



ASSESSMENT TOOL



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Introduction

Georgia's afterschool and youth development programs provide thousands of youth—from kindergarten through high school—with safe and enriching environments in their time outside of the home and school contexts. High quality afterschool and youth development programs can make important contributions to young people's development and well being. To ensure that Georgia's young people are equipped to thrive and succeed in the multiple domains of their lives, our afterschool and youth development programs must provide environments and experiences that benefit youth socially, emotionally, and academically.

Funded by the Governor's Office for Children and Families (GOCF), the Georgia Afterschool and Youth Development Quality Standards (ASYD) is a collaborative project that, in addition to the Governor's Office for Children and Families, is endorsed by the following state agencies: the Georgia Department of Education (GaDOE), the Georgia Division of Family and Children Services (DFCS), and the Georgia Department of Public Health (DPH). The development of the Standards was also informed and supported by an array of experts in the fields of education, youth development, public health and juvenile justice.

Georgia's Afterschool and Youth Development Quality Standards are grounded in the widely held and well-established understanding that children, youth, and families benefit when programs increase their capacity to realize their mission by providing high quality programming. Most importantly, the ASYD Quality Standards are informed by research in a variety of disciplines including education, child development and psychology, organizational psychology, business management and public health. The Standards were carefully crafted to ensure that each standard and the supporting indicators are evidence-based, reflect current best practice and correlate with positive intermediary and long-term outcomes in youth. External peer review was provided by Dr. Gabriel Kuperminc, Chair of the Community Psychology Doctoral Program with the Department of Psychology at Georgia State University, Dr. Melissa Landers-Potts with the Department of Human Development and Family Science at the University of Georgia, and Dr. Cynthia Suveg with the Department of Psychology at the University of Georgia.





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Rating System

The ASYD Quality Assessment Tool uses the following four-point frequency-based rating scale. The scale is designed to answer the question "how true is it that these statements describe what I observed?"

1 = Not True

The desired practices were expected but not observed or the observed practices were a poor approximation of the desired practices. Or, the practices represented were negative expressions, as described in the indicators.

2 = Somewhat True

The desired practices were observed infrequently or only partially met (i.e., one or some of the indicators are observed but not all of the indicators are present). Or, there is minor evidence of negative expressions of the behaviors/practices, as described in the indicators.

3 = Mostly True

The desired practices were observed most of the time and for a good proportion of the youth but not at all expected times or perhaps not for all youth (i.e., there were some missed opportunities).

4 = Very True

The desired practices were observed consistently and/or during all expected situations and times and for all or almost all of the youth present.

Non-Applicable / Don't Know

The observer is not familiar enough with this aspect of the program to rate the performance on this standard or is not sure how to rate it at this time. Or, this standard and/or indicators do not apply to our site or program.





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QUALITY ELEMENT 1

PROGRAMMING & YOUTH DEVELOPMENT



GUIDING PRINCIPLE:

A quality program designs and implements a flexible, well-rounded daily schedule that supports the physical, social and cognitive development of all youth by providing programming and activities that are well- organized, developmentally appropriate, and offer opportunities to gain new knowledge and skill.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
1.1 Promotes a strength-based approach to	Program staff can articulate an understanding of strength-based programming and can delineate specific practices that support this approach	1 2	
programming that fosters the relationships, opportunities, and personal qualities that youth need to thrive	 There is a mechanism in place for determining the strengths of each youth and caregivers (e.g., youth surveys, 1:1 discussions, meetings with family members, etc.) Program activities and instructional practices recognize and build on youths' strengths and capabilities and provide strength development opportunities (i.e., 	3 4 N/A	
	activities focus on what youth can do as opposed to what they can't do) - Staff verbally recognize youths' strengths, accomplishments and skills on a daily basis		
	 1 = Program staff cannot articulate an understanding of strength-based programming and how their programming supports this approach 1 = Programming and/or program practices focus on youth deficits 1 = Programming and program practices do not build on or acknowledge the input, achievements, work, or contributions of youth 		
1.2 Offers project- based and/or	 Youth are actively involved in the activity experience and must make choices/decisions, create, and modify 	1	
experiential and hands-on	the activity to match their own interests, abilities, ideas or personal style	2	
activities on a daily basis	 Staff engage youth in structured time for reflection on how the activity went, what they learned, and on 	3	
	next steps 1 = There are not hands-on or experiential activities offered	4	
	1 = Youth are expected to follow specific step-by-step or pre-set rules or directions, produce a pre-determined product, and/or simply take in or give back information	N/A	
1.3 Ensures that youth	Program day offers an array of activities including some small groups, large groups, some independent	1	
experience a balance of group sizes across the program day	time or time with one or two peers	2	
	1 = Program offers activities and experiences of one group size across the program day (e.g., youth only experience large group activities)	3	
		4	
		N/A	



STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
1.4 Provides activities that feature an array of instructional	 Program day offers a mix of approaches including some adult-directed, peer-directed, cooperative learning and independent learning experiences 1 = Program offers only one instructional approach throughout the 	1 2 3	
approaches	program day	4 N/A	
1.5 Offers access to materials that effectively support program activities and meets staff and youth needs	 Youth do not have to wait more than a few minutes to have access to the materials in order to engage in the activity Materials are age-appropriate (i.e., the right size and appropriate for skill levels) Materials enrich the program by allowing the youth to "do" the activity Materials and resources allow youth of varying skills and abilities to participate effectively in the activity 1 = Youth have to wait for more than a few minutes to have access to 	1 2 3 4 N/A	
1.6 Solicits and incorporates youth input in the planning, development and implementation of programming	the materials in order to engage in the activity 1 = Some youth are not able to engage in the activity due to inability to manipulate the materials and resources - Youth have multiple opportunities to provide input into the structure and content of the program (e.g., through youth councils, informal conversations and surveys) 1 = Staff do not seek youth input or involvement in planning or implementation of activities 1=Staff solicit youth input but do not use it to shape the development and implementation of activities	1 2 3 4 N/A	
1.7 Integrates opportunities that foster responsibility, autonomy and leadership throughout the program	 Youth and staff share leadership of most activities; adults provide guidance and facilitation while youth have the opportunity to lead activities and to work independently or as part of a small group Youth have age-appropriate opportunities to make choices (e.g., picking books to read, selecting among program areas and activities, joining clubs or teams, deciding on a project topic, etc.) Youth independently gather resources, materials and information 1 = Staff do not offer a variety of experiences or options from which youth can choose 1 = Youth do not have the opportunities to make plans for and carry out projects and activities 1 = Staff maintain control throughout the activity period and do not share control of activities with youth 	1 2 3 4 N/A	



STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
1.8 Includes opportunities for reflection and promotes critical thinking and problem solving skills	 Activities are cognitively challenging and stimulate thinking Activities are open-ended and require that youth use creativity and draw upon their own ideas to participate Staff engage youth in structured time for reflection on how the activity went, what they learned, and on next steps 1 = Activities require only repetitive or rote behavior 1 = Activities do not provide opportunities for youth to think and work through answers themselves 1 = Youth are not provided the opportunity to engage in reflection 	1 2 3 4 N/A	
1.9 Includes opportunities for youth to build life skills	 Daily activities are offered in which youth must actively focus and concentrate in order to participate, try something more than once to be successful and refine skills with support from staff Staff provide specific feedback to youth about effort, positive behavior and accomplishments Young people have structured opportunities to reflect on their goals and accomplishments and linkages are made between these goals and the life skills that support them 1 = Activities appear very easy, do not challenge participating youth and there are not opportunities to use new skills 1 = Activities do not provide opportunities to acknowledge the accomplishments, work, or contributions of youth 1 = No youth are engaged in an intentional process of reflecting on what they are doing or have done 	1 2 3 4 N/A	
1.10 Promotes self- competence and teaches youth responsible decision- making	 Daily opportunities are provided in which youth must make choices/decisions, create, and modify activities to match their own interests, abilities, ideas or personal styles Staff emphasize the character-building components of activities (e.g., playing by the rules, treating opponents with respect, learning from mistakes, etc.) Youth have the opportunity to try new skills with support from staff 1 = Activities do not provide opportunities to think through ideas, work through challenges or try new skills 1 = Activities do not integrate or draw linkages to core ethical and performance values 	1 2 3 4 N/A	



STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
1.11 Incorporates opportunities for youth to gain competency in STEAM (science, technology, engineering, arts and mathematics)	 There is observable evidence that daily activities incorporate and combine STEAM domains Staff can articulate the ways in which STEAM activities in afterschool support youths' school success and impact well-being 1 = Program does not offer any activities that address STEAM content or skill development 	1 2 3 4 N/A	
1.12 Ensures that programming is culturally appropriate and linguistically sensitive	 The mission statement, outreach materials, and policies emphasize a commitment to serving all youth and families in the community Program activities, materials and the environment reflect the racial, ethnic, linguistic, gender, family and community characteristics of participants (e.g., posters, artwork, books, instruments, etc.) Information can be available in parents' and caregivers' home languages When possible, participating youth represent the full diversity of the host school or neighborhood in terms of gender, ability, family income, race, ethnicity and other characteristics Staff adapt activities to be accessible to English language learners and encourage their active participation in the program 1 = Program materials reflect only one culture, ethnicity, race, etc. 	1 2 3 4 N/A	
1.13 Provides opportunities for college and career readiness, vocational preparation, and workforce development	 Program provides ongoing activities that allow youth to develop the foundational skills to enable them to learn additional academic and job-specific skills, both at the entry-level and throughout their careers (e.g., resume development, mock interviews, job shadowing, financial literacy workshops, GED courses, youth apprenticeships, etc.) Program provides regular college preparation activities (e.g., academic assistance, SAT/ACT preparation, college tours and fairs, access to college preparation materials, scholarships, etc.) 1 = Program does not provide any structured, ongoing or consistent college and career readiness activities 	1 2 3 4 N/A	



STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
1.14 Includes opportunities for youth to engage in international education and gain global competency	 Regular program activities allow youth to gain knowledge of other world regions and cultures, become familiar with international and global issues and gain awareness of connections between local and global realities Hands-on and experiential learning activities allow youth to practice global competencies such as communicating ideas effectively with diverse audiences and taking action to improve conditions 1 = Program does not offer any apportunities for youth to gain knowledge of other world regions or investigate globally significant issues 	1 2 3 4 N/A	



QUALITY ELEMENT 2

LINKAGES WITH THE SCHOOL DAY



Quality Element 2: Linkages with the School Day

GUIDING PRINCIPLE:

A quality program communicates and collaborates with school personnel to ensure that afterschool programming and activities complement and support school day learning, support performance standards, and build strong content knowledge and academic skills in youth.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
2.1 Establishes and maintains strong and intentional links to the school day	 Staff communicate with administrators and faculty to ensure alignment of program activities and the school's learning goals and curricula Staff seek input from school day teachers and administrators on the impact of afterschool programming for youth Staff communicate and collaborate with school personnel to promote and monitor youths' academic and behavioral development 1 = Staff have little to no communication with school administration or teachers 	1 2 3 4 N/A	
2.2 Supports Georgia Common Core Standards and local performance benchmarks	- The program supports state and local performance standards and benchmarks by building activities that address areas where youth are struggling 1 = Program does not offer any activities that address state and local performance standards	1 2 3 4 N/A	
2.3 Provides hands- on learning opportunities for participants to develop knowledge in content areas that complement the school day	 Program provides daily academic activities that incorporate a variety of age-appropriate instructional strategies to help youth build and master key academic content and skills Activities provide opportunities for hands-on engagement in academic domains that are not always possible during the school day 1 = None of the activities address academic content, concepts or skills 1 = Program provides academic activities that primarily include didactic instruction such as lecture, staff presentation, use of worksheets or other passive methods 	1 2 3 4 N/A	



Quality Element 2: Linkages with the School Day

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
2.4 When appropriate, incorporates academic support, including homework assistance and/ or tutoring	 Homework assistance and/or tutoring are offered on a daily basis with sufficient time, space and staff assistance for youth to complete assignments Youth have access to resources needed to complete assignments (e.g., wide array of supplies and resources including dictionaries, pencils, tape, computers, internet access, poster board, markers, etc.) 1 = Program does not provide any structured academic support to youth during the program day 1=Materials are not available to provide appropriate academic support 	1 2 3 4 N/A	
2.5 Ensures that youth develop key academic skills, including research and study skills	- Staff intentionally teach academic skills in addition to academic content and youth are given the opportunities to practice skills in context (e.g., organization skills, research skills, problem-solving skills, time management, teamwork, etc.) 1 = Program does not provide any structured opportunities that are intentionally designed to teach academic skills	1 2 3 4 N/A	



ENVIRONMENT & CLIMATE



Quality Element 3: Environment & Climate

GUIDING PRINCIPLE:

A quality program provides a safe, clean and developmentally appropriate environment that meets the physical needs of all youth; supports best practice programming, and reflects the needs and interests of youth.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
3.1 Has a physically	- The program space is clean, well-maintained and safe	1	
safe and clean environment	 Books, games and other program equipment are in good working condition 	2	
	- The program space is well-organized	3	
	1 = There are major safety and sanitary concerns affecting the program space	4	
		N/A	
3.2 Ensures that	- There is access to enough equipment, supplies, and space to carry out a variety of academic, social,	1	
the space, equipment,	nutritional, and physical activities	2	
and materials are suitable for	 The environment and materials are age-appropriate, suitable for individual needs, and culturally 	3	
the ages and skill levels of	appropriate	4	
youth and meet the program's	$1 = \mbox{Program space}$ is not suitable for the activities offered or for the youth participating	N/A	
needs	1= Physical environment and materials cannot be modified to meet the needs of the program offering or the skills and needs of the youth participating		
3.3 Adheres to	Documents exist that make clear that the program is	1	
state and local licensing	compliant with all licensing regulations and that the inspection is up-to-date	2	
requirements	1 = Documents are not available to view or documents illustrate program is not in compliance	3	
	program is not in compliance	4	
		N/A	



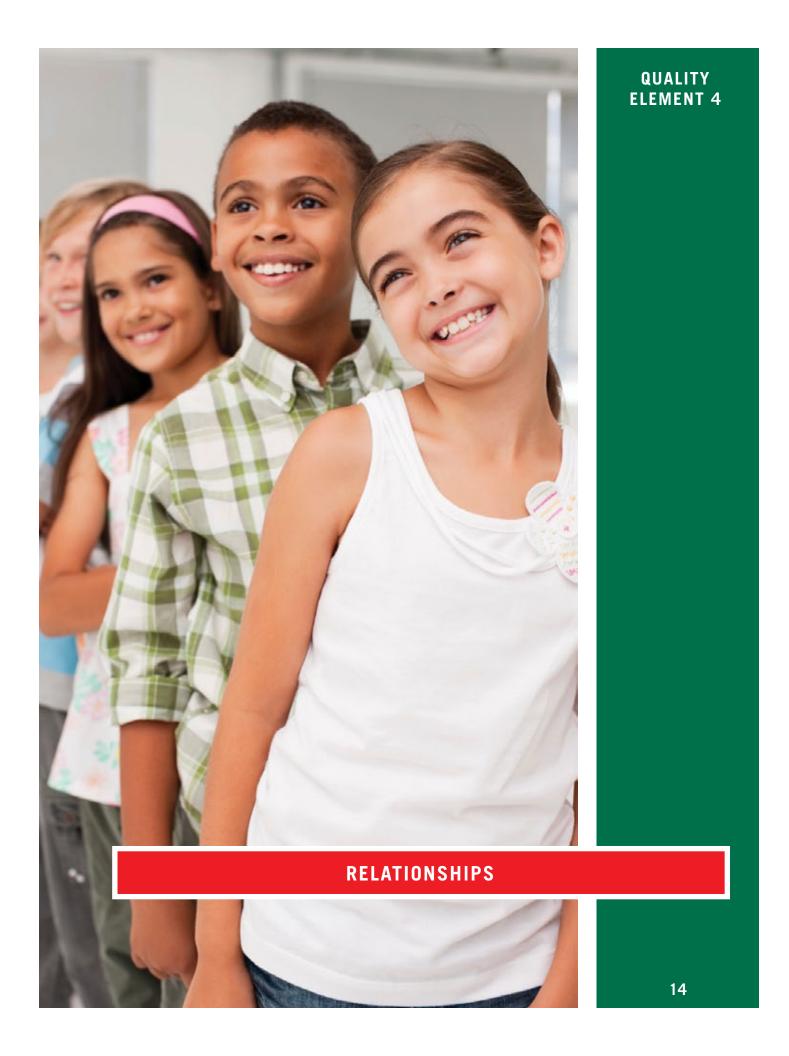
Quality Element 3: Environment & Climate

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
3.4 Supports youth in	Youth independently gather resources, materials or get information on their own	1	
navigating the learning space independently,	Staff are flexible in their management of youth and allow youth to move around the learning space on their own and to question adults or other peers	2 3	
taking initiative, and exploring their	Staff encourage youth to share control and responsibility for the activity (e.g., youth help set out	4	
interests	materials for an art project, youth are encouraged to take the lead in selecting and initiating activities, etc.)	N/A	
	1 = Youth must gain permission from staff to access and gather materials, move around the program space and/or engage in the next step of an activity		
	1 = Staff maintain control throughout the activity period and do not share responsibility and control of activities with youth		
3.5 Offers frequent access to	Provides regular opportunities for direct contact with nature and the outdoors	1	
nature and/ or an outdoor	Provides regular outdoor activities that foster greater environmental awareness and engages youth in hands-	2 3	
space when possible	on, experiential learning (e.g., planting gardens, composting, nature scavenger hunts, etc.)	4	
	 Provides outdoor activities that engage youth in physical fitness and play 	N/A	
	1 = Program does not provide any opportunities for youth to engage with the natural world		
	1 = Program does not provide any activities that engage youth in physical fitness and physical play		
3.6 Has a physical environment	The indoor space reflects the current work, interests, talents and life experiences of the youth served (e.g.,	1	
that reflects the work and	youth artwork is on display, youth personalize areas, etc.)	2	
interests of youth and	1 = The walls and program space do not reflect current youth work, interests or personalities	3	
the program's activities		4	
		N/A	



Quality Element 3: Environment & Climate

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
3.7 Allows for the inclusion and	The program actively recruits and welcomes youth with learning differences and disabilities	1	
engagement of differently-	The program is aware of, records, and informs staff of the special needs of youth	2	
abled youth	Staff and leadership make reasonable	3	
	accommodations and provide special materials as necessary to serve youth with disabilities and learning	4	
	differences (e.g., breaking activities into smaller parts, working in smaller groups, providing extra time to complete tasks, etc.)	N/A	
	1 = Differently-abled youth are excluded, isolated from or not engaged in activities		
	1 = The physical space or materials and resources do not allow for the participation of differently-abled youth in the activities offered		
3.8 Reflects and incorporates	 Program information is available in the home language of parents and caregivers (i.e., in the home languages 	1	
the culture and	of 15% or more parents and caregivers)	2	
language of youth and their families	Includes regular activities that take into account the language and culture of the participants	3	
Tamines	 Staff interact with families in a comfortable, respectful, welcoming way (e.g., staff refer to family members and caregivers by their names and make friendly, positive conversation) 	4	
		N/A	
	Youth have opportunities to explore, share and celebrate their heritage and culture with others		
	1 = Despite serving a diverse population, program materials, activities and the program environment reflect a specific culture and language		
3.9 Provides intentional	The program's mission, policies and practices reflect a commitment to the development of ethical,	1	
character education and	responsible and caring young people	2	
opportunities for moral action	 Program activities and practices foster the core ethical values of caring, honesty, fairness, 	3	
that promote core values	responsibility and respect for self and others by providing regular opportunities for studying and	4	
	discussing these values, observing behavioral models, and resolving problems involving these values	N/A	
	 Program activities and practices promote the performance values of diligence, best effort, perseverance, critical thinking and positive attitude 		
	1 = Program does not provide any structured opportunities that are designed to intentionally teach and discuss ethical values		
	1 = Program activities predominantly focus on and value products (e.g., grades, test scores, performance levels, etc.) over process and effort		





Quality Element 4: Relationships

GUIDING PRINCIPLE:

A quality program fosters and nurtures positive relationships and interactions among staff, youth, families, and communities; provides a tolerant and respectful environment that is safe from teasing, bullying, and violence; and promotes diversity.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
4.1 Builds positive relationships with youth that	The program is structured to create close, sustained relationships between individual participants and caring adults	1 2	
are supportive and nurturing	 Staff engage in 1:1 conversations with youth (e.g., talk about youths' interests, ask about something they brought or made, etc.) 	3	
	 Youth seek out positive contact/interactions with staff (e.g., youth initiate dialogue, ask staff their opinions, initiate friendly verbal or physical interaction, stand close to staff when talking, etc.) 	4 N/A	
	1 = Youth do not have the opportunity to get to know staff well beyond the role of instructor		
	1 = Staff and youth may be rude to each other, exchange negative affect, show anger, be mean-spirited, show sarcasm or engage in teasing		
4.2 Ensures that staff are role	Staff show respect for and communicate with one another	1	
models of positive and	– Staff collaborate on programming and activities	2	
respectful adult relationships	 Staff exhibit appropriate, professional conduct around youth (e.g., staff do not complain about the program 	3	
	or their job, react "personally" to youth criticisms, or exhibit behavior not allowed in program, etc.)	4	
	1 = Staff may be rude to each other, exchange negative affect, show anger, be mean-spirited, show sarcasm, or demonstrate unprofessional behavior	N/A	



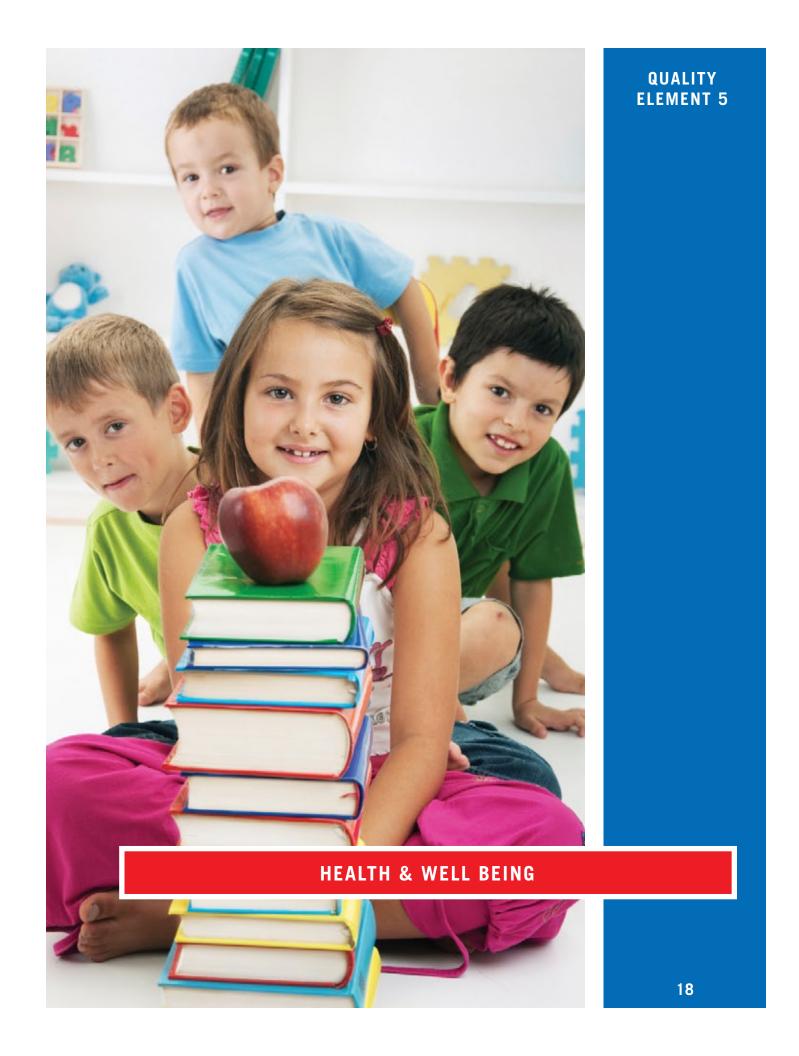
Quality Element 4: Relationships

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
4.3 Incorporates relationship-building	 Staff create opportunities that teach youth to interact with one another in positive ways (e.g., icebreakers, teambuilding exercises, group discussions, etc.) 	1 2	
opportunities among peers and ensures	 Youth listen to each other (e.g., pay attention, don't interrupt, etc.) 	3	
that youth interact with	 Youth cooperate with each other (e.g., share materials, help each other, etc.) 	4	
one another in positive ways	 Peer interactions have a positive affective tone and peers seem to enjoy each other's company 	N/A	
	 When minor conflicts occur, youth are able to problem-solve and resolve conflicts without adult intervention 		
	1 = Youth have no or few opportunities to get to know each other beyond self-selected pairs or small cliques		
	1= Youth exhibit predominantly exclusive relationships (i.e., limited to a few individuals or a small clique within the program)		
	1 = Conflict among youth is frequent1 = When disagreements or conflicts occur, youth yell, insult or threaten each other		
4.4 Teaches and encourages use of conflict resolution skills among youth	 Staff model positive communication and conflict resolution skills Staff create opportunities that teach youth to interact with one another in positive ways (e.g., icebreakers, teambuilding exercises, group discussions, etc.) Program activities integrate opportunities for youth to solve problems alone or in groups (e.g., activity related challenges, opportunities to work together through a task, opportunities to find needed information or materials, etc.) 1 = Program does not provide any structured opportunities that are designed to teach and discuss conflict resolution and coping skills 1 = Youth have no opportunities to form small groups for activities with the purpose of cooperating to accomplish an objective 	1 2 3 4 N/A	



Quality Element 4: Relationships

STANDARD	INDICATORS	RATING	NOTES	
A Quality Program:		How True?		
4.5 Reinforces positive	Youth are involved in informing the development of disciplinary protocols and practices	1		
behavior and employs strength-based	There are clearly defined expectations for youth and staff conduct that are well known to staff, participants,	2 3		
techniques to address	and families - Staff approach conflicts and negative behavior in a	4		
behavioral issues	non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior	N/A		
	Staff consistently intervene when youth or adults make hurtful or negative comments			
	 Staff provide specific feedback to youth about positive behavior and accomplishments 			
	 When youth behavior is inappropriate, staff use simple reminders or redirect behavior (e.g., let youth know what is inappropriate and/or remind youth of established rules and behavioral expectations, etc.) 			
	 Staff apply rewards and consequences for participant behavior appropriately and consistently 			
	When addressing behavioral issues, staff use time- out, loss of privileges and other consequences sparingly			
	1 = Staff ignore or do not acknowledge conflicts or negative behavior nor follow up with those involved (i.e., disrespectful, tense, exclusive, angry or hostile situations; with negative behaviors such as rudeness, bragging, insults, "trash talking," negative gestures, or other such actions)			
	1 = In conflict and negative-behavior situations, staff do not seek input from youth to determine the cause or solution for conflicts or negative behavior			
	1 = In conflict and negative-behavior situations, staff do not address the relationship between between youths' actions and consequences			





Quality Element 5: Health & Well Being

GUIDING PRINCIPLE:

A quality program supports and promotes the social and emotional needs of youth, is committed to diversity, tolerance and inclusion, and provides opportunities for youth to be physically active and learn and practice healthy habits.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
5.1 Provides a socio- emotionally safe and supportive environment that is free of bullying and harassment for youth	 Clear practices and policies exist that emphasize social and emotional safety and bullying prevention Staff, youth and families are actively engaged in comprehensive bullying prevention policy and protocol development and implementation A system exists for regularly assessing and monitoring the needs and effectiveness of social and emotional safety efforts The program provides social, emotional and mental health supports and resources for students involved in bullying, including bullies, victims, and bystanders Staff treat youth with respect and listen to what they say (i.e., listens, affirms, responds and adds information to what youth say) 1 = Youth often engage in bullying behaviors such as comments or slurs intended to hurt someone 1 = Program does not have clear and consistent policies and practices in place to prevent and address bullying and intolerance 	1 2 3 4 N/A	
5.2 Offers regular opportunities for youth to engage in physical fitness and build health and nutrition knowledge and skills	 Youth have the opportunity to engage in daily moderate-to-vigorous physical activity Youth have the opportunity to learn about healthy eating and positive food choices (e.g., through activities such as cooking clubs, gardening, visits to local grocery stores, etc.) 1 = Program does not provide any daily structured opportunities for youth to engage in daily moderate-to-vigorous physical activity 1 = Program does not provide any opportunities for youth learn about healthy eating and positive food choices 	1 2 3 4 N/A	



Quality Element 5: Health & Well Being

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
5.3 When suitable to program duration, incorporates nutritious snack and/or meal options, if provided	 When suitable to program duration, a nutritious daily snack is provided that includes at least two of the four components: grain/bread, milk, fruit/vegetable, protein/meat/meat alternative 1 = Program does not serve a nutritious daily snack to participating youth when programming lasts more than three hours 	1 2 3 4 N/A	
5.4 Communicates with families to ensure that staff are aware of the individualized needs and special health concerns of youth	 The program seeks information from parents and caregivers with regards to the individualized needs and health concerns of youth (e.g. via meetings or written communication) Staff are made aware of and can articulate youths' individual, developmental, and/or medical needs as appropriate and adjust activities and experiences as needed 1 = The program does not have a clear and consistent procedure for regular communication with parents and caregivers regarding youths' individualized needs 	1 2 3 4 N/A	
5.5 Seeks to connect families and caregivers with information and community resources to support the well-being of families and youth	 Staff refer families to community resources such as summer camps, food pantries, adult education classes, counseling, local parks and family-friendly events (e.g., resource guides, pamphlets and resource contact information are available to distribute that are appropriate to the culture, language, and literacy level of parents and caregivers, etc.) 1 = No community resources are available or provided to families and caregivers 	1 2 3 4 N/A	









Quality Element 6: Staffing & Professional Development

GUIDING PRINCIPLE:

A quality program employs staff and volunteers who value each youth, understand youths' developmental needs, and develop working relationships with all program stakeholders. A quality program supports the professional growth of staff and volunteers by providing ongoing professional development that bolsters the knowledge and skill necessary for implementing best practice programming.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
6.1 Utilizes a performance	Staff members participate in performance-based assessments of their work at least once yearly	1	
evaluation system for staff	- The evaluation system is known to staff	2	
and volunteers and provides	 Evaluation feedback is given to staff and coaching, mentoring and other support is provided in order to 	3	
appropriate supervision,	build needed skills	4	
support and feedback	 Performance evaluations are documented in program files and can be viewed 	N/A	
	1 = Program does not have a consistent performance evaluation system that is known to staff		
6.2 Offers all staff and volunteers	Fosters an understanding of and appreciation for established program quality standards, evaluation and	1	
ongoing	program improvement strategies among staff	2	
professional development and fosters a	 Has a program director that is committed to his/ her own professional development and attends and 	3	
commitment	commitment to continual — Assesses professional development needs of staff	4	
growth		N/A	
	 Professional development opportunities are available in multiple formats, including workshops, observation, coaching and peer-to-peer learning 		
	The program complies with state training regulations, where applicable		
	1 = Program does not offer regular professional development opportunities for staff		
	1 = Program offers no professional development for volunteers		
1			



Quality Element 6: Staffing & Professional Development

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
6.3 Ensures that staff and volunteers are	 Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content 	1 2	
competent in academic and skill-based domains, as appropriate to their positions	 areas Ensures staff members have competence in core academic areas, where appropriate Staff participate in ongoing professional development to address the unique characteristics of youth and families (e.g., how to better support students' academic success, how to better support youth with special needs or disabilities, how to provide culturally sensitive practice, etc.) 1 = Staff and volunteers do not have adequate knowledge and skill to support youth, as appropriate to their positions 	3 4 N/A	
6.4 Trains staff to plan and implement programming and activities that are appropriate for the age, skill level and interests of youth	 Professional development is provided to support staff in planning suitable activities that correspond to the developmental needs of participants Staff are given dedicated time for program planning and curriculum development Regular meetings are held for program/activity development, reflective practice and program review/ debriefing 1 = Staff do not have dedicated time and professional development to support planning and curriculum development 	1 2 3 4 N/A	
6.5 Monitors and maintains staff-to-youth ratio as per state and local regulations	 Program staff are aware of the regulations regarding staff-to-youth ratio The appropriate ratio is maintained and is observable in all program areas at all times 1 = Staff are not aware of the staff-to-youth ratio regulations 1 = Program does not maintain the appropriate staff-to-youth ratio as per state regulations 	1 2 3 4 N/A	
6.6 Holds regular staff meetings		1 2 3 4 N/A	



Quality Element 6: Staffing & Professional Development

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
	INDICATORS - Program staff are aware of OCGA § 19-7-5(c)(1) and the terms of the Code - Training has been provided to all applicable persons and documentation of training is available 1 = Applicable program staff are not aware of and/or have nor received training on OCGA § 19-7-5(c)(1) and the terms of the Code		NOTES





Quality Element 7: Organizational Practices

GUIDING PRINCIPLE:

A quality program has a clear mission and well-defined goals, sound fiscal management, and clear policies and procedures that support quality and sustainability.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
7.1 Clearly defines the organization's mission, vision, values and goals and aligns this framework with specific outcomes to measure progress	 Program has a clearly defined and well-understood mission and vision, and values and goals in operation Staff and stakeholders are aware of and can articulate the mission, vision, values and goals Program activities clearly support the mission and vision of the organization 1 = Staff are not aware of and/or cannot articulate the mission, vision, values and goals of the organization 	1 2 3 4 N/A	
7.2 Has an employee handbook that specifies internal policies and procedures	 A comprehensive employee handbook exists that lists internal policies and procedures New staff are thoroughly oriented to the employee handbook The handbook is readily available for staff review 1 = An employee handbook does not exist 1 = Staff have not been oriented to the employee handbook 	1 2 3 4 N/A	
7.3 Establishes program policies and procedures and makes them available to families or caregivers and stakeholders	 Program policies and practices are well-defined and support program goals Regular orientations are held throughout the program year to familiarize families or caregivers with program policies Mechanisms are in place to remind veteran families and caregivers of program policies and procedures throughout the year (e.g., during program events, in meetings, via written communications, etc.) 1 = Program policies are not well-defined and/or do not support program goals 1 = Program does not have a mechanism for familiarizing families and caregivers with program policies and procedures 	1 2 3 4 N/A	



Quality Element 7: Organizational Practices

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
7.4 Establishes and maintains clear	 Program establishes and maintains attendance and participation expectations that support program goals 	1	
attendance and participation	Attendance and participation expectations are	2	
expectations	known to all staff, participants and their families or caregivers. Families, youth and staff articulate	3	
	expectations with consistency	4	
	1 = Staff and families or caregivers are not aware of the program's attendance and participation expectations	N/A	
7.5 Maintains a system for the	 Program has complete and current enrollment/ registration and attendance documents for all 	1	
collection and	participants	2	
monitoring of youth attendance	 The program maintains current and accurate activity schedules with room assignments and tracks daily 	3	
data	attendance and activity attendance	4	
	 Staff who are responsible for collecting data are trained to ensure effective collection of quality data 	N/A	
	1 = Program does not maintain a system for tracking daily and activity attendance		
7.6 Has a disciplinary	Program has a well-defined disciplinary protocol that supports the mission, vision, values and goals and is	1	
protocol and makes clear the	known to all staff, participants, and their families or caregivers	2	
expectations for youth	Regular orientations are held throughout the program	3	
behavior	year to familiarize new families and caregivers with discipline policies	4	
	 Mechanisms are in place to remind veteran families of program policies throughout the year (e.g., during program events, in meetings, via written communications, etc.) 	N/A	
	 The discipline protocol ensures that staff apply rewards and consequences for participant behavior appropriately and consistently 		
	1 = Program does not have a well-defined disciplinary protocol and policies		
	1 = Staff inconsistently apply rewards and consequences for youth behavior		
	1 = Program does not have a mechanism for familiarizing participants and families or caregivers with discipline policies		



Quality Element 7: Organizational Practices

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
7.7 Maintains confidential records on	Program establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff	1 2	
all youth and ensures records are up-to-date	Program maintains accurate and accessible medical records on participants	3	
	 Staff who are responsible for maintaining records are trained to ensure effective data collection 	4 N/A	
	1 = Program does not have a system for maintaining participant information that is up-to-date and usable		
	1 = Staff are trained on how to maintain confidentiality forms		
7.8 Adheres to state and	Documents exist that make clear that the program is compliant with all licensing regulations and that	1	
local licensing requirements (e.g., health	inspection is up-to-date 1 = Documents are not available to view or documents illustrate	3	
certificate, security clearance,	program is not in compliance	4	
insurance, etc.)		N/A	
7.9 Maintains a sound budget;	The program has an approved budget and resources are allocated to meet organizational goals and	1	
reviews and adjusts budget periodically	 objectives A sufficient proportion of funds are allocated for direct services 	2 3	
and as necessary	Site coordinators have timely access to resources and are able to allocate resources to meet site-specific	4	
	needs - Expenditures and cash flow are monitored continually	N/A	
	and immediate action is taken to address potential problems		
	1 = Budgetary documents that delineate expenditures and cash flow are either not maintained, not available to view or not up-to-date		



Quality Element 7: Organizational Practices

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
7.10 Completes all required reports and submits them in a timely manner	 All required attendance, evaluation and expenditure reports are accurate and submitted on time There is clear evidence that the program adheres to local, state, and federal fiscal, accounting, record-keeping and audit requirements Leaders at the district or organization level have a working knowledge of the program's funding sources and associated reporting requirements 1 = Documents illustrate that the program has not adhered to reporting, accounting or recordkeeping requirements 	1 2 3 4 N/A	
7.11 Ensures that lesson plans are available and accurate and the program schedule and room assignments are posted	 Daily lesson plans are current, accurate and available for viewing The program maintains and posts current and accurate activity schedules with room assignments 1 = Program does not maintain current and accurate activity schedules and lesson plans and/or schedules are not available for viewing 	1 2 3 4 N/A	









Quality Element 8: Evaluation & Outcomes

GUIDING PRINCIPLE:

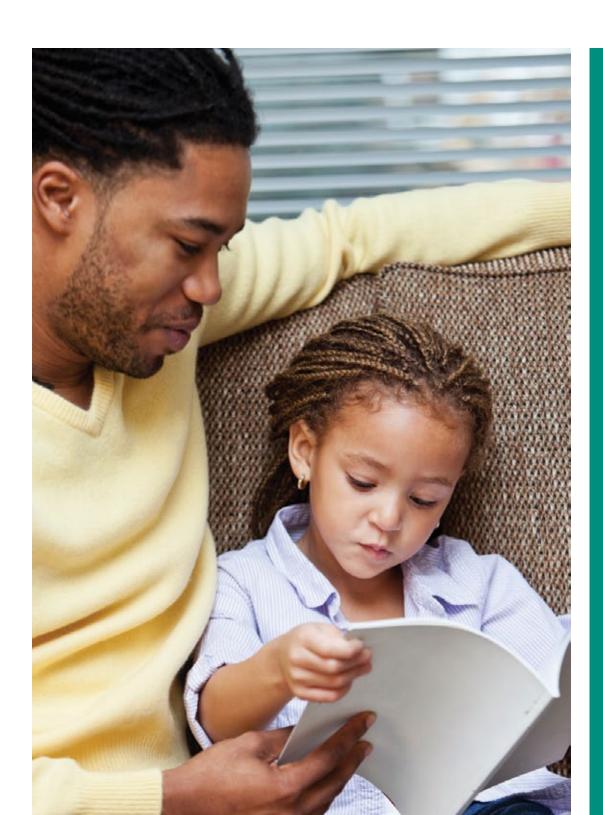
A quality program has measurable program and outcomes-based goals and a system and plan in place for gathering data, engaging in data-driven decision-making, implementing program improvement strategies and regularly reassessing outcomes.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
8.1 Delineates measurable	 Program has measurable program goals and objectives that are documented and available for viewing 	1	
program goals	 Program goals and objectives can be articulated with consistency by all staff 	2	
and objectives that reflect the	Staff can describe how the program goals are	3	
organization's mission	addressed by specific programs and activities	4	
1111331011	1 = Program goals are not recorded or clearly delineated 1 = Staff and/or stakeholders are unaware of program goals and how they support the organization's mission	N/A	
8.2 Selects and implements	Incorporates program evaluation that includes both qualitative and quantitative data	1	
appropriate assessment	The selected assessment tools measure program	2	
tools to measure the	practices and youth engagement - Assessment is carried out on at least an annual basis	3	
effectiveness	and summary data is available for viewing	4	
of program practices and status of youth outcomes	1 = Program evaluation is not conducted on an annual basis	N/A	
8.3 Obtains and	- Program leadership and staff use assessment and	1	
analyzes data and compares	evaluation data to continuously review and refine program activities, policies, staffing and professional	2	
findings to the organization's mission, goals	development to ensure that program practices support the program's mission and goals	3	
and objectives	1 = Program leadership does not use evaluation data to revise program practices	4	
	1 = Program does not maintain documentation that illustrates how evaluation data has been used to revise program practices	N/A	
8.4 Employs data to design and	The program engages staff and stakeholders in analyzing data, determining conclusions and	1	
implement an improvement	developing a plan for change that is specific, measurable, and time-bound	2	
plan that has measurable	Documentation of the improvement plan is available	3	
goals and	for viewing	4	
objectives	1 = Program does not have an improvement plan or plan is not available for viewing	N/A	



Quality Element 8: Evaluation & Outcomes

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
engages in data-driven decision-making and regularly reassesses findings	 An internal system of continuous improvement is in place that involves staff, youth and stakeholders The system involves using data to analyze the results of the plan for change, implementing the change, using data to determine effectiveness of the plan and continuously reassessing 1 = Program does not maintain an internal system for continuous improvement 1 = Program does not maintain documentation that illustrates engagement in a continuous improvement process or documents are not available for viewing 	1 2 3 4 N/A	
8.6 Develops the capacity in staff to carry out the data-driven decision-making process as a team	 Staff who are responsible for collecting data are trained to ensure effective collection of quality data Staff are involved in the process of analyzing data, determining conclusions and developing a plan for change that is specific, measurable and time-bound The ideas, opinions and knowledge of the staff and stakeholders are solicited and employed throughout the continuous improvement process The processes of brainstorming, problem-solving and planning for change incorporate the collective intelligence of staff and stakeholders The continuous improvement process is documented and available for viewing (e.g., meeting agendas, training agendas, action plans, etc.) 1 = Program leadership does not involve staff in the continuous improvement process such as in data collection, data analysis and action planning 	1 2 3 4 N/A	



QUALITY ELEMENT 9

FAMILY & COMMUNITY PARTNERSHIPS



Quality Element 9: Family & Community Partnerships

GUIDING PRINCIPLE:

A quality program builds meaningful relationships and collaborates with families and caregivers to enhance programming and foster the healthy development of youth. A quality program develops community partnerships to establish an educative community and form an interconnected network that supports the holistic well-being of youth.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
9.1 Builds meaningful relationships with families and caregivers and interacts with them in respectful and welcoming ways	 Program hosts regular orientations so that families and caregivers can learn about the program, meet the staff and learn how afterschool programs can support their children's social and academic growth 	1 2	
	Families and caregivers are encouraged to visit the program to observe and participate in activities or to interact with youth and staff	3 4	
	Staff make an effort to learn the names of families and caregivers and to greet them personally	N/A	
	1 = Program does not have a well-defined system for involving families and caregivers in the program		
9.2 Develops and maintains community collaborations to improve and extend programming	 Relationships with arts, cultural and other community institutions are established to expand and enhance program offerings (e.g., program options are facilitated by various institutions, opportunities within various institutions exist for program members, etc.) The program accesses resources within the community by seeking support from and building relationships 	1	
		2	
		3 4	
	with local businesses and institutions (e.g., tutors and/ or mentors from community institutions are involved in the program, youth apprenticeships are offered by institutions, programming materials are provided by various agencies, etc.) 1 = Program does not build or maintain relationships with community collaborators	N/A	



Quality Element 9: Family & Community Partnerships

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
9.3 Communicates with families or caregivers regarding youth needs and well-being	 Staff make a regular effort to share positive information about youth with families or caregivers through both written updates and conversations Staff communicate constructive feedback about youth with families or caregivers in a respectful way and in a confidential setting 1 = Program does not maintain regular communication with families and caregivers 	1 2 3 4 N/A	
9.4 Solicits and incorporates the input of families or caregivers in decision making	 Families and caregivers are encouraged to share input about the afterschool program (i.e., through informal conversations, focus groups, or surveys that are appropriate to the culture, language and literacy level of families and caregivers) Families and caregivers have the opportunity to play leadership roles in the program (i.e., by serving on a collaborative committee, organizing special events, or volunteering at the program) 1 = Program does not solicit the input of families or caregivers on a regular basis 	1 2 3 4 N/A	