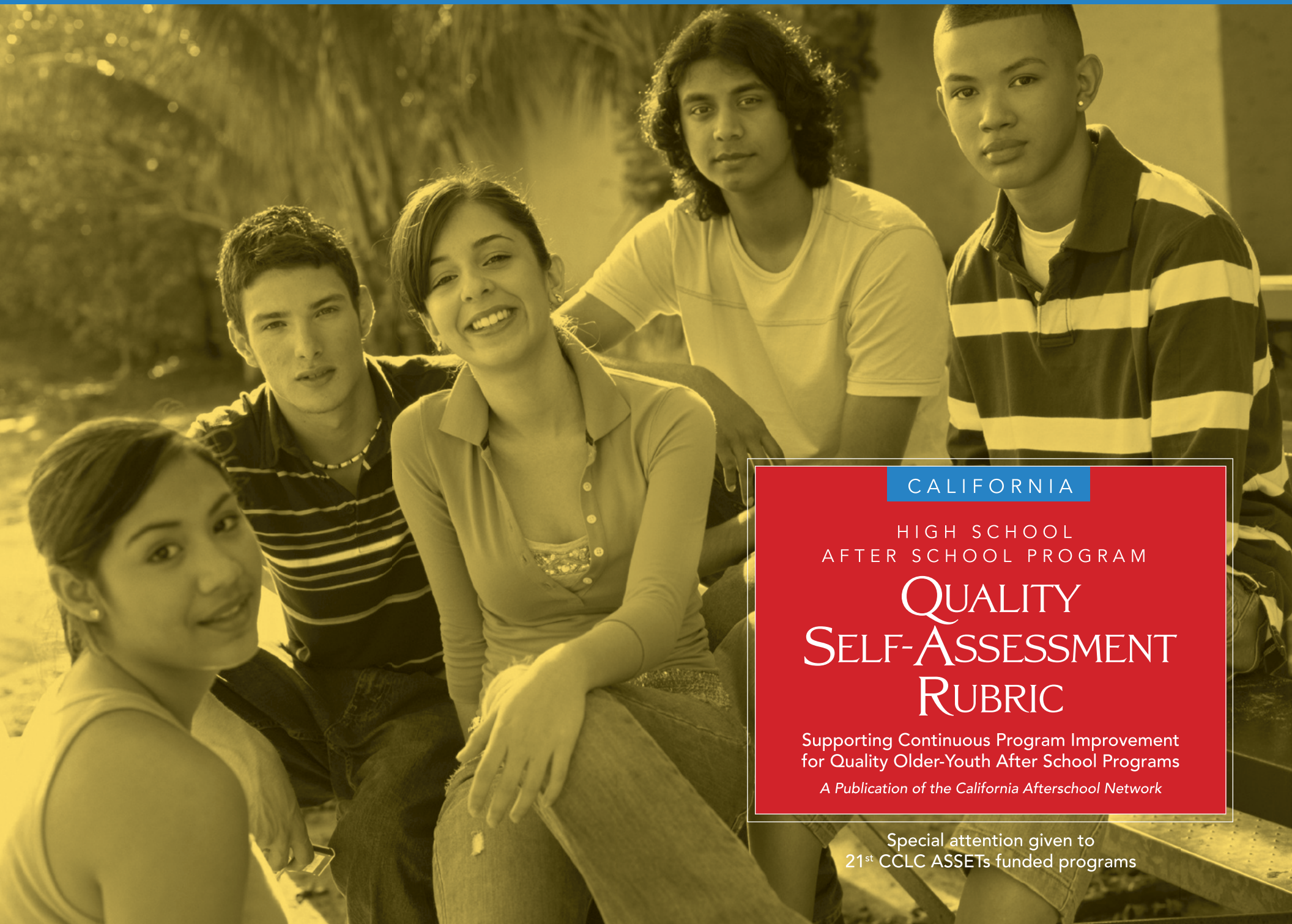

CALIFORNIA

HIGH SCHOOL
AFTER SCHOOL PROGRAM

QUALITY SELF-ASSESSMENT RUBRIC

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

A Publication of the California Afterschool Network

Special attention given to
21st CCLC ASSETs funded programs

COLLABORATIVE PARTNERS:

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

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

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

INTRODUCTION TO THE PROGRAM QUALITY SELF-ASSESSMENT RUBRIC

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

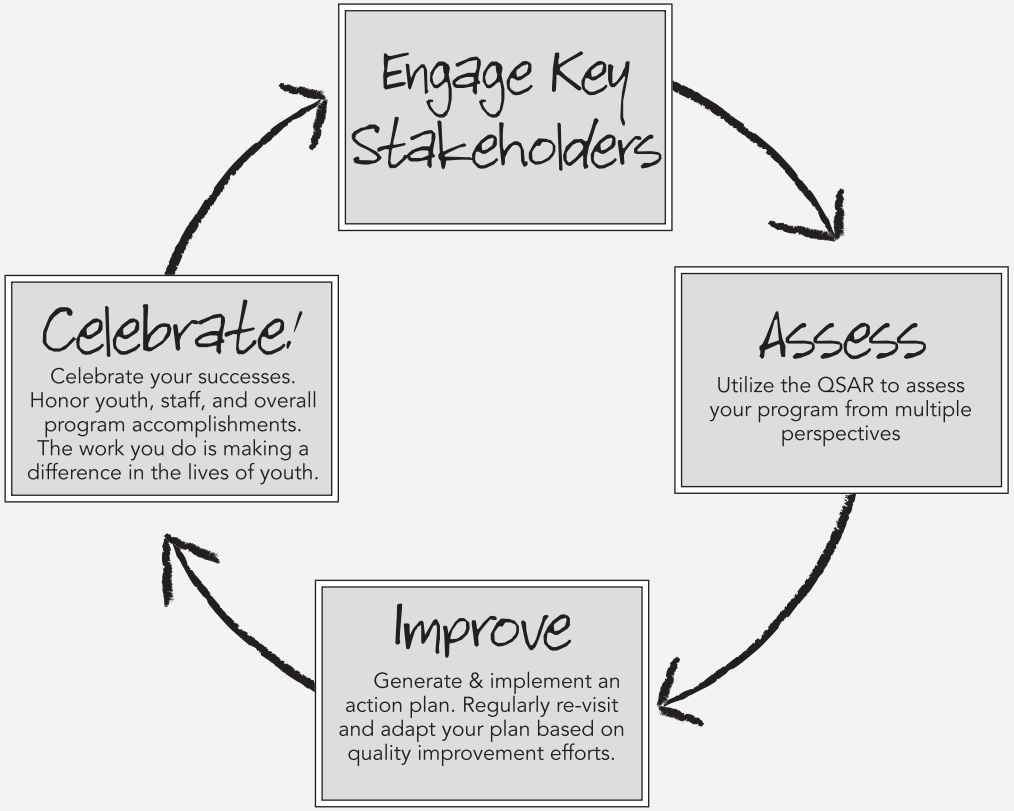
A quality after school program not only meets the needs of students, but it also meets the needs of its stakeholders—the school, funders, community partners, and parents. The QSAR is a tool that is intended to help school and district personnel, after school program professionals, and community and business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

FOR THE NATIONAL AUDIENCE

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

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

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



OVERVIEW OF THE PROGRAM QUALITY SELF-ASSESSMENT RUBRIC

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

MAIN CATEGORIES

Schools
Students
Operations
Program Design
Collaboration

ELEMENTS/DISCIPLINES

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

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

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

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

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

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

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

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

PERFORMANCE LEVELS

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

EVIDENCE AND ACTION DOCUMENTATION

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

ACTION PLAN

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

USING THE PROGRAM QUALITY SELF-ASSEMENT RUBRIC

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

Continuum Definitions

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

DIRECTIONS

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

Sample: QSAR Program Quality Element/Discipline

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

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

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

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

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

Sample: Action Plan

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

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

QUALITY SELF-ASSESSMENT RUBRIC (QSAR)

SCHOOLS

SCHOOL PARTNERSHIP

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

SCHOOLS

SCHOOL PARTNERSHIP

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

SCHOOLS

SCHOOL PARTNERSHIP

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

SCHOOLS

SCHOOL PARTNERSHIP

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

STUDENTS

STUDENT ACHIEVEMENT

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

STUDENTS

STUDENT ACHIEVEMENT

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

STUDENTS

STUDENT ACHIEVEMENT

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

STUDENTS

STUDENT ACHIEVEMENT

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

STUDENTS

YOUTH DEVELOPMENT AND PARTNERING WITH YOUTH

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

STUDENTS

YOUTH DEVELOPMENT AND PARTNERING WITH YOUTH

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

OPERATIONS

PROGRAM STAFFING

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

OPERATIONS

PROGRAM STAFFING

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

OPERATIONS

PROGRAM STAFFING

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

OPERATIONS

DATA COLLECTION AND PROGRAM EVALUATION: ATTENDANCE AND OUTCOME DATA

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

OPERATIONS

DATA COLLECTION AND PROGRAM EVALUATION: ATTENDANCE AND OUTCOME DATA

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

OPERATIONS

PROGRAM ADMINISTRATION AND FISCAL MANAGEMENT

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

OPERATIONS

PROGRAM ADMINISTRATION AND FISCAL MANAGEMENT

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

PROGRAM DESIGN

PROGRAM OFFERINGS

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

PROGRAM DESIGN

PROGRAM OFFERINGS

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

PROGRAM DESIGN

PROGRAM OFFERINGS

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

PROGRAM DESIGN

PROGRAM OFFERINGS

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

PROGRAM DESIGN

PROGRAM OFFERINGS

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

PROGRAM DESIGN

PROGRAM OFFERINGS

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

PROGRAM DESIGN

PROGRAM ATTENDANCE

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

PROGRAM DESIGN

PROGRAM ATTENDANCE

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

COLLABORATION

COMMUNITY ENGAGEMENT

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

APPENDIX A: Planning for Program Improvement

ACTION PLAN FORMAT

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

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

SOURCE DOCUMENTS

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

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

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

California Department of Education
www.cde.ca.gov

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

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

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

Ed Source
www.edsource.org

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

CALIFORNIA AfterSchool NETWORK

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GET INVOLVED!

Subscribe to the Network Newsletter

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

Subscribe at at www.afterschoolnetwork.org

Join the Older Youth Committee

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

Join at www.afterschoolnetwork.org

Access the Older Youth Programs Resource Web Page

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

Access at www.afterschoolnetwork.org/older_youth

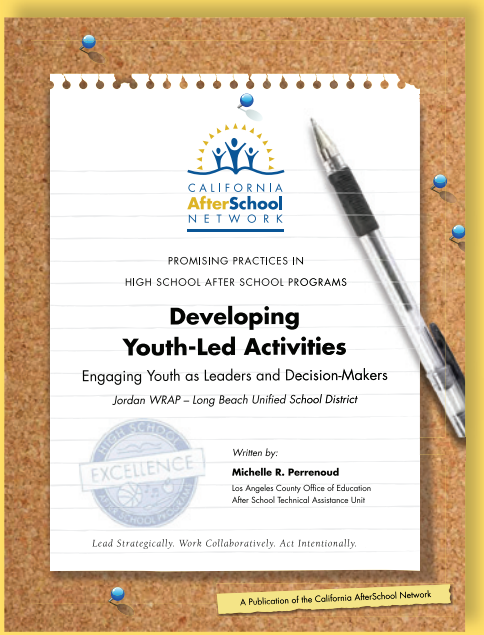
Put Your High School Program in the High School Directory

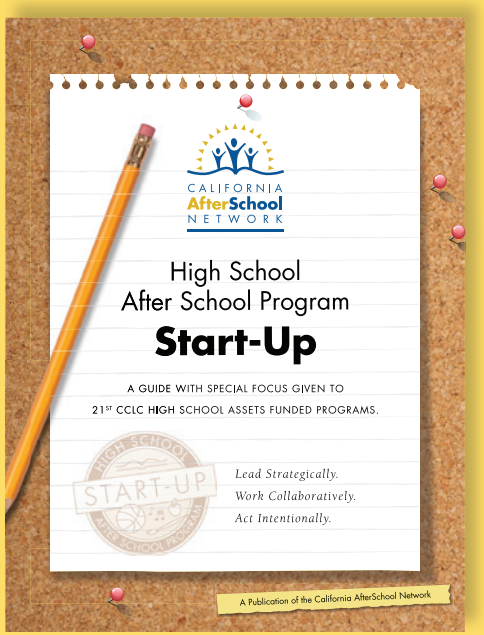
The High School After School Program Directory assists practitioners in identifying statewide high school after school programs. The goal of the directory is to create a network of statewide practitioners to share promising practices and learn from others with a similar focus area.

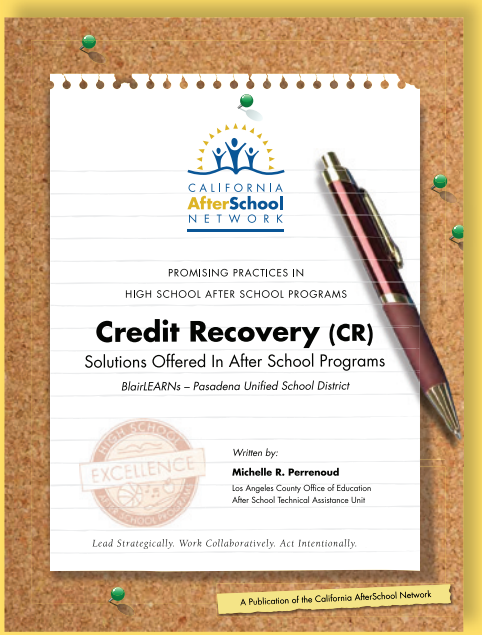
Put your program in the directory at www.afterschoolnetwork.org/older_youth

Access Additional High School Publications

http://www.afterschoolnetwork.org/publications







ADDRESSING ASSETS PROGRAM QUALITY

USING THE NEW

QUALITY SELF-ASSESSMENT RUBRIC (QSAR)

FOR HIGH SCHOOL AFTER SCHOOL PROGRAMS

BOOST Conference

Handout

Presented by: **Michelle R. Perrenoud (LACOE) and QSAR Workgroup Chair**

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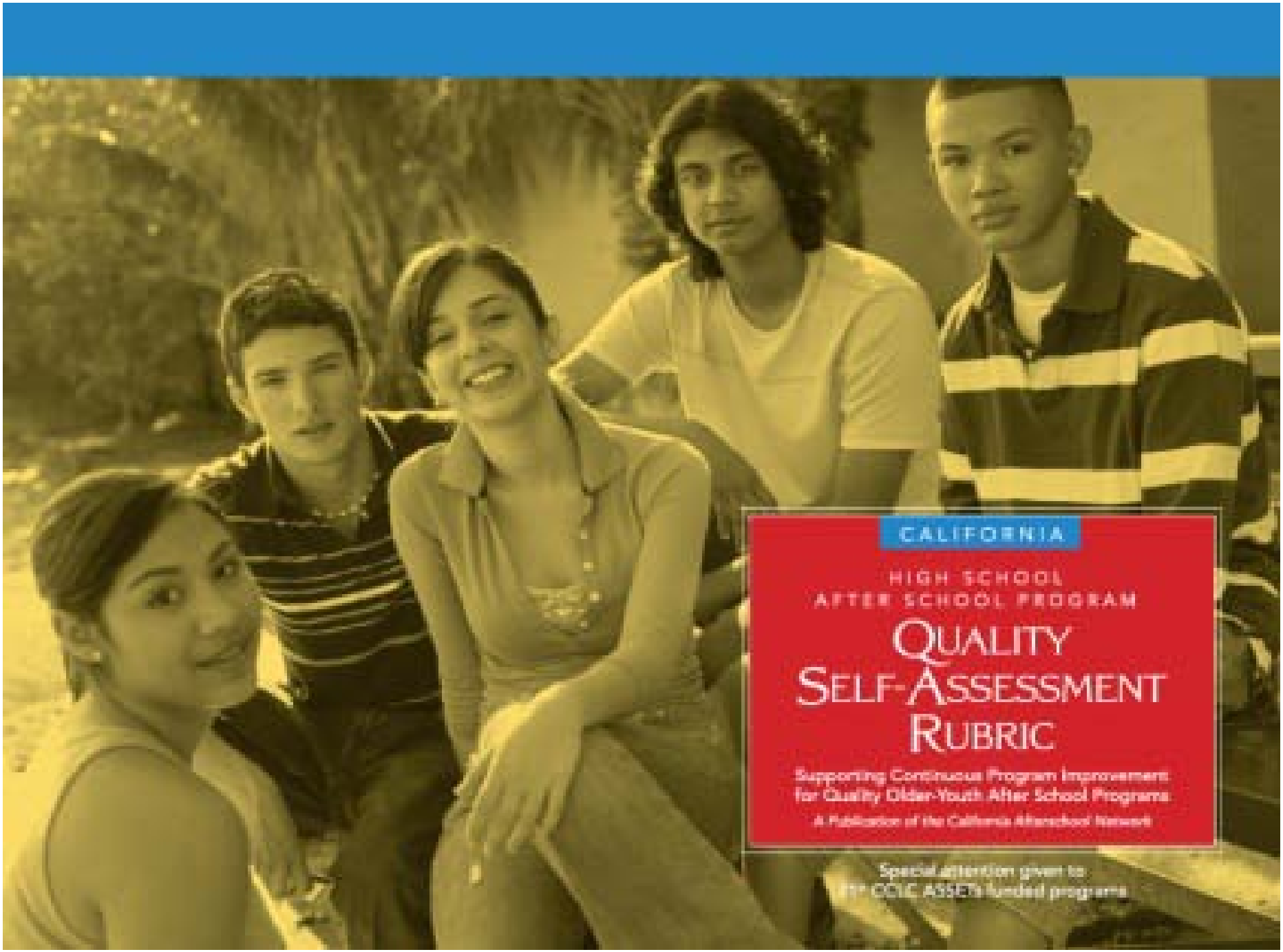

CALIFORNIA
HIGH SCHOOL
AFTER SCHOOL PROGRAM
QUALITY
SELF-ASSESSMENT
RUBRIC
Supporting Continuous Program Improvement
for Quality Older-Youth After School Programs
A Publication of the California Afterschool Network
Special attention given to
21st CCLC ASSETs funded programs

Welcome

Facilitator and QSAR Workgroup Chair

Michelle R. Perrenoud

Los Angeles County Office of Education

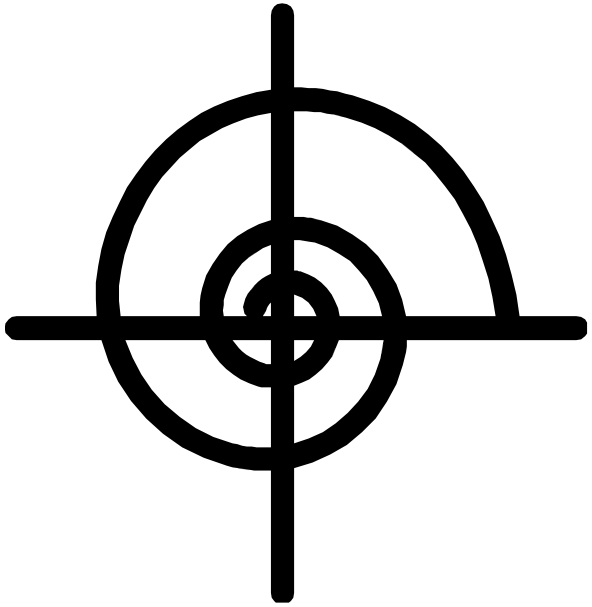
After School Technical Assistance Unit

Your Mindset For Our Time Together

Questions … to Ask
Information … to Capture

- **What are my AH-HAs?**
- **How will I APPLY what I learn today?**
- **Who will I SHARE this information with?**
- **What level of IMPACT will this information have for me in my work?**

Table Talk: Program Quality



How Do You Define Quality…

for the programs you work in and support?

Table Talk: Program Quality

How Do You Get **There**?

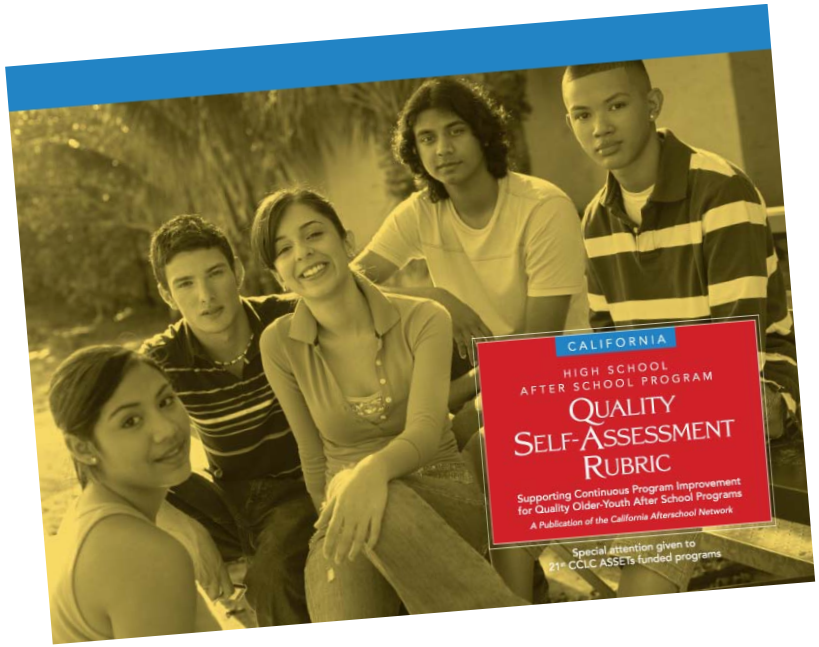
What And Where
Is **There** Anyway?

How Do You Know If You
Got Where **There** Is?

Can You Get Yourself And
The Program Back To
There If You Needed To?

About the QSAR…

A Campaign For Quality In After School Programs Serving Older Youth



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

- Intended to help high school and district personnel, after school program professionals, and community business partners look at their programs from a 360 degree perspective with an eye towards continuous program quality improvement.

A Collaborative Project

DEVELOPED IN COLLABORATION BY:

California Afterschool Network

&

Los Angeles County Office Education
After School Technical Assistance Unit

With generous support from the
Charles Stewart Mott Foundation

The QSAR Workgroup

Chair: Michelle R. Perrenoud

Los Angeles County Office of Education

Bill Baker

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SPECIAL THANKS go to **Sam Piha**, *Temescal Associates* for his early work in rubric development and being a national voice in pushing the agenda for after school programs to help high school and older youth.

Quality Self-Assessment Rubric: Workgroup Members

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Kim Boyer

Bill Fennessy

Ronnie Clare

Wendy Goldring

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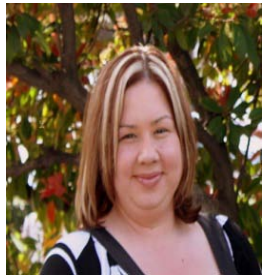


Jeff Davis

Craig Orona

Our Plan for Today

- Introduce the QSAR as a tool
- Demonstrate how to use it
- Allow you to focus on specific areas in discussion groups
- Show value and significance for older youth programs
- Provide ideas about how to integrate best practices into your programs

How all the pieces will fit together

Quality Self-Assessment Rubric

What it is not:

- Prescriptive
- Tool to measure compliance.
- Tool to evaluate staff performance.
- Another mandate to follow.
- A new “gotcha” gimmick to create more busy work.

What it is:

- Descriptive
- Tool to examine the overall quality of after school programs for high school and older youth.
- Way to help stakeholders understand their programs.
- Means to generate knowledge so that program quality can be increased.

WHY a Self-Assessment Rubric

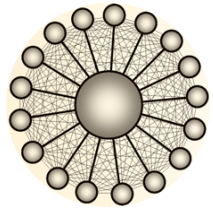
The power of a rubric rests on the degree to which it captures meaningful dimensions of the work without which a quality product could not be achieved.

- **Self assessment** is valued as a means to help site coordinators reflect on their work.
- **Rubrics** allow staff to judge the current quality of their work and the ways in which it can develop further.

Understanding – Capacity Building – Continuous Improvement

The QSAR Perspective

A *360 Degree View* of how all the elements of a program:



- …stand alone;
- …are interdisciplinary and inter-related;
- …function to create an integrated and seamless program;
- …meet the needs of students as well as the needs of additional program stakeholders – the school, funders, community partners, and parents.

What the QSAR Looks At

Main Categories	Elements/Disciplines
Schools	▫ School Partnership
Students	▫ Student Achievement ▫ Youth Development and Partnering with Youth
Operations	▫ Program Staffing ▫ Data Collection and Program Evaluation ▫ Program Administration and Fiscal Management
Program Design	▫ Program Offerings ▫ Program Attendance
Collaboration	▫ Community Engagement

How the QSAR is Organized

Main Category → **STUDENTS**					
Element/Discipline → **STUDENT ACHIEVEMENT**					
Three Performance Levels		**EARLY**	**DEVELOPING**	**MATURE**	✓ **EVIDENCE**	✓ **ACTION**
Program Environment	o	The after school program culture is not ready to support high expectations for student achievement.	o The after school program culture is apparent and is supporting high expectations for student achievement.	o The after school program culture influences the regular school day and has multiple avenues of support for high expectations for student achievement.	*What factors or characteristics led to the rating of the selected performance level*	*What actions did the program take to get to the level which justifies that rating*

Key Features of the QSAR

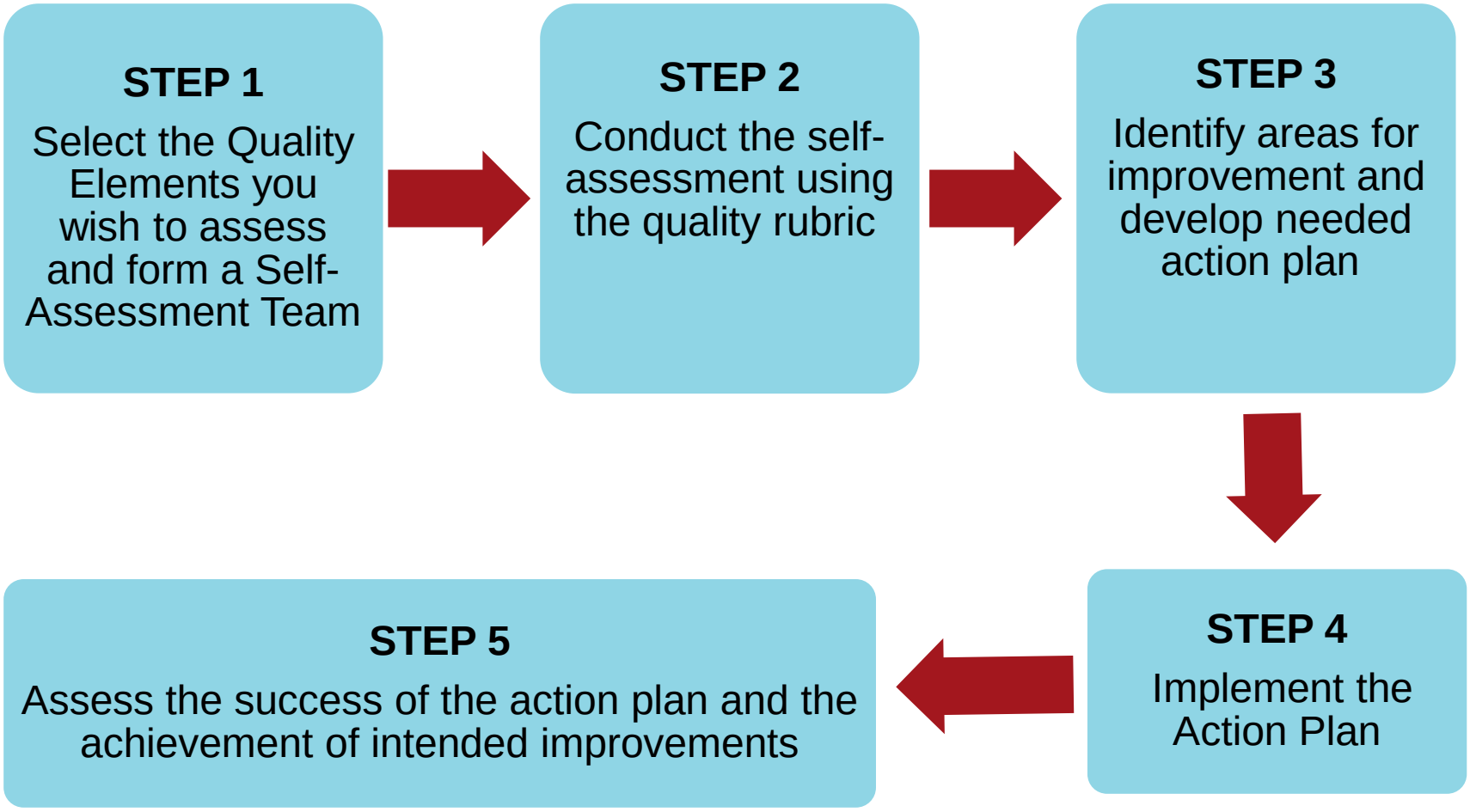
	EARLY	DEVELOPING	MATURE	EVIDENCE	ACTION
Continuum Definitions	Stage of program development where there is no or very limited development of recognized best practices for working with high school and older youth.	Stage of program development in which some recognized best practices for working with high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

QSAR Formula

$$PL = E + A$$

(Performance Level = Evidence + Actions)

How the QSAR is Used

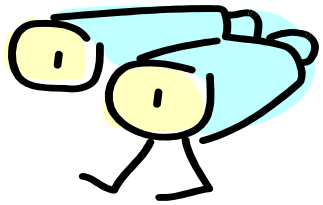


Sample Scenario:
Program Observation

MAIN CATEGORY: ***STUDENTS***

Step 1 **Select an Element:** ***Student Achievement***

Step 2 **Conduct an Observation:** ***Note What You See****



**While visiting a program you observe and make mental note of the following characteristics:*

- The site coordinator believes her role is to help students develop some positive social skills, but appears confused when asked what the program does to assist a certain group of students whose achievement is lagging behind their peers.
- The school administrator does not feel that the program's staff communicates with the school staff regarding the students' academic needs.
- There are posters and graphics in the after school program classrooms that highlight both the District requirements for high school graduation and the A to G requirements for admission to the state university system.
- When asked about the program's services to English learners, program staff point to the fact that the majority of staff are bilingual and there are a number of low level reading materials available for their benefit.

Scenario Continued: Performance Level Rating

Step 3 Determine the Performance Level of the Program: <u>Verify The Findings</u>

A. **Decide** what **Performance Level** stage the program is currently in:

Early *Developing* *Mature*

B. **Clarify** and **record** the factors that contribute to the Performance Level selected.

Evidence observed that substantiates the rating

Actions taken by the site team supporting the cited Evidence

At this time, YOU should be "Asking Yourself"…

Are the cited **Evidence** and the cited **Action(s)** *aligned with one another*?

NO…re-assess YES …move forward

Do the **aligned Evidence and Action** cited *support the Performance Level* that I selected for the current state of the Program?

NO…re-assess. YES …move forward

Next Steps:
Continuous Improvement Action Plan Strategy

Step 4 ***Generate an Action Plan based on local needs and priorities***

A. **Read how the next Performance Level is described for the element.**

B. **Identify Next Steps to achieving the next Performance Level by determining your Short, Medium, and Long-term Priorities** (based on the self-assessment data).

Practices that **need improvement**, explore:

At what level does the issue occur? Which part of the program requires further improvement? The solution has which key elements? How complex is the solution?

Practices that **need to be sustained**, explore:

What factors make this practice strong? What is the need to sustain this practice? Can we use the strength to improve practice in some other dimension?

C. **Having a vision of what accomplishments you desire to achieve in the program on the way to the next performance level stage…**

Dialogue about: "Achieving what new local Evidence and Action(s) would assist the program in moving to the next performance level?"

Write an Action Plan for improvement using SMART Goals and Objectives.

Final Steps:
Implementation and Assessment

Put the Plan into Action!

IMPLEMENT the Plan

Lead Strategically, Work Collaboratively, Act Intentionally

Step 5

ASSESS the Success: Monitor, Evaluate, and Adjust

Assess the success of the action plan and the achievement of the intended improvements

Many Ways To Use the QSAR

- Roadmap

  Provides program staff and stakeholders a set of benchmarks to assess quality of their own program and provide a consistent standard which all programs can use to develop the most effective strategies to serve high school youth.

- Conversation Starter

  Concise way to start important conversations about program quality.

- Self-Directed Process

  Program staff and stakeholders assess the program and identify their challenges rather than through external monitoring.

- Reflective Process

  Program staff and stakeholders explore their own programs and work collaboratively to develop strategies to enhance policies, procedures, and practices.

- Formative Assessment

  Serves as the basis upon which program staff and stakeholders can have an ongoing, dynamic conversation about their vision for a quality program and create a roadmap to move towards that vision.

Value and Significance of this tool to Older Youth After School Programs

Provides the field a **common language** and understanding of what quality components look like in programs serving older youth.

Defines the **growth stages** a program goes through while on the continuous improvement journey.

Allows stakeholders opportunities to engage in **guided dialogue** to ensure a balanced, quality program.

Points of Integration

- **What were your AH-HA moments?**
- **How will you APPLY what you learned today?**
- **With whom will you SHARE this information?**
- **What level of IMPACT will this information have for you in your work?**

Constructive Feedback & Evaluation

Your feedback about this tool is very important to us.

TODAY

Please complete the **Evaluation Form** for this session.

FUTURE

- As you begin to use the tool we are interested in your **Constructive Feedback**.

- **Let us know:** how it helps you, can be improved or made better, the impact it has in assisting you in your work.

Contact Information

Quality Self-Assessment Rubric

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