A Unified
Vision
to **Serve**,
Georgia's
Youth

ASSESSMENT TOOL

Georgia Afterschool & Youth Development
Standards

A collaboration between GSAN & GUIDE, Inc.

www.georgiaasyd.org

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.

The Georgia Afterschool & Youth Development (ASYD) Initiative is a collaboration between the Georgia Statewide Afterschool Network (GSAN) and GUIDE, Inc. and is supported by the following state agencies: Georgia Department of Education (GaDOE), Georgia Division of Family and Children Services (DFCS), Georgia Department of Public Health (DPH), Georgia Department of Early Care and Learning (DECAL), and Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD). The development and release of the Georgia ASYD Quality Standards in 2015 was funded by the Governor's Office for Children and Families and 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?"

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.

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).

2 = Somewhat True
The desired practices are 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 some minor evidence of negative expressions of the behaviors/practices, as indicated by a "1" rating.

1 = Not True
The desired practices were expected, but not observed. Or, the observed practices were a poor approximation of the desired practices, or represented a negative expression of the desired practices, as indicated by the definition of a "1" rating.

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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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 programming that fosters the relationships, opportunities, and personal qualities that youth need to thrive	– Program staff can articulate an understanding of strength-based programming and can delineate specific practices employed – 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) – Program activities and instructional practices recognize and build on youths' strengths and capabilities and provide strength development opportunities (i.e., , 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 3 4 N/A	
1.2 Offers project-based, experiential and hands-on activities	– Youth are actively involved in the experience and must make choices/decisions, create, and modify the activity to match their own interests, abilities, ideas or personal style – Staff engage youth in structured time for reflection on how the activity went, what they learned, and on next steps *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*	1 2 3 4 N/A	
1.3 Ensures that youth experience a balance of group sizes across the program day	– Program day offers an array of activities including some small groups, large groups, some independent time or time with one or two peers *1 = Program offers activities and experiences of one group size across the program day (e.g., youth only experience large group activities)*	1 2 3 4 N/A	

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
1.4 Provides activities that feature an array of instructional approaches	– Program day offers a mix of approaches including some adult-directed, independent time, peer-directed, cooperative learning *1 = Program offers only one instructional approach throughout the program day*	1 2 3 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) – 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 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*	1 2 3 4 N/A	
1.6 Solicits and incorporates youth voice in the planning, development & implementation of programming	– 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 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, such as picking books to read, joining clubs or teams, or deciding on a project topic – Youth independently gather resources, materials or get 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, 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 do not challenge youth or spark their interest and/or require only repetitive or rote behavior* *1 = Activities do not provide opportunities for youth to think and work through answers themselves* *1 = No youth are engaged in an intentional process of reflecting on*	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 have the opportunity to build, refine or apply skills with support from staff – Staff provide specific feedback to youth about 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 and do not challenge participating youth* *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) – 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	

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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) and music	– There is observable evidence that daily activities incorporate and combine STEAM domains and/or music – Staff can articulate the ways in which STEAM and music activities in after school support participants' school success, help to address the achievement gap, and impact youth well-being *1 = Program does not offer any activities that address STEAM content or skill development processing on what they are doing or have done*	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 and materials (e.g., posters, artwork, books, instruments) reflect the racial, ethnic, linguistic, gender, family, and community characteristics of participants. – 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, special needs or disability, family income, and race/ethnicity – Staff adapt activities to be accessible to English 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, 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, and 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, familiarity with international and global issues and an awareness of connections between local and global realities – Hands-on and project-based learning experiences 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 opportunities for youth to gain knowledge of other world regions or investigate globally significant issues*	1 2 3 4 N/A	
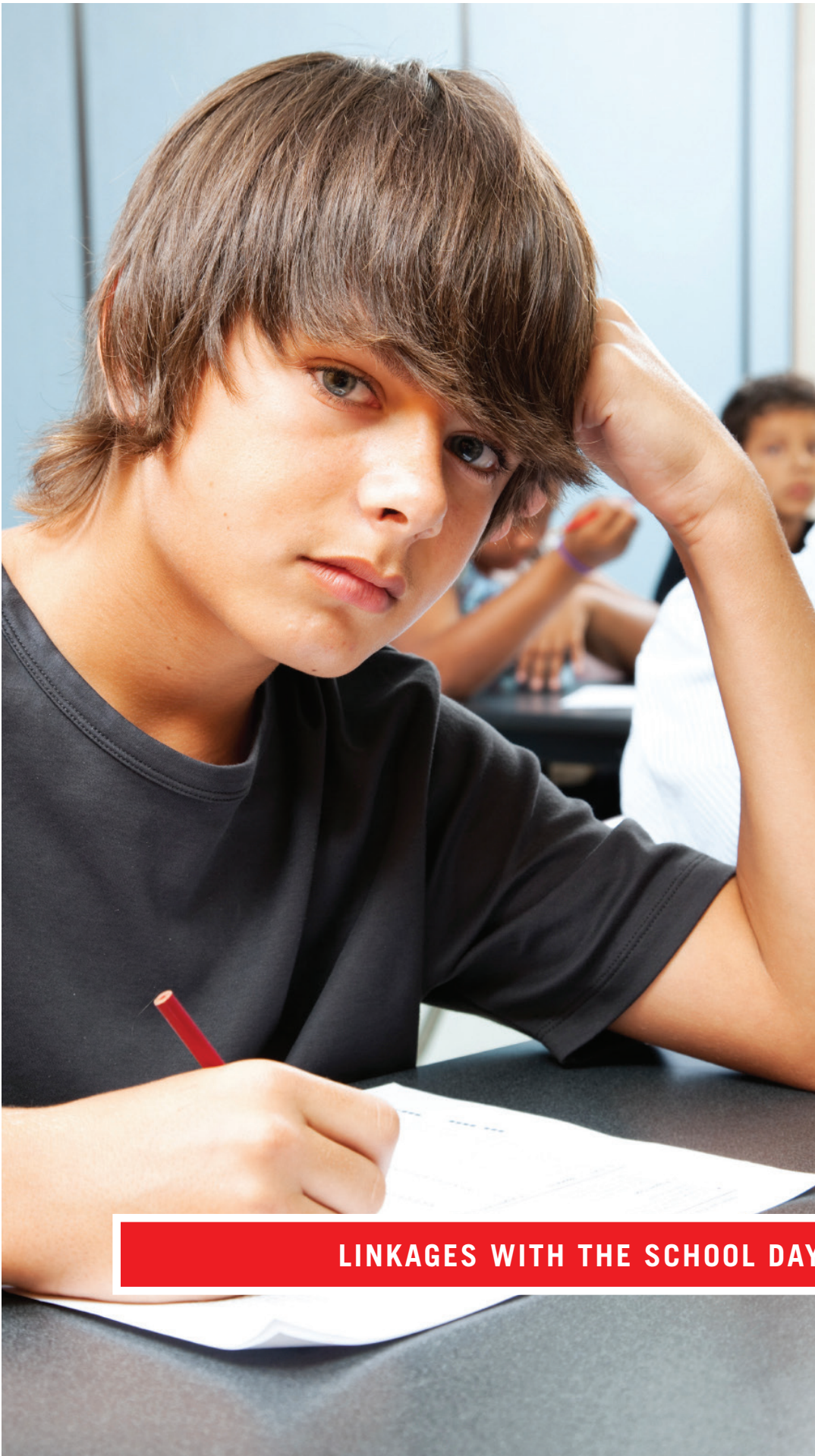
LINKAGES WITH THE SCHOOL DAY

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 to the schools' learning goals and curricula. – Staff seek input from school day teachers and from administrators on the impact of after school programming for participants – 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 the Georgia Standards of Excellence and Local Education Agency (LEA) priorities	– 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 skills and content – Activities provide opportunities for hands-on engagement and project-based learning in academic domains that are not always possible during the school day *1 = None of the activities offered addressed academic content or concepts* *1 = Program provides academic activities that primarily include lecture, staff presentation, use of worksheets, or other passive or didactic methods*	1 2 3 4 N/A	

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, such as 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 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

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 safe and clean environment	– The program space is clean, well maintained and safe – Books, games and other program equipment are in good working condition – The program space is well organized *1 = There are major safety and sanitary concerns affecting the program space*	1 2 3 4 N/A	
3.2 Ensures that the space, equipment, and materials are suitable for the ages and skill levels of youth and meet the program's needs	– There is access to enough equipment, supplies, and space to carry out a variety of academic, social, nutritional, and physical activities – The environment and materials are age appropriate, individually appropriate, and culturally appropriate *1 = Program space is not suitable for the activities offered or for the youth participating* *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*	1 2 3 4 N/A	
3.3 Adheres to state and local licensing and exemption requirements	– Documents exist that make clear that the program is compliant with all licensing regulations and/or exemption requirements and that inspection is up-to-date *1 = Documents are not available to view or documents illustrate program is not in compliance*	1 2 3 4 N/A	

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

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STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		**How True?**	
3.7 Allows for the inclusion and engagement of differently-abled youth	– The program actively recruits and welcomes youth with learning differences and disabilities – The program is aware of, records, and informs staff of special needs of participants – Staff and leadership make reasonable accommodations and provide special materials as necessary to serve youth with disabilities and learning differences (e.g., breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks) *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*	1 2 3 4 N/A	
3.8 Reflects and incorporates the culture and language of youth and their families	– Program information is available in parents' and caregivers' home languages (e.g., in the home languages of 15% or more parents and caregivers) – Includes regular activities that take into account the language and culture of the participants – 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) – Youth have opportunities to explore, share, and celebrate their heritage and culture with others *1 = Despite serving a diverse population, program materials and activities predominantly reflect a specific culture and language*	1 2 3 4 N/A	
3.9 Provides intentional character education and opportunities for moral action that promote core values in all domains of youths' lives	– The program's mission, policies and practices reflect a commitment to the development of ethical, responsible, and caring young people – Program activities and practices foster the core ethical values of caring, honesty, fairness, responsibility, and respect for self and others by providing regular opportunities for studying and discussing these values, observing behavioral models, and resolving problems involving these values – 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 outcomes and products (e.g., grades, test scores, performance levels) over process and effort*	1 2 3 4 N/A	

RELATIONSHIPS

GUIDING PRINCIPLE:

A quality program fosters and nurtures positive relationships and interactions among staff, youth, families, and communities; provides an inclusive 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 are supportive and nurturing	– The program is structured to create close, sustained relationships between individual participants and caring adults – Staff engage in 1:1 conversations with individual youth (e.g., talk about youth's interests, ask about something they brought or made) – Youth seek out positive contact/interactions with staff (e.g., youth initiate dialogue, ask their opinions, initiate friendly verbal or physical interaction, stand close to staff when talking) *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*	1 2 3 4 N/A	
4.2 Ensures that staff are role models of positive and respectful adult relationships	– Staff show respect for and communicate with one another – Staff collaborate on programming and activities – Staff exhibit appropriate, professional conduct around youth (e.g., staff do not complain about the program or their job, react "personally" to youth criticisms, or exhibit behavior not allowed in program) *1 = Staff may be rude to each other, exchange negative affect, show anger, be mean-spirited, show sarcasm, or demonstrate unprofessional behavior*	1 2 3 4 N/A	

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

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
4.5 Reinforces positive behavior and employs strength-based techniques to address behavioral issues	– Youth are involved in the development of disciplinary practices – There are clearly defined expectations for youth and staff conduct that are well known to staff, participants, and families – Staff approach conflicts and negative behavior in a non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior – 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 (i.e., let youth know what is inappropriate, and/or remind youth of established rules and behavioral expectations) – 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 their actions and consequences*	1 2 3 4 N/A	

HEALTH & WELL BEING

GUIDING PRINCIPLE:

A quality program supports and promotes the social and emotional needs of youth, is committed to diversity, belonging and inclusion, and provides opportunities for youth to be physically activity 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 bullying prevention and youths' social and emotional safety – Staff, youth and families are actively engaged in comprehensive bullying prevention policy development and implementation – A system exists for regularly assessing and monitoring the needs and effectiveness of safety and anti-bullying efforts – Timely and consistent prevention and intervention strategies are implemented – The program provides social, emotional, and mental health supports and resources for students involved in bullying, including bullies, victims, and bystanders – Staff treat participants 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 through activities such as cooking clubs, gardening, or visits to local grocery stores *1 = Program does not provide any 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	

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 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 participants' individual, developmental, and/or medical needs as appropriate, and adjust activities 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) *1 = No community resources are available or provided to families and caregivers*	1 2 3 4 N/A	

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 coworkers, youth, families and caregivers and other partners. 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 evaluation system for staff and volunteers and provides appropriate supervision support and feedback	– Staff members participate in performance-based assessments of their work at least once yearly – The evaluation system is known to staff – Evaluation feedback is given to staff and coaching, mentoring and other support is provided in order to build needed skills – Performance evaluations are documented in program files and can be viewed *1 = Program does not have a consistent performance evaluation system that is known to staff*	1 2 3 4 N/A	
6.2 Offers all staff and volunteers ongoing professional development and fosters a commitment to continual growth	– Fosters an understanding of and appreciation for established program quality standards, evaluation, and program improvement strategies among staff – Has a program director that is committed to his/her own professional development and attends and participates in regular training – Assesses professional development needs of staff and provides appropriate supports such as training, coaching, mentoring, and peer learning – 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 2 3 4 N/A	

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		**How True?**	
6.3 Ensures that staff and volunteers are competent in academic and skill-based domains, as appropriate to their positions	– Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas – 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. Examples include supporting students' academic success, discussing sensitive issues with parents, working with youth with special needs or disabilities, and culturally sensitive practice *1 = Staff and volunteers do not have adequate knowledge and skill to support youth, as appropriate to their positions*	1 2 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 curriculum development and program activity debrief *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	

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
6.7 Offers training to ensure compliance with OCGA § 19-7-5(c)(1) (Mandated Reporter of Child Abuse or Neglect)	– 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*	1 2 3 4 N/A	

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 clearly defined and well- understood mission, vision, 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 Develops and employs 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 and 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 and 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	

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
7.4 Establishes and maintains clear attendance and participation expectations	– Program establishes and maintains attendance and participation expectations that support program goals – Attendance and participation expectations are known to all staff, participants and their families or caregivers. Families, youth and staff articulate expectations with consistency *1 = Staff and families or caregivers are not aware of the program's attendance and participation expectations*	1 2 3 4 N/A	
7.5 Maintains a system for the collection and monitoring of youth attendance data	– Program has complete and current enrollment/ registration and attendance documents for all participants – The program maintains current and accurate activity schedules with room assignments and tracks daily attendance and activity attendance – Staff who are responsible for collecting data are trained to ensure effective collection of quality data *1 = Program does not maintain a system for tracking daily and activity attendance*	1 2 3 4 N/A	
7.6 Has a disciplinary protocol and makes clear the expectations for youths' behavior	– Program has a well defined disciplinary protocol that supports the mission, vision, values and goals and is known to all staff, participants, and their families or caregivers – Regular orientations are held throughout the program year to familiarize new families and caregivers with discipline policies – 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.) – 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*	1 2 3 4 N/A	

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

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, recordkeeping, 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	

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 goals and objectives that reflect the organization's mission	*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*	1 2 3 4 N/A	
8.2 Selects and implements appropriate assessment tools to measure the effectiveness of program practices and status of youth outcomes	– Incorporates program evaluation that includes gathering both qualitative and quantitative data – The selected assessment tools measure program practices and youth engagement – Assessment is carried out on at least an annual basis and summary data is available for viewing *1 = Program evaluation is not conducted on an annual basis*	1 2 3 4 N/A	
8.3 Obtains and analyzes data and compares findings to the organization's mission, goals, and objectives	– Program leadership and staff use assessment and evaluation data to continuously review and refine program activities, policies, staffing, and professional development; ensuring that program practices support the program's mission and goals *1 = Program leadership does not use evaluation data to revise program practices* *1 = Program does not maintain documentation that illustrates how evaluation data has been used to revise program practices*	1 2 3 4 N/A	
8.4 Employs data to design and implement an improvement plan that has measurable goals and objectives	– The program engages staff and stakeholders in analyzing data, determining conclusions, and developing a plan for change that is specific, measurable, and time-bound – Documentation of the improvement plan is available for viewing *1 = Program does not have an improvement plan or plan is not available for viewing*	1 2 3 4 N/A	

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STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
8.5 Continually 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 includes using data to analyze the results of plan for change, implementing the change, using data to determine effectiveness of the plan, and continuously reassessing results *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) *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	

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 – Families and caregivers are encouraged to visit the program to observe and participate in activities or to interact with youth and staff – Staff make an effort to learn the names of families and caregivers and to greet them personally *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 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*		

Quality Element 9:
Family & Community Partnerships

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STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
9.3 Communicates with families and caregivers regarding youths' needs and well-being	– Staff make a regular effort to share positive information with parents and caregivers about their child through both written updates and conversations – Staff communicate constructive feedback about children with parents and 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 and caregivers in decision making	– Families and caregivers are encouraged to share their thoughts 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 on a regular basis*	1 2 3 4 N/A	