Quality Staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

Quality Staff Self-Assessment

Use these items to assess the program's policies, practices, and structures. Teams can complete them collaboratively based on their experiences in the expanded learning program. Skip any items that don't have supporting evidence or if team members don't know the answer.

Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
The program's recruitment and hiring process informally considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.	The program's recruitment and hiring process considers some, but not all, of the following elements: experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.	The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.	The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.		
The program does not provide adequate resources and materials for staff to deliver activities.	The program provides adequate resources and materials for staff to deliver activities.	The program provides ample resources and materials for staff to deliver activities.	The program provides staff and volunteers with: • Resources and materials to deliver activities		

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Staff rarely have opportunities for professional growth and development.	Professional development opportunities are episodic and limited to a few formats, such as start-of-year workshops or occasional refresher lectures on key topics.	All staff have ongoing opportunities for professional growth and development. Professional development opportunities are available in multiple formats, including workshops, observation, coaching, and peer-to-peer learning.	The program provides staff and volunteers with: • Continuous training and professional development • On-the-job coaching		
Staff job titles are broad and do not differentiate between different roles in the program. People with the same title may have very different day-to-day responsibilities.	Staff job titles differentiate between different roles in the program, but job descriptions do not accurately describe day-to-day responsibilities.	Staff job titles differentiate between different roles in the program, and job descriptions accurately describe day-to-day responsibilities.	The program provides staff and volunteers with: • Clear titles and job descriptions		
Staff do not have access to information they need regarding grant requirements, budgets, or other information that affects the day-to-day operations of the program.	Staff can access information they need regarding grant requirements, budgets, and other information that affects the day-to-day operations of the program, but this information is not proactively provided to staff.	Staff have access to information they need regarding grant requirements, budgets, and other information that affects the day-to-day operations of the program.	The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.		
Staff receive lower pay compared to similar programs in the area.	Staff receive pay comparable to similar programs in the area.	Staff receive competitive pay compared to similar programs in the area.	The program supports staff with competitive pay.		

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Participants and other stakeholders may provide input about staff and volunteer quality, but this information isn't actively sought by the program.	There are occasional opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality. It may not be clear how this information is used to influence hiring and supervision.	There are multiple opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality. This information is used to influence hiring and supervision practices.	The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.		
Volunteers are engaged in the program, but their roles do not meaningfully and effectively support student learning.	Some volunteers engaged in the program have roles that meaningfully and effectively support student learning.	All volunteers engaged in the program have roles that meaningfully and effectively support student learning.[3]	Staff demonstrate ability to: • Welcome and engage volunteers in roles that meaningfully and effectively support student learning		
Some activities incorporate research-based youth development principles and best practices, usually because of the interest or background knowledge of individual staff members. There aren't consistent	It is a program-wide priority to incorporate research-based youth development principles and best practices into program activities. Staff members are aware of the principles and practices, but sometimes struggle to incorporate	Staff members regularly develop and facilitate program activities that are consistent with research-based youth development principles and best practices, such as the SAFE framework	Staff demonstrate ability to: • Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in program planning and activities		

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[3] If the program is does not engage volunteers, skip this item.

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program-wide efforts to do so.	these into program activities.	(sequenced, active, focused, and explicit).[4]			
The program is implemented in a way that meets most grant requirements, though this alignment it not completely intentional.	The program is implemented in a way that meets most, but not all applicable grant requirements. Staff members may not understand how the program is aligned with grant requirements.	The program is implemented in a way that meets all applicable grant requirements, such as maintaining appropriate staff-to-participant ratios, offering a daily snack, and providing a mix of academic, recreational, and enrichment activities.[5] Staff members understand how the program is aligned with grant requirements.	Staff demonstrate ability to: • Deliver a program that meets grant requirements		
Participants' interests and needs are considered broadly when selecting staff, but they aren't involved in reviewing or selecting specific staff members.	Participants are asked for specific input about what they seek in new staff members, and may have the opportunity to interview or to meet prospective staff members.	Participants have a clear, age-appropriate role in the staff selection process, such as participating in interview panels or meeting candidates informally during program walk-throughs. ❖ 🌐	Participants are involved in the staff selection process.	Responsible Decision-Making – analyzing situations, evaluating Relationship Skills- teamwork	Collaboration, critical thinking

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[4] Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American journal of community psychology*, *45*(3-4), 294-309.

[5] Consult your program's grant requirements to identify specific examples for this item.

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Quality Staff Observation

Use these items to assess the daily experiences of young people in expanded learning programs. Teams can complete them based on observations of expanded learning program activities. Skip any items that don't have supporting evidence or if team members don't know the answer.

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Staff members are friendly to participants and family members, but don't make an intentional effort to build positive relationships with all youth and parents.	In one or two ways, staff exhibit commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents and caregivers.	In multiple ways, staff exhibit commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents and caregivers. ❖	Staff exhibit: • Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents and caregivers + Staff exhibit: • Integrity, professionalism, caring, and competency as a positive role model		
Few activities demonstrate alignment with the SAFE framework to engage participants and help them build mastery.	Some activities demonstrate alignment with the SAFE framework to engage participants and help them build mastery.	All activities demonstrate alignment with the SAFE framework (sequenced, active, focused, and explicit) to engage participants and help them build mastery.[6]	Staff demonstrate ability to: • Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons		

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[6] Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American journal of community psychology*, *45*(3-4), 294-309.

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Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
Staff make informal efforts to develop trusting and positive relationships with some participants, but this isn't a consistent focus for staff.	Staff use a few strategies to develop trusting and positive relationships with all participants; they may struggle to connect with some youth.	Staff use a variety of strategies to develop trusting and positive relationships with all participants; they are able to successfully connect with nearly all participants. ❖	Participants have trusting and positive relationships with staff. + Staff exhibit: • Integrity, professionalism, caring, and competency as a positive role model		

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Clear Vision, Mission and Purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

Clear Vision, Mission and Purpose Self-Assessment

Use these items to assess the program's policies, practices, and structures. Teams can complete them collaboratively based on their experiences in the expanded learning program. Skip any items that don't have supporting evidence or if team members don't know the answer.

Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
The mission, vision, goals, and outcomes of the program were developed with stakeholders in mind, but without their direct input.	The mission, vision, goals, and outcomes of the program were developed with the input of some, but not all, program stakeholders.	The interests, opinions and needs of multiple stakeholders are incorporated in the development of the mission, vision, goals, and outcomes of the program.	When the program creates its mission, vision, goals, and outcomes it makes sure all stakeholders participate. + Participants provide input that is used to impact the vision/mission/goals.		
The program's vision and mission don't complement each other particularly well. Program goals and outcomes are aligned with funding requirements more than the vision and mission.	The program's vision and mission complement each other. The goals and outcomes of the program aren't fully aligned with the vision and mission.	The program's vision and mission complement each other and are reflected in its goals and outcomes.	Program ensures that vision and mission complement each other and are reflected in its goals and outcomes.		

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The program's policies and structures reflect the vision and mission, but the connections between the two are not intentional or explicit.	The program's vision and mission are supported through some policies and structures.	The program's vision and mission are supported through multiple policies and structures, including its governance structure, budget, and staff development.	Based on its vision and mission, the program intentionally aligns goals and outcomes with….		
The program monitors progress toward its goals and outcomes when required to do so by funders.	The program informally monitors progress toward its goals and outcomes; this is done occasionally or when time permits.	The program has a formal, ongoing, process to regularly monitor progress toward its goals and outcomes.	The program monitors progress toward its goals and outcomes.		
The program rarely revisits its mission, vision, goals, and outcomes.	The program occasionally revisits its mission, vision, goals and outcomes, making updates based on stakeholder input. This is done informally or only when required.	The program has a formal, annual process to revisit its mission, vision, goals and outcomes, making updates based on stakeholder input.	Program regularly communicates, revises and makes appropriate changes to goals and outcomes in collaboration with all stakeholders. + Participants provide input that is used to impact the program's vision, mission, goals and outcomes.		
Program activities might reflect the program's goals and outcomes, but this alignment isn't intentional or consistent across the program.	Staff seek to design activities that align with the program's goals and outcomes. They are sometimes able to do this, but sometimes struggle to do so.	Staff are able to design activities that align with the program's goals and outcomes. They receive support in this task through professional development and on-the-job coaching.	Staff design activities to make progress toward the programs' goals and outcomes.		

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The program rarely communicates its mission, vision, goals, and outcomes with parents and caregivers, participants, and partners.	The program occasionally communicates its mission, vision, goals, and outcomes with parents and caregivers, participants, and partners, usually at the start of the program year.	The program regularly communicates its mission, vision, goals, and outcomes with parents and caregivers, participants, and partners.	Staff share program's mission, vision, goals, outcomes and planned activities with families through a variety of strategies. + Participants know the goals and outcomes of the program.		

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Collaborative Partnerships

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

Collaborative Partnerships Self-Assessment

Use these items to assess the program's policies, practices, and structures. Teams can complete them collaboratively based on their experiences in the expanded learning program. Skip any items that don't have supporting evidence or if team members don't know the answer.

Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
Collaborative partners' roles and expectations are not yet clearly defined.	Collaborative partners' roles and expectations are defined through informal agreements.	Collaborative partners' roles and expectations are clearly defined through Memoranda of Understanding or other documents.	The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of collaboration.		
Program leaders and partners are committed to collaborating, but have not yet established written policies and procedures for collaboration.	Program leaders and partners have established some policies and procedures for collaboration; they cover most, but not all, of the situations the group encounters.	Program leaders and partners have established policies and procedures for collaboration that guide and support ongoing meetings and collaborative activities.	The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of collaboration. + Staff meet regularly with partners to discuss impact, highlights and areas for growth.		

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Youth are not formally named as collaborative partners.	Youth are named as collaborative partners and have occasional opportunities to share their feedback about the program.	Youth are named as collaborative partners and have frequent opportunities to share their feedback about the program. ❖ ⊕		Responsible Decision-Making – Reflecting Relationship Skills- communication, teamwork	Collaboration, oral and written communication skills
Program staff and leader share information with partners, but collaborative members do not yet align efforts to meet the goals of the program.	Program staff and leadership collaborate with partners to meet some goals of the program.	Program staff and leadership collaborate with partners to meet the diverse goals of their program (e.g. fundraising, administrative support, inclusion of children with special needs or disabilities, and expanding activity options for participants and families).	The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of collaboration.		
Staff from the expanded learning program and partner organizations do not take steps to align activities.	Staff from the expanded learning program and partner organizations communicate to coordinate scheduling and logistics, but do not formally align their activities.	Staff from the expanded learning program and partner organizations collaborate to align program activities and coordinate services for participants, using strategies such as joint training, team-teaching, co-facilitation, shadowing, and mentoring.	The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals.		

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The program and its partners seek funding independently to sustain their services.	The program and its partners occasionally jointly seek funding and in-kind contributions to support long-term sustainability.	The program and its partners support long-term sustainability through regular joint fundraising and in-kind contributions of services and materials.	The program actively outreaches and engages potential partners in order to sustain program services.		
Collaborative partners have informal opportunities to provide feedback about the program, but their opinions aren't sought in a structured way.	Collaborative partners have occasional, structured opportunities to provide feedback about the program.	Collaborative partners have regular, structured, opportunities to provide feedback about the program.	Decision-making as part of a process of continuous improvement is informed by stakeholders… + Staff meet regularly with partners to discuss impact, highlights and areas for growth.		

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Collaborative Partnerships – Host Schools

The program incorporates multiple strategies to communicate with host school staff and to leverage activities in expanded learning to support the host school's goals for students.

Collaborative Partnerships – Host Schools Self-Assessment

Use these items to assess the program's policies, practices, and structures. Teams can complete them collaboratively based on their experiences in the expanded learning program. Skip any items that don't have supporting evidence or if team members don't know the answer.

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Staff meet once a year to learn about the school's learning agenda and curricula. Some activities may reflect the school's goals, but the alignment is not consistent across the program.	Staff communicate occasionally with school administrators and faculty to identify opportunities to support the host school's learning agenda and curricula. Some activities support these goals.	Staff communicate frequently with school administrators and faculty about the host school's learning agenda and curricula. Most activities are designed to support the host school's goals in some way.	The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.		
Staff are open to input from school day teachers and administrators about the impact of expanded learning programming for participants, but do not actively seek it out.	Staff occasionally seek input from school day teachers and administrators on the impact of expanded learning programming for participants.	Staff regularly seek input from school day teachers and from administrators on the impact of expanded learning programming for participants.	"		

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Expanded learning staff are occasionally involved in school committees, but do not have a formal role. The expanded learning program is not included in key school planning documents.	Staff participate in school committees OR the program is included in key school planning documents, but not both.	Staff participate in school committees (e.g., School Site Council, School Wellness Committee) and the program is included in key school planning documents (e.g. Single Plan for Student Achievement).	"		
Staff and participants have limited access to indoor and outdoor space.	Staff and participants have access to some indoor and outdoor space, but more is needed.	Staff and participants have access to sufficient indoor and outdoor space, including classrooms, library, computer labs, gym, fields, kitchen, and storage that can be locked when needed.	"		
There is no formal data sharing agreement in place between the expanded learning program and the host school.	There is a formal data sharing agreement in place between the expanded learning program and the host school. Staff members sometimes receive timely data about participants' academic progress, but not always.	There is a formal data sharing agreement in place between the expanded learning program and the host school. Staff members regularly receive timely data about participants' academic progress. The program shares information about participation in expanded learning with the host school.	Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).		

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Some staff members use information about participants' academic progress to tailor activities. Not all staff are confident in their ability to do so.	Most staff members feel confident in their ability to use information about participants' academic progress to tailor activities. Most, but not all, activities are modified based on participants' data.	Nearly all staff members are confident in their ability to tailor activities to align with participants' academic progress. Nearly all activities are modified based on participants' data (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).	Staff use information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).		

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Collaborative Partnerships – Family Engagement

The program incorporates multiple strategies to meaningfully involve parents and caregivers in programmatic activities and leadership opportunities.

Collaborative Partnerships – Family Engagement Self-Assessment

Use these items to assess the program's policies, practices, and structures. Teams can complete them collaboratively based on their experiences in the expanded learning program. Skip any items that don't have supporting evidence or if team members don't know the answer.

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The program shares printed information with parents about the program when the child enrolls. Staff are available to answer questions parents may have.	The program hosts an annual orientation for parents and caregivers to learn about the program, meet the staff, and learn how after school programs can support their children's social and academic growth.	The program hosts regular sessions for parents and caregivers to learn about the program, meet the staff, and learn how the expanded learning program can support their children's social and academic growth.	We host regular orientations so that parents and caregivers can learn about the program, meet the staff, and learn how after school programs can support their children's social and academic growth.		
Families are considered to be important to the program; parents mostly visit during pick-up and during special events.	Families are considered primary stakeholders in the program, and there are some opportunities for families to volunteer in and visit the program.	Families are considered primary stakeholders in the program, and the program offers a variety of culturally and linguistically responsive strategies for parents to engage with the program.	The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development.		

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Parents and caregivers are welcome to visit the program to observe and participate in activities or to interact with participants and staff, but are not explicitly encouraged to do so.	Parents and caregivers are occasionally encouraged to visit the program to observe and participate in activities or to interact with participants and staff.	Parents and caregivers are regularly encouraged to visit the program to observe and participate in activities or to interact with participants and staff.	"		
Parents and caregivers have informal opportunities for leadership in the program.	Parents and caregivers have a few opportunities for leadership roles in the program, such as organizing special events.	Parents and caregivers have multiple opportunities for leadership roles in the program, such as by serving on the collaborative committee, organizing special events, or volunteering at the program.	"		
Staff are friendly toward parents and caregivers when they are on site, and know a few by name.	Staff make an effort to learn the names of some parents and caregivers, and usually greet them personally.	Staff make an effort to learn the names of all parents and caregivers and always greet them personally.[7]	"		

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[7] Observers using this tool can elect to observe this practice.

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Some staff share positive information with parents and caregivers about their child, but not all do so.	Staff members share positive information with parents and caregivers about their child, usually during special events or when the parent visits the program.	Staff have regularly scheduled opportunities to share positive information with parents and caregivers about their child through written updates and conversations.	Staff make a regular effort to share positive information with parents and caregivers about their child through both written updates and conversations.		
Staff answer parents' questions about information and services available to them, but don't proactively share this information with families more broadly.	Staff informally share information about services available to families, usually when a new service is offered or when a partner organization asks to share information with families.	Staff have formal structures to encourage, communicate, and connect parents and caregivers to information and services available to them, such as additional educational services, local food pantries, or community events.	Staff encourage, communicate and connect parents and caregivers to information and services available to them.		
Staff members are open to parents' feedback, but the program doesn't have formal structures to solicit parents' input about the program.	Parents and caregivers have occasional opportunities to share their thoughts about the program, such as through an annual satisfaction survey.	Parents and caregivers are regularly encouraged to share their thoughts about the program in a variety of ways, such as through informal conversations, focus groups, or surveys. These input methods are appropriate to the culture, language, and literacy level of parents and caregivers.	Parents and caregivers are encouraged to share their thoughts about the after school program, such as through informal conversations, focus groups, or surveys appropriate to the culture, language, and literacy level of parents and caregivers.		

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Continuous Quality Improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. For detailed information on how to implement a CQI process, access the CQI Guidebook (exact name TBD).

Continuous Quality Improvement Self-Assessment

Use these items to assess the program's policies, practices, and structures. Teams can complete them collaboratively based on their experiences in the expanded learning program. Skip any items that don't have supporting evidence or if team members don't know the answer.

Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
Staff members talk about the quality of the program informally; the program does not yet have a continuous quality improvement process.	The program has an informal continuous quality improvement process, or the quality improvement process is in its early stages.	The program has a formal, established continuous quality improvement process.[8]	The program establishes a clearly defined continuous quality improvement process...		
The program's host organization has not started to develop the long-term capacity for CQI.	The program's host organization is developing the long-term capacity for CQI but some of the elements are still in development.	The program's host organization has developed long-term capacity for continuous quality improvement (CQI), including supportive attitudes among leaders and staff, structures that support CQI internally, professional development to support staff skills.[9]	NA		

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[8] If the program does not have a continuous quality improvement process, skip this section.
[9] Consult the CQI Guidebook for more information about building capacity for continuous quality improvement.

❖ = Supports social and emotional learning, especially when focused on specific SEL skills and mindsets.
🌐 = Supports development of 21st century skills

Early	Developing	Mature	Examples of this Practice in Our Program	SEL Tag	21C Tag
Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Policies and practices associated with high quality programs are consistent across staff members and points in time.	Corresponding standard in action (placeholder for now)		
The program has a continuous quality improvement process that includes a few of the following elements: improvement goals, information/data to be collected to assess quality, and a timeline with dates for action steps and quality improvement discussions.	The program has a continuous quality improvement process that includes most, but not all, of the following elements: improvement goals, information/data to be collected to assess quality, and a timeline with dates for action steps and quality improvement discussions.	The program has a clearly defined continuous quality improvement process that outlines improvement goals, information/data to be collected to assess quality, and a timeline with dates for action steps and quality improvement discussions.	The program establishes a clearly defined continuous quality improvement process that: • Outlines improvement goals and action steps • Includes a timeline with dates for action steps and quality improvement discussions • Describes the information or data needed to assess quality		
The program has not yet established an improvement team, or roles and responsibilities for team members are not yet clear.	A few members of the improvement team have clear roles and responsibilities, others do not.	Each person on the improvement team has clearly defined roles and responsibilities.	The program establishes a clearly defined continuous quality improvement process that: • Clearly describes the responsibilities and roles for each person on the improvement team		
The program's continuous quality improvement process takes into account the interests of stakeholders and partners, but doesn't formally incorporate their feedback.	The program's continuous quality improvement process incorporates feedback from some, but not all, of the following stakeholder groups: staff, participants, parents and caregivers, or school-based partners.	The program's continuous quality improvement process incorporates feedback from staff, participants, parents and caregivers, and school-based partners.	The program establishes a clearly defined continuous quality improvement process that: • Incorporates feedback from staff, participants, parents and caregivers, and K-12 partners		

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Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
The program has set guiding questions for its CQI process. It hasn't yet linked specific data sources to those questions or set a specific timeline for the plan.	The program has set some guiding questions and a timeline for its CQI process, and is in the process of identifying the data it needs to address each of the questions.	The program has a clearly defined plan to gather data from multiple sources, including the type of information collected for each guiding question (data sources), who can best provide the data (identified staff or stakeholders), and a timeline for collection.	The program creates a plan for how to gather information from multiple sources that will answer the guiding questions and includes: • The type of information for each guiding question • Whom to collect information from • A timeline for collection		
There is no mention of the host organization in individual sites' CQI plans, or the role of the host organization is unclear.	Individual sites' continuous quality improvement plans include information about how the host organization will support site-level staff in meeting CQI goals. These supports may be broadly defined or limited in scope.	Individual sites' continuous quality improvement plans are closely aligned with the host organization's continuous quality improvement plan. It is clear from both plans how the host organization supports individual sites, and any organization-wide CQI priorities are reflected in sites' plans. [10]	NA		

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[10] If the program is not part of a larger network, skip this item.

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Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
The program does not get formal consent to collect information from stakeholders, including participants, parents, and other stakeholders.	The program gets formal consent to collect information from youth participants, but does not seek consent from other stakeholders.	The program has a formal process for getting consent to collect information from stakeholders. The process makes clear the purpose of the information requested and how it will be used.	The program establishes a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used.		
The program does not review data in a systematic way or does not identify strengths or items for improvement based on data.	The program reviews some, but not all, data or the data review is not done as part of the defined continuous quality improvement process.	The program reviews data collected in a systematic way and identifies both strengths and items for improvement from that review; this happens as part of the defined continuous quality improvement process.	NA		
The program does not share lessons learned and key outcomes from the quality improvement process with stakeholders.	The program shares lessons learned and key outcomes from the quality improvement process with stakeholders, but does not request their feedback.	The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests their feedback.	The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests their feedback. + Staff share data about the program strengths and challenges with participants, and involves them in program planning and goal setting sessions.		

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Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
Staff informally assess their individual performance, but this is not part of the continuous quality improvement process.	Staff formally assess their individual performance at least once a year. These self-assessments aren't incorporated into the continuous quality improvement process.	Staff engage in regular self-assessments of their individual performance as part of the continuous quality improvement process.	Staff demonstrate their commitment to continuous improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.		

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Program Management

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

Program Management Self-Assessment

Use these items to assess the program's policies, practices, and structures. Teams can complete them collaboratively based on their experiences in the expanded learning program. Skip any items that don't have supporting evidence or if team members don't know the answer.

Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
The program does not have manuals that address key fiscal and personnel policies.	The program has manuals that address key fiscal and personnel policies, but they are not kept up-to-date.	The program creates and annually updates manuals that address key fiscal and personnel policies, as well as adherence to federal, state, and local requirements.	The program creates and annually updates manuals that: • Address fiscal management, personnel policies, and program operation • Include clearly defined policies, procedures, practices, and staff/partner roles • Adhere to federal, state, and local requirements		
The program has the appropriate insurance to protect only one of the following groups: staff, administrators, volunteers, participants, and parents and caregivers.	The program has the appropriate insurance to protect some, but not all, of the following groups: staff, administrators, volunteers, participants, and parents and caregivers.	The program has the appropriate insurance to protect all of the following groups: staff, administrators, volunteers, participants, and parents and caregivers.	The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents and caregivers.		
The program does not maintain written agreements that define roles and responsibilities for subcontractors and partners.	The program maintains written agreements with some, but not all, subcontractors and partners that define their respective roles and responsibilities.	The program maintains written agreements with all subcontractors and partners that define their respective roles and responsibilities.	The program maintains written agreements that define roles and responsibilities of all subcontractors and partners.		

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Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
The program does not create and distribute user-friendly handbooks to parents and caregivers.	The program creates and distributes user-friendly handbooks to parents and caregivers, but they are only available in English.	The program creates and distributes user-friendly handbooks to parents and caregivers that are available in the languages they speak.	The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and are available in languages spoken by parents and caregivers.		
The program's fiscal management system does not include line item expenses or the duration and amount of each revenue source.	The program's fiscal management system includes either line item expenses OR the duration and amount of each revenue source, but not both.	The program's fiscal management system includes both line item expenses and the duration and amount of each revenue source.	The program has a strong fiscal management system that includes: • A well-documented budget with line item expenses and the duration and amount of each revenue source.		
The program has an organizational structure that includes a few of the following elements: staff job descriptions, lines of supervision, who to ask for resources, and the percentage of direct service and administrative costs allocated for each position.	The program has an organizational structure that includes some, but not all, of the following elements: staff job descriptions, lines of supervision, who to ask for resources, and the percentage of direct service and administrative costs allocated for each position.	The program has a clear organizational structure that includes staff job descriptions, lines of supervision, who to ask for resources, and the percentage of direct service and administrative costs allocated for each position.	The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes: • Staff job descriptions • Lines of supervision • Information about who to ask for resources • The percentage of direct service and administrative costs that is allocated for each position		

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Site-level needs are not taken in to account when allocating resources (e.g. all sites have the same budget).	Staff at the program level are able to make allocation decisions to meet program needs, but staff at the site level are not able to make site-level decisions about spending.	Program and site-level leaders have flexibility to allocate funds based on site-level needs.	Site coordinators manage site-level budgets, have the flexibility to make site-level decisions about spending, track their expenses using the program's fiscal management system, and have a process for requesting additional funds when needed. + The program has a strong fiscal management system that includes: • Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year		
Staff training does not address grant-mandated attendance targets.	Staff training broadly touches on grant-mandated attendance targets, but not how they relate to ongoing funding.	Staff training specifically addresses how grant-mandated attendance targets relate to ongoing funding.[11]	NA		

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[11] If program does not have specific attendance targets, skip this item.

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Staff at the program and site level have informal channels of communication with some stakeholders.	Staff at the program and site level have informal channels of communication with all stakeholders.	Staff at the program and site level use well-defined channels of communication with all stakeholders, including regular meetings.	Staff at the program and site level use various well-defined channels of communication, including regular meetings, with all stakeholders.		
Staff at the program and site level do not keep up-to-date records on participants and employees.	Staff at the program and site level keep up-to-date records on participants and employees, but they are not easily accessible.	Staff at the program and site level keep up-to-date and accessible records on all participants and employees.	Staff at the program and site level keep up-to-date and accessible records on all participants and employees.		
Managers informally develop their leadership skills or stay informed about developments in the expanded learning field.	About once a year, managers pursue professional development opportunities to develop their leadership skills or stay informed about developments in the expanded learning field.	Managers regularly pursue professional development opportunities to develop their leadership skills or stay informed about developments in the expanded learning field.	Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.		

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Sustainability

The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

Sustainability Self-Assessment

Use these items to assess the program's policies, practices, and structures. Teams can complete them collaboratively based on their experiences in the expanded learning program. Skip any items that don't have supporting evidence or if team members don't know the answer.

Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
The program does not have a sustainability plan.	The program has a sustainability plan, but it is not updated annually.	The program creates and annually updates plans for sustainability.	The program plans for sustainability in its initial design and evolves its strategies over time.		
The program does not monitor trends, threats, and opportunities or take action to address potential problems.	The program informally monitors trends, threats, and opportunities and takes action to address potential problems.	The program has a structured system to continuously monitor trends, threats, and opportunities and takes immediate action to address potential problems.	The program monitors trends and makes changes in order to adapt to emerging threats, opportunities, and conditions.		
The program does not communicate its vision, role, and impact to key stakeholders or to the broader community.	The program communicates its vision, role, and impact to key stakeholders OR to the broader community, but not both.	The program communicates its vision, role, and impact to key stakeholders and to the broader community.	The program communicates its vision and role, and celebrates its impact clearly and regularly across the community and to key stakeholders.		
The program does not assign responsibility for financial management or resource development to specific staff members.	The program assigns responsibility for either financial management OR resource development to specific staff members, but not both.	The program assigns responsibility for financial management and resource development to specific staff members.	The program has strong internal systems, with resource development and financial management clearly identified as the responsibility of specific staff members.		

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Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
The program's existing resources primarily come from one source, and there are no active efforts to secure new resources to diversify the portfolio of sources.	The program's existing resources primarily come from one source, but is actively trying to secure new resources to diversify the portfolio of sources.	The program maintains a diverse portfolio of funding sources and in-kind donations.	The program secures new resources to maintain a diverse portfolio of sources.		
The program does not provide staff with an annual overview of the budget and sustainability plan.	The program provides some staff with an annual overview of the budget and sustainability plan.	The program provides all staff with an annual overview of the budget and sustainability plan.	The program provides staff with an annual overview of the budget and sustainability plan.		
The program does not meet with public or private partners in order to ensure on-going communication and sharing of resources.	The program meets with a few select public or private partners in order to ensure on-going communication and sharing of resources.	The program meets with a range of public and private partners in order to ensure on-going communication and sharing of resources.	The program meets regularly with a range of public and private partners in order to ensure on-going communication and sharing of resources, as well as a common mission, vision, and goals.		
Staff do not have access to planning resources to help them use current funding efficiently.	Staff have occasional access to planning resources to help them use current funding efficiently.	Staff have ongoing access to planning resources to help them use current funding efficiently.	Staff plan strategically to use current funding efficiently.		
Staff are open to cultivating active supporters and honoring key champions, but do not actively pursue it.	Staff informally cultivate active supporters and honor key champions, including children, families, school, and the community.	Staff have specific practices and processes to intentionally cultivate active supporters and honor key champions, including children, families, school, and the community.	Staff build broad-based community support by providing high-quality programming that is valued by children, families, school, and community. + Staff cultivate active supporters and honor key champions.		

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Early Policies and practices associated with high quality programs are not yet fully developed. Desired policies and practices take place rarely or informally.	Developing Policies and practices associated with high quality programs are becoming more consistent and routine, both across staff members and at different points in time.	Mature Policies and practices associated with high quality programs are consistent across staff members and points in time.	Examples of this Practice in Our Program Corresponding standard in action (placeholder for now)	SEL Tag	21C Tag
Participants' experiences are rarely shared in communications with stakeholders and supporters.	Staff share participants' experiences in communications with stakeholders and supporters.	Participants share their experiences in communications with stakeholders and supporters.	Participants are eager and prepared to share their experiences and successes with potential supporters and champions.		

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