indicators that aligned most closely with a trauma-informed approach.

Public Profit incorporated the HousED network feedback gathered from both the online survey and second focus group and created a draft tool ready to pilot between December 2018 and February 2019. Five agencies participated in this pilot, including two outside of California: Eden Housing (Aptos, CA) MidPen Housing (Watsonville, CA), Foundation Communities (Austin, TX), Mercy Housing (Stockton, CA) and Mercy Housing (Seattle, WA). Staff at all 5 sites and staff from Partnership for Children & Youth participated in follow-up interviews to share their experiences using the tool and provide suggestions for further refinements. The current version of the tool reflects both content and process updates informed by lessons learned during this pilot.



## The Structure of the QSAT for Expanded Learning in Public and Affordable Housing

The Housing QSAT is organized by each of the **twelve Quality Standards** for Expanded Learning in Public and Affordable Housing. Each section has a brief description of the standard, followed by a set of items that detail program policies and practices. For each item, a three-step rubric describes three possible ratings—1, 3, or 5—that correspond with the strength of that particular policy or practice:

- 1**—Policies and practices associated with high-quality programs are not present or are not yet fully developed.
- 3**—Policies and practices associated with high-quality programs exist, but occur inconsistently or are informal.
- 5**—Policies and practices associated with high-quality programs are formalized and occur consistently.

Items are grouped into two categories: **planning/management assessment** and **observation**:

- **Planning/management assessment** items focus on policies, practices, and structures. Site Leads and Agency Managers can complete these items collaboratively based on their experiences in the expanded learning program.
- **Observation** items assess what can be seen and heard in the program and are used to assess the daily experiences of young people in expanded learning programs. Agency Managers (or available Site Leads) complete observation items based on their observations of expanded learning program activities.

Finally, a **program improvement action planning template** provides guidance for users to record action plans for a given standard and identify associated technical assistance needed to implement any action plans.

“ I APPRECIATED KNOWING WHAT TO EXPECT [FOR THE OBSERVATION ASPECT] BECAUSE I WAS NERVOUS. CHECKING IN WITH [MY COACH] BEFOREHAND EASED ME A LITTLE. I LIKE THAT [THE OBSERVERS] INTRODUCED THEMSELVES TO THE CHILDREN SO THEY WOULDN'T BE NERVOUS. I TOLD THE CHILDREN BEFOREHAND TOO; I TOLD THEM THE OBSERVER WASN'T SOMEONE COMING TO SEE IF THEY WERE BAD, AND THEY COULD BE NORMAL.

—Housing agency staff member

### Items that support Social and Emotional Learning and align with a Trauma-Informed Approach

High-quality programs support social-emotional learning and can ameliorate the effects of trauma generally. In addition, the Housing QSAT designates policies and practices that specifically help support participants' **social and emotional learning** with a ❖ next to the item. These items were selected through both researcher and practitioner input. Policies and practices that align with a **trauma-informed approach** to support youth participants are designated with a ⊛ next to the item. At this stage, these items were designated solely through practitioner input.

## Using the QSAT for Expanded Learning in Public and Affordable Housing

- 1. Prepare** to assess by taking stock of your capacity to engage in continuous quality improvement. Ensure that you have the time and resources to complete the planning/management assessment, the observation, and reflection and planning sections for the standards. Prepare a project plan that includes who will participate in the planning/management assessment and observation, and a timeline that includes gathering data, scoring, reflecting on the results, determining improvement priorities, and developing an action plan.

► Tip: Use the descriptions below to determine in advance who will do the actual assessment, observation, reflection, and action planning.

- **Planning/Management Assessment:** In general, a **site lead** should be able to complete most of the planning/management assessment, but may need to consult with an agency manager (e.g. the site lead's supervisor) for some of the more deeply administrative items. Those administrative items are flagged with a supervisor icon so you can easily spot those items that might need an agency director to complete.
- **Observation:** In general, an **agency manager** (e.g. a site lead's supervisor) may need to conduct the observation as the site lead will be running program during the observation. However, if you have multiple sites, you can have site leads conduct observations of each other's programs.



Or, if a site lead manages additional front-line staff, they can observe their site's staff on a day they don't need to run programming.

- **Reflection and Action Planning:** These should be conducted collaboratively by the site lead, any additional site staff, and an agency manager. Each can offer a different and valuable perspective on program capacity, program need, and available resources. These perspectives can then provide context for the scores themselves and determine improvement priorities and a feasible plan.

- Ultimately, every agency is different so you will need to adjust these approaches to match your own structure, capacity, and agency culture.

▶ Tip: There is no "right" time to assess your program. And some programs may assess once a year while others may use the Housing QSAT to assess at multiple times a year. Choose a frequency that best fits your organizational capacity while getting you information when you need it.

▶ Tip: This process should also include building support among key staff and stakeholders. Share the Housing QSAT with the team to build a shared understanding of program quality. Identify champions among your staff who can provide a positive voice to the process. At the same time, be prepared to address anxiety among those who are skeptical. For more on this step in the process, see the CQI Guidebook produced by the California AfterSchool Network.<sup>1</sup>

2. **Assess:** Complete the planning/management assessment, conduct a program observation and score the observation, and complete the scoring tool to easily see both individual scores and scores aggregated by standard.

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“ JUST DON'T STRESS TOO MUCH. IT'S A LONG PROCESS AND IF YOU OVERTHINK THINGS THAT'S WHEN YOU REALIZE, 'I FORGOT TO DO THIS...' JUST TRY TO RELAX AND FOCUS ON WHAT YOU ALREADY DO. YOU ALREADY DO IT, BUT YOU MAY NOT BE AWARE OF IT.

—Housing agency staff member

3. **Create an Improvement Plan:** Reflect on your scores as a team and prioritize areas for improvement based on what feels important, meaningful, or feasible.

▶ Tip: Choose only 2-3 areas for improvement. You might choose to focus on the lowest-scoring areas or items within a low-scoring area. Or you might instead focus on middle-scoring areas that will be easy to improve right away before turning to lower-scoring items. Also, your agency may have already chosen specific focus areas and so you will concentrate on those, using the ratings to help identify specific elements to improve.

4. **Repeat:** Once you've identified areas for improvement and taken action to improve them, you might use the Housing QSAT to re-assess those particular areas.

We hope you will use the Housing QSAT to intentionally shift program practices to best serve the youth who attend your programs, so take care to prepare well, think about who in your agency should be involved and at what stage of the process, and gather resources to enact feasible improvement plans.

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“ [MY ADVICE FOR YOU IS] TO BE SURE TO ALLOW TIME TO READ THROUGH THE TOOL COMPLETELY ONE OR TWO TIMES (IF NOT MORE) TO BECOME FAMILIAR WITH IT SO YOU HAVE A GOOD SCOPE BEFORE YOU START.

—Housing agency staff member

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<sup>1</sup> Exact title to be determined.

# STANDARD 1: CLEAR VISION, MISSION, PURPOSE, AND MANAGEMENT



The program has clearly defined their vision, mission, goals, and desired outcomes that respond to the needs of the community, reflect broad stakeholder input, and drive program design, implementation, and improvement. It demonstrates sound fiscal and administrative practices that are supported by, and communicated to, staff and stakeholders.

## Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
1.1 	The vision and mission are not clearly linked to the program's policies and structures.	The vision and mission are supported through some policies and structures.	The vision and mission are supported through multiple policies and structures, including its governance structure, budget, and staff development.		
1.2 	The program's goals, outcomes, and measures are not aligned with its vision and mission.	The program's goals, outcomes, and measures are somewhat aligned with its vision and mission.	The program's vision and mission are operationalized through its goals, outcomes, and measures.		
1.3	The program rarely communicates its vision, mission, goals, and outcomes with parents and caregivers, participants, and partners.	The program annually communicates its vision, mission, goals, and outcomes with parents and caregivers, participants, and partners.	The program regularly communicates its vision, mission, goals, and outcomes with parents and caregivers, participants, and partners.		
1.4	Few program activities clearly reflect the program's vision and mission.	Most program activities clearly reflect the program's vision and mission.	All program activities clearly reflect the program's vision and mission.		





Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
1.5	The program rarely revisits its goals and outcomes.	The program occasionally revisits its goals and outcomes, making updates based on stakeholder input, but this is done informally or only when required.	The program has a formal, annual process to revisit its goals and outcomes, making updates based on stakeholder input.		
1.6	Staff at the program level are not able to make allocation decisions to meet program needs, and staff at the site are not able to make site-level decisions about spending.	Staff at the program level are able to make allocation decisions to meet program needs, but staff at the site are not able to make site-level decisions about spending.	Staff at the program level are able to make budget allocation decisions to meet program needs, and staff at the site are able to make site-level decisions about spending.		
1.7 	The program does not have manuals that address key fiscal and personnel policies.	The program has manuals that address key fiscal and personnel policies, but they are not kept up-to-date.	The program creates and annually updates manuals that address key fiscal and personnel policies, as well as adherence to federal, state, and local requirements.		
1.8 	The program's fiscal management system does not include line item expenses or the duration and amount of each revenue source.	The program's fiscal management system includes either line item expenses or the duration and amount of each revenue source, but not both.	The program's fiscal management system includes both line item expenses and the duration and amount of each revenue source.		
1.9	Staff at the program and site level do not keep up-to-date records on participants and employees.	Staff at the program and site level keep up-to-date records on participants and employees, but participant records are not easily accessible.	Staff at the program and site level keep up-to-date records on all participants and employees; participant records are easily accessible.		



## STANDARD 2: CONTINUOUS QUALITY IMPROVEMENT

The program uses data from multiple sources to assess its strengths and opportunities for growth, in order to continuously improve program design, outcomes, and impact.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
2.1 	The program does not have a continuous quality improvement process.	The program has a continuous quality improvement process that includes some, but not all, of the following elements: improvement goals, information/data to be collected to assess quality, and a timeline with dates for action steps and quality improvement discussions.	The program has a clearly defined continuous quality improvement process that outlines improvement goals, information/data to be collected to assess quality, and a timeline with dates for action steps and quality improvement discussions.		
2.2 	There are no defined roles and responsibilities for the improvement team.	There are clearly defined roles for the improvement team, but site-level staff do not serve on these teams.	There are clearly defined roles for the improvement team and at least some of these roles are assigned to site-level staff.		If item 2.1 is scored as a 1, you may choose to score this item as "N/A".
2.3	The program's continuous quality improvement process does not incorporate feedback from staff, participants, parents and caregivers, or property management.	The program's continuous quality improvement process incorporates feedback from some, but not all, of the following stakeholder groups: staff, participants, parents and caregivers, or property management.	The program's continuous quality improvement process incorporates feedback from staff, participants, parents and caregivers, and property management.		If item 2.1 is scored as a 1, you may choose to score this item as "N/A".


Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
2.4	The program does not have a current set of continuous quality improvement questions that guide assessment and improvement.	The program has an outdated set of continuous quality improvement questions, or the questions do not guide assessment and improvement.	The program has a current set of continuous quality improvement questions such as inquiry questions or evaluation questions that guide assessment and improvement plans.		
2.5 	The program does not have a plan for how to gather information/data to inform continuous quality improvement.	The program has a plan for how to gather information/data that includes some, but not all, of the following elements: the type of information collected for each guiding question (data sources), who can best provide the data (identified staff or stakeholders), and a timeline for collection.	The program has a clearly defined plan for how to gather information/data, including the type of information collected for each guiding question (data sources), who can best provide the data (identified staff or stakeholders), and a timeline for information/data collection.		
2.6	The program does not get consent to collect information from stakeholders.	The program gets consent to collect information from stakeholders, but the consent does not address the purpose of the information and how it will be used.	The program has a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used.		
2.7 	The program does not develop improvement plans.	The program develops improvement plans but they are not clear and feasible or they are not implemented or are stalled.	The program develops clear, feasible improvement plans and has implemented or is currently on track in implementing the plan.		
2.8	The program does not share lessons learned and key outcomes from the quality improvement process with stakeholders.	The program shares lessons learned and key outcomes from the quality improvement process with stakeholders but does not request their feedback.	The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests their feedback.		


## STANDARD 3: QUALITY STAFF

The program recruits and retains high quality staff and volunteers. It provides a safe and supportive environment for staff and ongoing professional development based on assessed staff needs and the organization’s vision, mission, and goals.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the “Score” box. Note evidence in the “Examples of this Practice in Our Program” box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
3.1 	The program’s recruitment and hiring process informally considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.	The program’s recruitment and hiring process considers some, but not all, of the following elements: experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.	The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. ❖⊗		
3.2	The program does not provide a structured onboarding process beyond required forms.	The program provides an initial orientation to the job, but does not build in opportunities for staff to reflect and continue onboarding after they begin their work.	The program provides a multi-session onboarding process that allows for opportunities for staff to practice skills on the job, then reflect and continue onboarding after they begin their work.		
3.3	Staff rarely have opportunities for professional growth and development; professional development opportunities are only offered at the start of the program cycle.	Some levels of staff have opportunities for professional growth and development; professional development opportunities are available in a limited number of formats.	All staff have opportunities for professional growth and development; professional development opportunities are available in multiple formats, including workshops, observation, coaching, and peer-to-peer learning.		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
3.4	Staff rarely pursue professional development opportunities to develop their leadership skills or stay informed about developments in the expanded learning field.	Staff occasionally pursue professional development opportunities to develop their leadership skills or stay informed about developments in the expanded learning field.	Staff regularly pursue professional development opportunities to develop their leadership skills or stay informed about developments in the expanded learning field. ❖⊕		
3.5	Staff job titles do not differentiate between different roles in the program, and job descriptions do not accurately describe day-to-day responsibilities.	Staff job titles differentiate between different roles in the program, but job descriptions do not accurately describe day-to-day responsibilities.	Staff job titles differentiate between different roles in the program, and job descriptions accurately describe day-to-day responsibilities.		
3.6	Staff do not have access to information regarding grant requirements, budgets, or other information that affects the day-to-day operations of the program.	Staff can access information regarding grant requirements, budgets, and other information that affects the day-to-day operations of the program, but this information is not proactively provided to staff.	Program management proactively provides staff with information regarding grant requirements, budgets, and other information that affects the day-to-day operations of the program.		
3.7 	Staff receive lower pay compared to similar programs in the area.	Staff receive pay comparable to similar programs in the area.	Staff receive competitive pay compared to similar programs in the area.		
3.8	There are no opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.	The program is open to feedback on staff and volunteer quality from participants and other stakeholders, but do not actively seek it.	The program actively seeks feedback on staff and volunteer quality from participants and other stakeholders.		
3.9	Staff do not understand grant requirements.	Staff understand most grant requirements, but the program does not consistently meet all of them.	Staff demonstrate understanding of grant requirements by delivering a program that meets these requirements.		


Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
3.10	Staff do not yet have the ability to facilitate activities that engage participants in active and meaningful experiences.	Staff understand how to facilitate activities that engage all participants in active and meaningful experiences, but do not demonstrate this ability consistently.	Staff consistently demonstrate strong facilitation skills: demonstrating the ability to facilitate activities that engage all participants in active and meaningful experiences. ❖⊕		
3.11	Staff rarely engage in self-assessments of their individual performance as part of continuous quality improvement.	Staff occasionally engage in self-assessments of their individual performance as part of continuous quality improvement.	Staff engage in regular self-assessments of their individual performance as part of continuous quality improvement.		


## STANDARD 4: COLLABORATIVE PARTNERSHIPS

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools, the community, and property stakeholders, to achieve program goals.


### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
4.1	Leadership and collaborative partners have not yet established policies and procedures for collaboration.	Leadership and collaborative partners established policies and procedures for collaboration that are used inconsistently or don't fully describe the program's relationships with partners.	Leadership and collaborative partners established policies and procedures that provide clear governance and have regular meetings to ensure effective engagement of partners.		
4.2	Program staff and leadership share information with partners, but do not yet align efforts to meet the goals of the program.	Program staff and leadership collaborate with partners to meet some goals of the program.	In order to meet the diverse goals of the program, program staff and leadership collaborate with partners (e.g. fundraising, administrative support, inclusion of children with special needs, etc).		
4.3 	Collaborative partners' roles and expectations are not yet clearly defined.	Collaborative partners' roles and expectations are defined through informal agreements.	Collaborative partners' roles and expectations are clearly defined through Memoranda of Understanding or other documents.		
4.4	Collaborative partners have informal opportunities to provide feedback about the program, but their opinions aren't sought in a structured way.	Collaborative partners have occasional, formal, opportunities to provide feedback about the program.	Collaborative partners have regular, formal, opportunities to provide feedback about the program.		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
4.5	Program staff and partner staff have little to no interaction and do not work to align program activities or coordinate services for participants.	Program staff and partner staff coordinate scheduling and logistics, but do not formally align their activities.	Program staff and partner staff align program activities and coordinate services for participants, using strategies such as joint training, team-teaching, co-facilitation, shadowing, and mentoring.		
4.6	The program and its partners seek funding independently to sustain their services.	The program and its partners occasionally jointly seek funding and in-kind contributions to support long-term sustainability.	The program and its partners support long-term sustainability through regular joint fundraising and in-kind contributions of services and materials.		
4.7 	There are no formal data sharing agreements in place between the expanded learning program and property management.	There is an informal data sharing agreement in place between the expanded learning program and property management. The agreement gives program staff access to resident information, including updates regarding move-ins and move outs or family dynamics.	There is a formal data sharing agreement in place between the expanded learning program and property management. The agreement gives program staff access to resident information, including updates regarding move-ins and move outs or family dynamics. ⊕		
4.8	Staff rarely communicate with property management to ensure alignment about space usage, key agreements, access to spaces.	Staff occasionally communicate with property management to ensure alignment about space usage, key agreements, access to spaces.	Staff regularly communicate with property management to ensure alignment about space usage, key agreements, access to spaces.		
4.9	Staff do not seek out opportunities to communicate with property management about the impact of expanded learning programming for participants.	Staff occasionally seek out opportunities to communicate with property management on the impact of expanded learning programming for participants.	Staff regularly seek out opportunities to communicate with property management on the impact of expanded learning programming for participants.		



Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
4.10	Staff are occasionally involved in housing committees, but do not have a formal role. The expanded learning program is not included in key school planning documents.	Staff participate in housing committees OR the program is included in key housing planning documents, but not both.	Staff participate in housing committees and the program is included in housing planning documents.		
4.11	Staff and participants have limited access to indoor and outdoor space.	Staff and participants have access to some indoor and outdoor space, but more is needed.	Staff and participants have access to sufficient indoor and outdoor space, including space to do projects, quiet space for homework or reading, outdoor spaces for physical activity, kitchen, and storage that can be locked when needed. ❖⊕		
4.12	Site staff do not know - or only know by sight - property management or facilities leadership staff.	Staff know property management or facilities leadership staff, but the relationship is either not well-developed or positive.	Staff have a positive relationship with property management or facilities leadership staff.		
4.13 	There are no formal data sharing agreements in place between the expanded learning program and the participants' schools.	There is an informal data sharing agreement in place between the expanded learning program and the participants' schools and/or the data shared is aggregated (not individual students) or only for specific students.	There is a formal data sharing agreement in place between the expanded learning program and the participants' schools. The agreement gives program staff access to information about all students' academic performance and school day behavior. ❖⊕		
4.14	Staff do not seek out opportunities to communicate with participants' schools about the impact of expanded learning programming for participants.	Staff occasionally seek out opportunities to communicate with participants' schools on the impact of expanded learning programming for participants.	Staff regularly seek out opportunities to communicate with participants' schools on the impact of expanded learning programming for participants.		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
4.15	Staff do not know staff at the participants' schools.	Staff know staff at the participants' schools, but the relationship is not well-developed or positive, or only at some of the participants' schools.	Staff have a positive relationship with at least one key staff at all participants' schools.		

## STANDARD 5: FAMILY ENGAGEMENT


The program uses strength-based strategies to partner with families to manage and sustain their children’s learning and healthy development.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the “Score” box. Note evidence in the “Examples of this Practice in Our Program” box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
5.1	The program does not create and distribute user-friendly policies and procedures to parents and caregivers.	The program creates and distributes user-friendly policies and procedures to parents and caregivers, but they are only available in English.	The program creates and distributes user-friendly handbooks outlining policies and procedures to parents and caregivers that are available in the languages they speak.		
5.2	There are few opportunities for parents and caregivers to visit the program (such as limited to daily pick-up and special events).	There are some opportunities for parents and caregivers to volunteer in and visit the program.	Parents and caregivers are regularly encouraged to visit the program to observe and participate in activities or to interact with participants and staff.		
5.3	Parents and caregivers have informal opportunities for leadership in the program, but no formal structures for involvement exist.	Parents and caregivers have a few opportunities for leadership roles in the program.	Parents and caregivers have multiple opportunities for leadership roles in the program, such as by serving on the collaborative committee, organizing special events, or volunteering at the program.		
5.4	Staff do not know participants’ family members or caregivers except by sight.	Staff knows some of the participants’ family members and caregivers and remember personal details.	Staff know nearly all of the participants’ family members and caregivers and remember personal details.		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
5.5	Staff do not share program updates with parents and caregivers except once per year.	Staff infrequently share program updates (such as only with some families, through irregular communication to parents and caregivers, or at 1-3 family engagement meetings per year).	Staff regularly communicate program updates (scheduling, program themes or activities) to parents and caregivers through a formal system such as a newsletter, bulletin board or frequent parent meetings.		
5.6	The program does not provide tangible tools for academic success and/or skill-building for parents to practice at home with youth.	The program occasionally provides tangible tools for academic success and/or skill-building for parents to practice at home with youth.	The program regularly provides tangible tools for academic success and/or skill-building for parents to practice at home with youth.		
5.7	Staff rarely share positive information with parents and caregivers about their child through written updates and conversations.	Staff occasionally share positive information with parents and caregivers about their child through written updates and conversations.	Staff regularly share positive information with parents and caregivers about their child through written updates and conversations. ⊕		
5.8	Staff rarely communicate constructive feedback about children with parents and caregivers in a respectful way and in a confidential setting.	Staff sometimes communicate constructive feedback about children with parents and caregivers in a respectful way and in a confidential setting.	Staff always communicate constructive feedback about children with parents and caregivers in a respectful way and in a confidential setting, while working with parents to create solutions. ⊕		
5.9	Parents and caregivers have infrequent or informal opportunities to share their thoughts about the program.	Parents and caregivers have occasional opportunities to share their thoughts about the program (e.g. through anonymous suggestion boxes or surveys).	Parents and caregivers are regularly encouraged to share their thoughts about the program in a variety of ways (e.g. through informal conversations, anonymous suggestion boxes, or surveys); these methods are appropriate to the culture, language, and literacy level of parents and caregivers.		





Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
5.10	Staff rarely communicate and connect parents and caregivers to information, services, workshops and trainings available to them.	Staff sometimes communicate and connect parents and caregivers to information, services, workshops and trainings available to them.	Staff frequently communicate and connect parents and caregivers to information, services, workshops and trainings available to them. ⊕		
5.11	Staff never receive training to build and expand their family outreach and engagement skills.	Staff occasionally receive training to build and expand their family outreach and engagement skills.	Staff regularly receive training to build and expand their family outreach and engagement skills.		
5.12 	Families are not involved in the staff selection process.	Families are sometimes involved in the staff selection process.	Families are always involved in the staff selection process.		

## STANDARD 6: SUSTAINABILITY

The program builds enduring partnerships with property stakeholders, internal and external organizations, agencies, neighbors, and the community to secure monetary and in-kind contributions.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
6.1 	The program does not have a fund development/ sustainability plan.	The program has a fund development/ sustainability plan, but it is not updated annually.	The program creates and annually updates plans for fund development and sustainability.		
6.2 	The program does not assign responsibility for financial management or resource development to specific staff members.	The program assigns responsibility for either financial management or resource development to specific staff members, but not both.	The program assigns responsibility for financial management and resource development to specific staff members.		
6.3 	The program rarely pursues new resources and the program's existing resources come from one source.	The program sometimes pursues new resources or the program's existing resources primarily come from one source.	The program regularly pursues new resources and maintains a diverse portfolio of funding sources and in-kind donations.		
6.4 	The program does not provide staff with an annual overview of the budget and sustainability plan.	The program provides some staff with an annual overview of the budget and sustainability plan.	The program provides all staff with an annual overview of the budget and sustainability plan.		
6.5	Staff do not have access to planning resources to help them use current funding efficiently.	Staff have occasional access to planning resources to help them use current funding efficiently.	Staff have ongoing access to planning resources to help them use current funding efficiently.		


Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
6.6	Staff are open to cultivating active supporters and honoring key champions, but do not actively pursue it.	Staff informally cultivate active supporters and honor key champions, including children, families, school, property stakeholders, and the community.	Staff have specific practices and processes to cultivate active supporters and honor key champions, including children, families, school, property stakeholders, and the community.		
6.7	Participants' experiences are rarely shared in communications with stakeholders and supporters.	Participants' experiences are occasionally shared in communications with stakeholders and supporters.	Participants' experiences are regularly shared in communications with stakeholders and supporters.		

## STANDARD 7: DIVERSITY, ACCESS, AND INCLUSIVITY

The program fosters an inclusive environment in which each participant’s individuality will be respected, understood, and embraced regardless of socioeconomic status, culture, ethnicity, religion, sex, age, national origin, medical conditions, physical ability, sexual orientation, and gender identity and/or expression.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the “Score” box. Note evidence in the “Examples of this Practice in Our Program” box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
7.1 	The program does not have a policy or strategy to hire a diverse group of staff.	The program has informal strategies to hire a diverse group of staff.	The program has a formal policy or strategy to recruit and hire a diverse group of staff who reflect the racial, ethnic, linguistic, gender, family, and community characteristics of participants. ❖ ⊕		
7.2	The program has an informal commitment to serve all participants and families in the community. This is not reflected in written materials shared with parents and partners or in program policies.	The program has a formal commitment to serve all participants and families in the community. This commitment is reflected in some, but not all, programmatic materials including, including the mission statement, outreach materials, and policies.	The program has a formal commitment to serve all participants and families in the community. This commitment is infused throughout program materials and policies, including the mission statement, outreach. ❖ ⊕		
7.3	Staff are informally aware of participants’ needs, but there are no formal processes to ensure that staff receive and use this information to adapt activities.	There are formal processes to ensure that staff are aware of all participants’ needs, but there are not formal processes to ensure that staff know how to adapt activities so that all participants’ needs are met.	There are formal processes to ensure that staff are aware of all participants’ needs and to ensure that staff know how to adapt activities so that all participants’ needs are met. ❖ ⊕		



Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
7.4	Program materials and displays are usually selected based on staff members' interests, or on what is easily available to the program. Participants make informal suggestions about program materials and displays.	Program materials and displays reflect young people's interests and incorporate materials developed by participants. These materials and displays may reflect participants' diverse identities, but aren't selected with this goal in mind.	The program creates a welcoming environment by selecting program materials and displays that reflect participants' interests and identities, including participants' race, ethnicity, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression. ❖⊕		
7.5	The program is open to all youth, but the outreach strategy to potential participants does not take young people's diverse identities into account.	The program's outreach strategies incorporate some efforts to ensure that all participants represent the full diversity of the housing community, such as providing materials in multiple languages or making connections with specific families.	The program does comprehensive outreach for all students at the housing site to ensure that participants represent the full diversity of the housing community in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity. ❖⊕		
7.6	Staff do not participate in professional development to address the unique characteristics of participants and families.	Staff participate in occasional professional development to address the unique characteristics of participants and families.	Staff participate in ongoing professional development to address the unique characteristics of participants and families (e.g. working with English Learners, supporting students' academic success, discussing sensitive issues with parents and caregivers, working with participants with special needs, and culturally sensitive practice.) ❖⊕		



Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
7.7	Program information is available in English only.	Program information is available in most parents' and caregivers' home languages.	Program information is available in nearly all parents' and caregivers' home languages (e.g. in the home languages of 15% or more parents and caregivers). ⊕		
7.8	Staff do not respond to bias or marginalizing comments or actions.	Staff sometimes respond to bias or marginalizing comments or actions.	Staff consistently and effectively respond to bias or marginalizing comments or actions. ❖ ⊕		

## STANDARD 8: SAFE AND SUPPORTIVE ENVIRONMENT

The program provides a safe and nurturing environment that supports the developmental, social-emotional, physical, and personal well-being of all children and youth.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
8.1 	The program does not yet have a comprehensive health and safety plan.	The program has a comprehensive health and safety plan; it is not fully aligned with the property procedures	The program has a comprehensive health and safety plan that is fully aligned with property procedures. Ⓢ		
8.2	The program does not share the health and safety plan with staff, participants, parents and caregivers.	The program shares the health and safety plan with staff, participants, parents and caregivers informally or occasionally (e.g. at the start of the year).	The program shares the health and safety plan with staff, participants, parents and caregivers often, through multiple communications channels, including flyers, announcements, and practice drills. Ⓢ		If item 8.1 is scored as a 1, you may choose to score this item as "N/A".
8.3	Staff do not undergo background and medical screenings (i.e. TB testing).	Staff undergo background and medical screenings (i.e. TB testing); these screenings are not required before working with youth.	Staff undergo background and medical screenings (i.e. TB testing); these screenings are required before working with youth.		
8.4 	Staff are not aware of participants' physical, health, and medical needs as appropriate.	Staff members learn about participants' physical, health, and medical needs when a participant or parent shares that information voluntarily.	The program has structured policies and procedures that address how staff members learn about, share and address participants' physical, health, and medical needs that protect their privacy while keeping them safe. Ⓢ		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
8.5	Staff and property management do not participate in health and safety procedures, trainings (e.g. first aid, CPR) and practice drills with participants.	Staff and property management participate in occasional health and safety procedures, trainings (e.g. first aid, CPR) and practice drills with participants.	Staff and property management participate in on-going health and safety procedures, trainings (e.g., first aid, CPR) and practice drills with participants. ☼		
8.6	Staff are not provided with training in behavior management interventions and best practices.	Staff are occasionally provided with training in behavior management interventions and best practices in order to promote a supportive environment, conducive to learning and personal growth for all program participants.	Staff are regularly provided with training in behavior management interventions and best practices in order to promote a supportive environment, conducive to learning and personal growth for all program participants. ❖☼		
8.7	Staff are not trained as mandated reporters to identify and report child abuse or neglect.	Staff are trained as mandated reporters to identify and report child abuse or neglect; this training is not required before interacting with or supervising with youth.	Staff are trained as mandated reporters to identify and report child abuse or neglect; this training is required before interacting with or supervising with youth. ☼		
8.8	Staff do not make effort to develop trusting and positive relationships with participants.	Staff make informal efforts to develop trusting and positive relationships with participants.	Staff make active efforts to develop trusting and positive relationships with all participants. ❖☼		

## STANDARD 9: ACTIVE AND ENGAGED LEARNING

The program design and activities utilize meaningful and engaging learning methods that promote collaboration and expand opportunities for children and youth.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
9.1	Few activities incorporate program's curricula, research-based youth development principles and best practices in program planning and activities.	Some activities incorporate program's curricula, research-based youth development principles and best practices in program planning and activities.	Nearly all activities incorporate program's curricula, research-based youth development principles and best practices in program planning and activities. ❖		
9.2	The program does not provide activities that enhance social-emotional learning.	The program occasionally provides activities that enhance social-emotional learning.	The program consistently provides a variety of activities that enhance social-emotional learning. ❖		
9.3	The program has limited access to equipment, supplies, and space.	The program has mostly sufficient access to equipment, supplies, and space.	The program has access to enough equipment, supplies, and space to carry out a variety of academic, social, and physical activities to meet the needs of all participants. ❖⊕		
9.4	The program has limited access to funding, transportation, and qualified staff to support field trips and service-learning projects.	The program has mostly sufficient access to funding, transportation, and qualified staff to support field trips and service-learning projects.	The program has access to enough funding, transportation, and qualified staff to support field trips and service-learning projects. ❖⊕		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
9.5	Modern technology is rarely incorporated into activities and projects.	Modern technology is sometimes incorporated into activities and projects.	Modern technology is regularly incorporated into activities and projects.		

## STANDARD 10: SKILL BUILDING

The program maintains high expectations for all children and youth, intentionally links program learning goals with state and other standards, and provides activities to help participants achieve mastery.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
10.1	Staff do not have access to templates and other resources to develop clear, intentional lessons that match program goals and themes.	Staff have templates and other resources to develop clear, intentional lessons that match program goals and themes, but staff use these resources inconsistently.	Staff have templates and other resources to develop clear, intentional lessons that match program goals and themes and staff use these resources consistently.		
10.2	The program does not stay up-to-date nor train staff about statewide education standards, youth development, and behavioral practices.	The program stays up-to-date and occasionally trains staff about statewide education standards, youth development, and behavioral practices.	The program stays up-to-date and regularly trains staff about statewide education standards, youth development, and behavioral practices. ❖⊗		
10.3	There are no opportunities for participants to demonstrate mastery by working toward a final product, presentation, or culminating event.	There are some opportunities for participants to demonstrate mastery by working toward a final product, presentation, or culminating event, but staff do not intentionally create these opportunities for all participants.	Staff create intentional opportunities for participants to demonstrate mastery by working toward a final product, presentation, or culminating event. ❖		
10.4	Participants are rarely involved in projects, activities and events that increase their understanding and use of 21st century skills.	Participants are occasionally involved in projects, activities and events that increase their understanding and use of 21st century skills.	Participants are regularly involved in projects, activities and events that increase their understanding and use of 21st century skills (e.g. creativity, critical thinking, communication, information and technology). ❖		




## STANDARD 11: YOUTH VOICE AND LEADERSHIP


The program provides and supports opportunities for children and youth to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
11.1 	Participants have few to no opportunities to share their viewpoints, concerns, or interests about the structure and content of the program.	Participants have informal opportunities to share their viewpoints, concerns, or interests about the structure and content of the program.	Participants have formal opportunities to share their viewpoints, concerns, or interests about the structure and content of the program, such as through youth councils, informal conversations or surveys. ❖⊕		
11.2	The program rarely uses participant input to guide decisions regarding staff training, curricula, and projects offered.	The program seeks participant input, which informs some, but not all, decisions regarding staff training, curricula, and projects offered.	The program regularly uses participant feedback, assessments, and evaluations to guide the development of staff training, curricula, and projects that align with participants' needs and interests. ❖⊕		If item 11.1 is scored as a 1, you may choose to score this item as "N/A".
11.3	Staff training does not address participant voice and leadership.	Staff training addresses the importance of participant voice and leadership, but does not train staff to facilitate participant voice and leadership.	The program trains staff to facilitate participant voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact. ❖⊕		




Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
11.4	Staff rarely encourage participants to address real world problems that they identify in their communities.	Staff broadly encourage participants to address real world problems that they identify in their communities, but do not share specific ways or opportunities for youth to do so.	Staff provide specific, age-appropriate opportunities where participants can address real world problems that they identify in their communities. ❖⊕		
11.5	Activities rarely engage participants in critical thinking, debate, and action planning in age-appropriate ways.	Some activities informally or naturally engage participants in critical thinking, debate, and action planning in age-appropriate ways.	Activities are intentionally designed to engage participants in critical thinking, debate, and action planning in age-appropriate ways. ❖⊕		
11.6 	Participants are not involved in the staff selection process.	Participants are sometimes involved in the staff selection process.	Participants are always involved in the staff selection process.		

## STANDARD 12: HEALTHY CHOICES AND BEHAVIORS

The program promotes the well-being of youth through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports and models a healthy lifestyle.

### Planning/Management Assessment

For each item, review the rubric provided below, determine which level most closely matches your program, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
12.1 	The program does not address how to make healthy food available in the program.	The program has informal guidelines about making healthy food available in the program.	The program has formal guidelines about making healthy food available in the program.		
12.2	The program does not incorporate healthy nutrition and physical activity into program design and operating procedures.	The program incorporates healthy nutrition and physical activity into some facets of program design and operating procedures.	The program incorporates healthy nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, curricula, incentives, celebrations, family events, etc.). *		
12.3	Program leaders do not collaborate or coordinate with the program's families, property management, and community to create and maintain a healthy culture and environment.	Program leaders make some effort to collaborate and coordinate with the program's families, property management, and community to create and maintain a healthy culture and environment, but these efforts are not fully developed or implemented.	Program leaders actively collaborate and coordinate with the program's families, property management, and community to create and maintain a healthy culture and environment. *		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
12.4	Staff do not have opportunities to learn how knowledge, skills, and behaviors around health contribute to academic performance and a positive social-emotional lifestyle.	Staff have limited opportunities to learn how knowledge, skills, and behaviors around health contribute to academic performance and a positive social-emotional lifestyle (e.g. only at the beginning of the program cycle, or only once a year).	Staff have ongoing opportunities to learn how knowledge, skills, and behaviors around health contribute to academic performance and a positive social-emotional lifestyle. ❖ ⊛		
12.5	Participants rarely learn about healthy eating and positive food choices through activities such as cooking clubs, gardening, or visits to local grocery stores.	Youth occasionally learn about healthy eating and positive food choices through activities such as cooking clubs, gardening, or visits to local grocery stores.	Youth regularly learn about healthy eating and positive food choices through activities such as cooking clubs, gardening, or visits to local grocery stores.		
12.6	Available food and drink (including snacks, cooking classes, events) is not aligned with the program's health guidelines.	Some available food and drink (including snacks, cooking classes, events) is aligned with the program's health guidelines.	All available food and drink (including snacks, cooking classes, events) is aligned with the program's health guidelines.		If item 12.1 is scored as a 1, you may choose to score this item as "N/A".
12.7	Staff members do not model healthy behaviors for participants.	Staff members occasionally model healthy behaviors for participants.	Staff consistently model healthy behaviors for participants by demonstrating good nutrition and participating in physical activities throughout the program.		

## STANDARD 7: DIVERSITY, ACCESS, AND INCLUSIVITY

The program fosters an inclusive environment in which each participant’s individuality will be respected, understood, and embraced regardless of socioeconomic status, culture, ethnicity, religion, sex, age, national origin, medical conditions, physical ability, sexual orientation, and gender identity and/or expression.

### Observation

- *In general, an agency manager (e.g. a site lead’s supervisor) may need to conduct the observation as the site lead will be running program during the observation. See the Introduction for more information about who might complete this portion of the tool.*
- *For the observation items, identify 2-3 program activities to rate. Observe the activity from start to finish, taking notes throughout about what staff and participants say and do. Following the observation, review the rubric provided below, determine which level most closely matches your program based on what you actually saw and heard, and write the corresponding score (1, 3, or 5) in the “Score” box. Note evidence in the “Examples of this Practice in Our Program” box.*

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
7.9	Participants do not share their personal thoughts and experiences.	Participants informally share their personal thoughts and experiences; staff members are open to these conversations but do not create an explicit opportunity for sharing.	Staff create opportunities for all participants to share, their personal thoughts and experiences in a supportive environment. ❖ ⊕		
7.10	Staff rarely or never adapt activities to accommodate the physical and developmental abilities of participants.	Staff adapt some activities to accommodate the physical and developmental abilities of participants, or adapt activities to only accommodate some participants.	Staff adapt all activities to accommodate the physical and developmental abilities of all participants (e.g. breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks). ❖ ⊕		
7.11	Staff support the idea of youth participation broadly, but do not always actively encourage all youth to engage in program activities.	Staff actively encourage some participants to engage in activities regardless of physical or developmental ability, but have a limited number of strategies to do so (e.g. staff tries encouragement once but doesn’t persist; staff repeatedly uses the same strategy even if it is not effective).	Staff actively encourage all participants to engage in activities regardless of their physical or developmental ability, and use a variety of strategies to do so (e.g. staff uses different strategies to engage different participants). ❖ ⊕		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
7.12	Staff never use strategies to assure that leadership roles are distributed equitably.	Staff use strategies only once to assure that leadership roles are distributed equitably.	Staff use strategies more than once to assure that leadership roles are distributed equitably, such as through role rotation schedules or equity sticks. ❖		
7.13	Staff do not adapt activities to engage participants with different levels of English fluency.	Staff adapt some activities to engage participants with different levels of English fluency, or adapt activities to only accommodate some participants.	Staff adapt all activities to engage participants with different levels of English fluency (e.g. using visual cues for very limited English speakers or opportunities for discussion for students who have a greater degree of English fluency). ❖ ⊕		
7.14	English Learners do not have opportunities to practice spoken English throughout the course of the program session.	English Learners have a few opportunities to practice spoken English over the course of the program session.	English Learners have multiple opportunities to practice spoken English over the course of the program session.		
7.15	Very few English Learners have opportunities to practice written English throughout the course of the program session.	Some, but not all, English Learners have opportunities to practice written English over the course of the program session.	All English Learners have opportunities to practice written English over the course of the program session.		
7.16	Activities do not incorporate opportunities for English Learners to interact with peers who speak another language.	Some activities incorporate opportunities for English Learners to interact with peers who speak another language.	All activities incorporate opportunities for English Learners to interact with peers who speak another language, such as through one-on-one conversations, cooperative groups, and teams.		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
7.17	English Learners do not have the opportunity to engage in school day content in their home language.	Some English Learners have the opportunity to engage in school day content in their home language.	All English Learners have the opportunity to engage in school day content in their home language.		
7.18	Program leaders and staff do not encourage (or actively discourage) participants to develop and sustain their home languages and cultures.	Program leaders and staff are open to practices that help participants develop and sustain their home languages and cultures, but do not actively encourage it.	Program leaders and staff actively use practices that help participants develop and sustain their home languages and cultures (e.g. by encouraging the use of home languages in the program and providing materials that represent participants' home cultures and languages).		

## STANDARD 8: SAFE AND SUPPORTIVE ENVIRONMENT

The program provides a safe and nurturing environment that supports the developmental, social-emotional, physical, and personal well-being of all children and youth.

### Observation

- *In general, an agency manager (e.g. a site lead’s supervisor) may need to conduct the observation as the site lead will be running program during the observation. See the Introduction for more information about who might complete this portion of the tool.*
- *For the observation items, identify 2-3 program activities to rate. Observe the activity from start to finish, taking notes throughout about what staff and participants say and do. Following the observation, review the rubric provided below, determine which level most closely matches your program based on what you actually saw and heard, and write the corresponding score (1, 3, or 5) in the “Score” box. Note evidence in the “Examples of this Practice in Our Program” box.*

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
8.9	Staff are not wearing a common article, such as a name badge or t-shirt, and participants and families are not able to readily identify staff.	Staff are not wearing a common article, such as a name badge or t-shirt, but participants and families are able to identify staff.	Staff are easily identifiable to participants, families, and other stakeholders through a common article, such as a name badge or t-shirt. ⊕		
8.10	More than once during program, staff members do not know where all youth participants are located or youth participants leave the program spacing without informing staff.	Once during program, staff do not know where youth participants are located or youth participants leave the program spacing without informing staff.	Throughout the duration of the program, staff members know where all youth participants are located. ⊕		
8.11	Staff rarely address youth by name.	Staff sometimes address youth by name.	Staff always address youth by name. ❖ ⊕		
8.12	Program arrival and departure are unorganized or chaotic.	Program arrival and departure are calm and uneventful, but there is no system for accounting for participants’ arrival/departure.	Program arrival and departure are clear and organized; there is a system for accounting for participants’ arrival/departure (e.g. a sign in/out sheet). ❖ ⊕		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
8.13	Interactions among staff and participants are sometimes formal or tense.	Interactions among staff and participants are usually relaxed and comfortable, but tense interactions sometimes take place.	Interactions among staff and participants are almost always relaxed and comfortable. ❖⊕		
8.14	Staff do not have a clear behavior management strategy, and consistently struggle to effectively manage negative behavior.	Staff have a behavior management strategy, but occasionally struggle to effectively manage negative behavior.	Staff have a consistent behavior management strategy that is used to effectively and calmly managing both positive and negative behavior. ❖⊕		
8.15	Staff make little or no effort to create a unique culture for participants. There are no program traditions and little incentive for good behavior or attendance.	Staff attempt to create a spirit of ownership and pride among participants, but their use of themes and traditions are inconsistent and there appears to be little participant buy-in.	Staff create a spirit of community and pride among all participants through: daily shared traditions, cheers, competitions, team designations and awards for positive actions or attitudes. ❖⊕		
8.16	Staff rarely or never acknowledge the positive behavior or accomplishments of participants.	Staff provide general praise to participants (e.g. "Good job!"), but do not offer specific feedback about their behavior and accomplishments.	Staff provide specific feedback to participants about positive behavior and accomplishments. ❖⊕		
8.17	Staff rarely approach negative behavior in a non-threatening way, or act in ways that escalate the situation.	Staff sometimes approach negative behavior in a non-threatening way, but other times ignore or dismiss conflicts.	Staff approach negative behavior in a non-threatening way, approaching participants calmly and acknowledging participants' feelings while stopping hurtful or dangerous behavior. ❖⊕		



## STANDARD 9: ACTIVE AND ENGAGED LEARNING

The program design and activities utilize meaningful and engaging learning methods that promote collaboration and expand opportunities for children and youth.

### Observation

- *In general, an agency manager (e.g. a site lead’s supervisor) may need to conduct the observation as the site lead will be running program during the observation. See the Introduction for more information about who might complete this portion of the tool.*
- *For the observation items, identify 2-3 program activities to rate. Observe the activity from start to finish, taking notes throughout about what staff and participants say and do. Following the observation, review the rubric provided below, determine which level most closely matches your program based on what you actually saw and heard, and write the corresponding score (1, 3, or 5) in the “Score” box. Note evidence in the “Examples of this Practice in Our Program” box.*

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
9.6	Few participants are engaged in the program’s activities for the duration of the session.	Most participants are engaged in the program’s activities for the duration of the session.	All participants are engaged in the program’s activities for the duration of the session.		
9.7	Few activities involve a hands-on component that allows participants to engage in investigations with objects, materials, phenomena and ideas, and draw meaning and understanding from those experiences.	Some activities involve a hands-on component that allows participants to engage in investigations with objects, materials, phenomena and ideas, and draw meaning and understanding from those experiences.	Nearly all activities involve a hands-on component that allows participants to engage in investigations with objects, materials, phenomena and ideas, and draw meaning and understanding from those experiences.		
9.8	There are no opportunities for participants to be engaged in activities that incorporate collaboration among participants.	For less than half the duration of the program, participants are engaged in activities that incorporate opportunities for collaboration among participants, such as having distinct roles or each person having responsibility for part of a larger project.	For more than half the duration of the program, participants are engaged in activities that incorporate opportunities for collaboration among participants, such as having distinct roles or each person having responsibility for part of a larger project. ❖		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
9.9	Over the course of the day, participants have the opportunity to engage in one of the following: individual work, small groups/pairs, and whole-group activities.	Over the course of the day, participants have the opportunity to engage in two of the following: individual work, small groups/pairs, and whole-group activities.	Over the course of the day, participants have the opportunity to engage in all of the following: individual work, small groups/pairs, and whole-group activities.		
9.10	Staff do not use recall and checks for understanding throughout the duration and at the end of activities.	Staff use recall and checks for understanding throughout the duration and at the end of some activities.	Staff use recall and checks for understanding throughout the duration and at the end of each activity. Staff may ask participants to recall factual information, to make generalizations, inferences, or real-world applications based on what they have learned.		
9.11	Staff never connect previous learning with current activities with participants.	Staff occasionally connect previous learning with current activities with participants.	Staff regularly connect previous learning with current activities with participants. Staff may ask participants to apply previous learning to current activities.		
9.12	Few activities offer participants an opportunity to gather evidence to support their ideas, understand other perspectives, think critically and act on issues of relevance to them.	Some activities offer participants an opportunity to gather evidence to support their ideas, understand other perspectives, think critically and act on issues of relevance to them.	Nearly all activities offer participants an opportunity to gather evidence to support their ideas, understand other perspectives, think critically and act on issues of relevance to them. ❖		

## STANDARD 10: SKILL BUILDING

The program maintains high expectations for all children and youth, intentionally links program learning goals with state and other standards, and provides activities to help participants achieve mastery.

### Observation

- *In general, an agency manager (e.g. a site lead’s supervisor) may need to conduct the observation as the site lead will be running program during the observation. See the Introduction for more information about who might complete this portion of the tool.*
- *For the observation items, identify 2-3 program activities to rate. Observe the activity from start to finish, taking notes throughout about what staff and participants say and do. Following the observation, review the rubric provided below, determine which level most closely matches your program based on what you actually saw and heard, and write the corresponding score (1, 3, or 5) in the “Score” box. Note evidence in the “Examples of this Practice in Our Program” box.*

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
10.5	Staff do not communicate the learning goal or purpose of activities.	Staff communicate the learning goal or purpose of some, but not all, activities.	Staff communicate the learning goal or purpose of all activities.		
10.6	Staff do not make a connection between the program activity and the youth’s lives outside of the program.	Staff tell youth the connection between the program activity and their lives outside of the program.	Staff encourage youth to make their own connection between the program activity and their lives outside of the program. ⊕		
10.7	Participants do not participate in activities that span multiple program sessions.	Participants engage in activities that span multiple program sessions, but these activities do not build towards a culminating product of event.	Participants engage in an intentional sequence of activities spanning multiple program sessions that build towards a culminating product of event.		
10.8	Few participants have the opportunity to try and practice new skills.	Some participants have the opportunity to try and practice new skills.	All participants have the opportunity to try and practice new skills. ✦		

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
10.9	Staff provide the same instructions and level of challenge to all participants regardless of age or developmental level.	Staff adjusts the instructions or level of challenge for youth of different age groups, but there is evidence that some youth are not challenged and engaged in the activity.	Staff adjusts the instructions or level of challenge for youth of different age groups so that all youth are challenged and engaged in the same activity. ❖		
10.10	Staff does not create an opportunity for youth to reflect on their experience in the program.	Staff informally ask youth about their experience in the program, but there is not an explicit opportunity for all youth to reflect.	Staff create an explicit opportunity for participants to reflect on their experiences in the program. ❖		
10.11	When participants struggle with a task or activity, staff do not respond by using scaffolding techniques to support the participant's learning.	When participants struggle with a task or activity, staff sometimes respond by using scaffolding techniques to support the participant's learning.	When participants struggle with a task or activity, staff always respond by using scaffolding techniques to support the participant's learning. For example, staff might model complex tasks, give clues, or ask key questions. ❖		

## STANDARD 11: YOUTH VOICE AND LEADERSHIP

The program provides and supports opportunities for children and youth to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles.

### Observation

- *In general, an agency manager (e.g. a site lead's supervisor) may need to conduct the observation as the site lead will be running program during the observation. See the Introduction for more information about who might complete this portion of the tool.*
- *For the observation items, identify 2-3 program activities to rate. Observe the activity from start to finish, taking notes throughout about what staff and participants say and do. Following the observation, review the rubric provided below, determine which level most closely matches your program based on what you actually saw and heard, and write the corresponding score (1, 3, or 5) in the "Score" box. Note evidence in the "Examples of this Practice in Our Program" box.*

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
11.7	Participants do not have age-appropriate opportunities to practice responsibility.	Some participants have age-appropriate opportunities to practice responsibility by assisting with practical or routine classroom management tasks.	All participants have age-appropriate opportunities to practice responsibility by assisting with practical or routine classroom management tasks (e.g. putting materials away, cleaning up, reviewing the agenda, line leading). ❖		
11.8	Participants do not have age-appropriate opportunities to practice leadership.	Some participants have age-appropriate opportunities to practice leadership by taking a lead role in group processes.	All participants have age-appropriate opportunities to practice leadership by taking a lead role in group processes (e.g. choosing and leading an ice breaker, facilitating a group discussion, teaching others). ❖		
11.9	When participants are practicing leadership or responsibility, staff intervenes or interrupts when participants struggle, and do not let the participants resume the task.	When participants are practicing leadership or responsibility, staff intervenes or interrupts when participants struggle, but then allows the participant to resume the task.	When participants are practicing leadership or responsibility, staff offer suggestions or encouragement but do not intervene, even when participants struggle with imperfect results. ❖		

## STANDARD 12: HEALTHY CHOICES AND BEHAVIORS

The program promotes the well-being of youth through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports and models a healthy lifestyle.

### Observation

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- *For the observation items, identify 2-3 program activities to rate. Observe the activity from start to finish, taking notes throughout about what staff and participants say and do. Following the observation, review the rubric provided below, determine which level most closely matches your program based on what you actually saw and heard, and write the corresponding score (1, 3, or 5) in the “Score” box. Note evidence in the “Examples of this Practice in Our Program” box.*

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
12.8	Safe drinking water is not available to youth and staff.	Safe drinking water is available but not easily accessible (e.g. water is located away from program space; faucet is difficult to use).	Safe drinking water is available and easily accessible to youth and staff at all times. ☼		
12.9	Participants do not have the opportunity to engage in moderate-to-vigorous physical activity during the program.	Participants have the opportunity to engage in moderate-to-vigorous physical activity for less than 30 minutes.	Participants have the opportunity to engage in moderate-to-vigorous physical activity for at least 30 minutes. ☼		
12.10	Staff do not mention character-building components of physical activities.	Staff emphasize character-building components of physical activities, but only do so when negative behaviors occur.	Staff emphasize character-building components of physical activities (e.g., playing by the rules, treating opponents with respect, learning from mistakes). ❖☼		If item 12.9 is scored as a 1, you may choose to score this item as “N/A”.

Item	1	3	5	Score (1/3/5)	Examples of this Practice in Our Program
12.11	Staff do not take intentional steps to assure that physical activities are physically safe.	In response to participants getting hurt or engaging in physically unsafe behavior, staff explain to participants how to engage in the activity in a physically safe way.	At the beginning of a physical activity, staff explain to participants how to engage in the activity in a physically safe way (e.g. explaining the activity rules and equipment help to assure that youth are at limited risk for injury). ⊕		If item 12.9 is scored as a 1, you may choose to score this item as "N/A".
12.12	Staff members do not take intentional steps to assure that physical activities are emotionally safe.	In response to negative behavior, staff members explain to participants how to engage in the activity in an emotionally safe way.	At the beginning of a physical activity, staff ensure that 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). ❖ ⊕		If item 12.9 is scored as a 1, you may choose to score this item as "N/A".
12.13	There is no discussion about how participants can apply their knowledge and experiences around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, or community.	Staff react positively if participants voluntarily share how they plan to apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, or community.	Staff encourage participants to apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, or community (e.g. share the healthy recipe or a new game with their families). ⊕		

## PROGRAM IMPROVEMENT ACTION PLANNING TEMPLATE

Use this template to guide and record your improvement plan, starting with the area for improvement (either a full Standard or individual items within a standard), the specific improvement objectives, how you will reach those objectives, and the support or assistance you might need to get there.

Write the Standard (or individual items within a Standard) that will be improved: \_\_\_\_\_

You might start by reflecting on the following questions about the chosen Standard:

- What did we learn?
- Where are we strong?
- Where can we grow?
- What activities could we do to support growth in that area?
- What support would we need to complete those activities?

Specific Area for Improvement	Improvement objective(s) (SMART elements/benchmarks)	Potential activities to achieve goals /objective(s) (What would you need to get there?)	TA / Support needed

Then, write down the specific steps you will use to reach your objective:

Action Plan	Technical Assistance/Training Needed
1.	
2.	
3.	
4.	
5.	
6.	





## ACKNOWLEDGMENTS

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Partnership for Children & Youth (PCY) is an advocacy and capacity-building organization championing high-quality, equitable learning opportunities for underserved youth in California. Grounded in research and experience, PCY trains school and community-based educators, facilitates relationships between schools and community-based organizations, and advocates for effective public policies and resources. Through the HousED initiative, PCY increases the accessibility and quality of educational supports in public and affordable housing communities, creating pathways out of poverty. Learn more at [www.partnerforchildren.org/housing-and-education](http://www.partnerforchildren.org/housing-and-education).