



New Mexico Out-of-School Time Program Quality Self-Assessment Tool



TABLE OF CONTENTS

| | |
|---|----|
| Overview | 3 |
| <i>About This Tool</i> | 3 |
| <i>How to Use This Tool</i> | 4 |
| <i>Step-By-Step Instructions</i> | 5 |
| GUIDING PRINCIPLE 1: Environmental Safety | 7 |
| GUIDING PRINCIPLE 2: Health, Nutrition & Physical Activity | 10 |
| GUIDING PRINCIPLE 3: Relationships | 12 |
| GUIDING PRINCIPLE 4: Family & Community Partnerships | 14 |
| GUIDING PRINCIPLE 5: Cultural Relevance | 17 |
| GUIDING PRINCIPLE 6: Programming | 19 |
| GUIDING PRINCIPLE 7: Administration & Organizational Development | 22 |
| GUIDING PRINCIPLE 8: Staffing & Professional Development | 25 |
| GUIDING PRINCIPLE 9: Evaluation for Continuous Quality Improvement | 28 |



OVERVIEW

ABOUT THIS TOOL

The New Mexico Out-of-School Time Network (NMOST) is dedicated to promoting high-quality, enriching, and accessible out-of-school programs for youth across New Mexico. To support this mission, NMOST has established a set of Guiding Principles for Quality, which serve as a framework for programs striving to create safe, engaging, and effective learning environments.

This **Program Quality Self-Assessment Tool** is designed to help out-of-school time (OST) programs evaluate, strengthen, and enhance their practices based on NMOST's **nine Guiding Principles for Quality**:

1

**Environmental
Safety**

2

**Health, Nutrition
& Physical
Activity**

3

Relationships

4

**Family &
Community
Partnerships**

5

**Cultural
Relevance**

6

Programming

7

**Administration &
Organizational
Development**

8

**Staffing &
Professional
Development**

9

**Evaluation for
Continuous
Quality
Improvement**

The New Mexico Out-of-School Time Network (NMOST) developed the Guiding Principles for Quality to establish a shared framework for ensuring high-quality programming across the state. These principles reflect research-based best practices and national standards in youth development, creating a foundation for programs to support positive outcomes for children and youth.

Out-of-school time (OST) programs play a critical role in fostering academic success, social-emotional development, and overall well-being. High-quality programs create safe, inclusive, and engaging environments where youth can thrive. The nine guiding principles provide a roadmap for organizations to assess and enhance their practices in key areas, ensuring continuous quality improvement.

The **Program Quality Self-Assessment Tool** is designed to help programs reflect on their strengths, identify areas for growth, and develop actionable strategies for improvement. By aligning with NMOST's guiding principles, programs can:

- Enhance youth safety and well-being
- Strengthen program structure and staff development
- Improve family and community engagement
- Increase youth participation and leadership opportunities
- Foster continuous quality improvement

This tool is not a compliance checklist but a self-reflective process that encourages ongoing assessment and improvement. Whether a program is well-established or just beginning its quality improvement journey, this assessment provides a structured way to evaluate current practices, prioritize areas for enhancement, and create an action plan for sustained excellence.

HOW TO USE THIS TOOL

This self-assessment is designed for program directors, site coordinators, and/or staff to reflect on the quality of their program and identify opportunities for continuous improvement.

Assessment Framework

Each section of this tool is organized around key quality indicators within NMOST's Guiding Principles for Quality. Programs will rate themselves using the following five-point scale:

5 = EXEMPLARY

Program consistently demonstrates excellence and serves as a model for others.

4 = ADVANCED

Program shows strong, consistent implementation of effective practices aligned with Guiding Principles.

3 = PROFICIENT

Program has clear procedures, staff training, and systems for ongoing quality improvement.

2 = DEVELOPING

Program meets basic expectations but lacks consistency or formalized systems; needs targeted support.

1 = ENTRY

Program is beginning to develop this area and requires significant assistance to build capacity.

N/A

Program is not familiar enough with this indicator or it does not apply.

STEP-BY-STEP INSTRUCTIONS

1. Review the Guiding Principles & Key Indicators

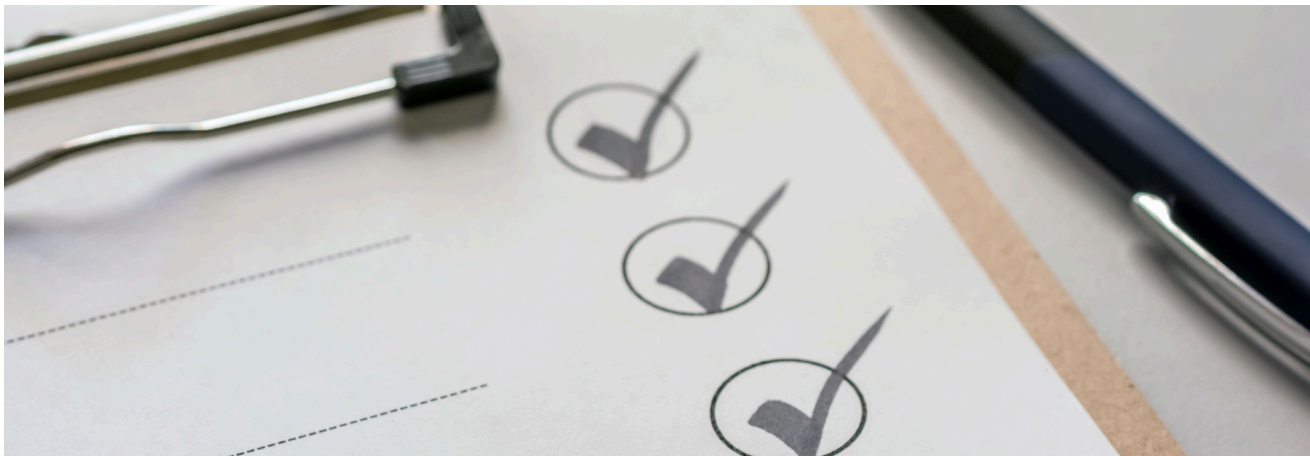
Before beginning the assessment, thoroughly read through the [Guiding Principles](#) and their associated key indicators. These principles serve as the foundation for high-quality programming and are essential for evaluating your program's effectiveness. Take note of the expectations outlined in each section, as they will help you better assess your program's current standing.

2. Complete the Quick Assessment

Using the numerical scale below, rate your program based on its current level of implementation for each key indicator:

- **5 = Exemplary:** Program consistently demonstrates excellence and serves as a model for others.
- **4 = Advanced:** Program shows strong, consistent implementation of effective practices aligned with the Guiding Principles.
- **3 = Proficient:** Program has clear procedures, staff training, and systems for ongoing quality improvement.
- **2 = Developing:** Program meets basic expectations but lacks consistency or formalized systems; needs targeted support.
- **1 = Entry:** Program is beginning to develop this area and requires significant assistance to build capacity.
- **N/A =** Program is not familiar enough with this indicator or it does not apply.

Be honest in your assessment—this tool is meant to guide growth, not to serve as a compliance checklist.



3. Develop an Action Plan

For each area identified as needing improvement, create a structured Action Plan.

Decide and define when you will begin to develop and implement your action plan. Use the check-boxes next to each quality rating scale to note your decisions about timeline:

- **Now** = Area will be addressed immediately.
- **6 Months** = Area will be addressed during the program year.
- **1 Year** = Area will be re-evaluated prior to the start of the next program year.

4. Reflect & Improve

Self-assessment is not a one-time task; it is an ongoing process that supports continuous quality improvement.

- Schedule periodic check-ins (e.g., quarterly or biannually) to reassess your program using the tool.
- Track progress on your action plan and celebrate achievements along the way.
- Adjust goals and strategies as needed to align with program growth and evolving needs.
- Engage staff, youth, and families in providing feedback on program improvements.

Successful implementation of this tool requires a team approach. This is an ongoing process involving staff, youth participants, families, and other stakeholders including school teachers and administrators, as well as other community partners/agencies. An important part of the self-assessment process is reflection and dialogue. No one individual can initiate or maintain quality improvements without the conversations and “buy-in” that need to occur regarding quality standards. To keep the momentum moving:

- Build staff experience in quality standards who can share their knowledge with new staff. The message is strengthened by delivery and modeling from both colleagues and administration.
- Educate parents and board members about quality standards who will share the message over and over with neighbors and community partners. This greatly enhances the advocacy efforts of program administration.
- Encourage children and youth participation in a process that is inclusive of their voice. They will market the program to peers, thus supporting attendance and sustainability.

The site directors and staff will be the ones implementing the action plan. Evaluate staff members’ skills to determine what skill sets they presently have and what they need in order to make improvements. Professional development can be delivered in a variety of ways. Keep in mind that professional development isn’t just about workshops that present “new skills.” It allows for everyone to get on the same page, provides tools and resources for achieving program goals, examples of promising practices and supports, and builds a community of learners. Research is clear: A skilled, stable, trained, and motivated workforce is a key determinant of quality programming.



GUIDING PRINCIPLE 1

ENVIRONMENTAL SAFETY

A quality out-of-school program maintains the physical and emotional safety of the youth while staff supervision protocols are also in place.

Emergency procedures are in place and understood by staff so they can effectively respond to injuries and other health and wellbeing issues.

The physical space is kept clear of any safety hazards and supports a variety of learning activities and needs.



GUIDING PRINCIPLE 1: ENVIRONMENTAL SAFETY

SUPERVISION

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Account for youth at all times. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Maintain acceptable staff- to-student ratio based on best practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Address risky behaviors through preventative measures and positive discipline structures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

HEALTH & WELL BEING

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Protect youth from spreading illness and disease. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Promote hygiene precautions and practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 First aid and CPR are made available. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



EMERGENCIES

| Quality Practice | Quality Level | | | | | | Timeline | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Communicate and document emergencies and accidents appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Establish a site-specific emergency management plan in which First Aid and CPR are made available. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Practice emergency responses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Secure emergency supplies and equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PROGRAM SPACE

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Provide safe and appropriate indoor and outdoor spaces. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Manage environmental hazards appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Want to Dive Deeper? Use this space to jot down notes, reflections, or ideas to support your action plan for improvement!

GUIDING PRINCIPLE 2

HEALTH, NUTRITION & PHYSICAL ACTIVITY

Nutritious snacks and meals are consistently provided to meet the hunger needs of the youth served.

Physical activity is intentionally incorporated into daily programming to encourage movement.

The culture of the youth, families and communities served is reflected in programming.



GUIDING PRINCIPLE 2: HEALTH, NUTRITION & PHYSICAL ACTIVITY

NUTRITION & HUNGER

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Provide healthy and adequate food and beverage to youth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Address food restrictions appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Prepare and store food properly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Promote good nutrition practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PHYSICAL ACTIVITY

| Quality Practice | Quality Level | | | | | | Timeline | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Provide opportunities for physical activity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Address physical activity restrictions appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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GUIDING PRINCIPLE 3 RELATIONSHIPS

A quality out-of-school program incorporates positive youth development principles to inspire cooperation, respect and other indicators of effective relationships between youth participants and program staff.

A quality program consistently communicates and reinforces expectations.

Youth feel welcome and supported as the program addresses their interests, abilities, talents and learning styles.

Practices are targeted towards encouraging positive behavior, building confidence, and engaging youth as partners in the program.

Staff composition and relationships among staff and with youth reflect sensitivity to diversity and gender equality.

In a quality program, staff is expected to demonstrate commitment to children, youth, families, and communities through a high level of ethical conduct and positive interaction



GUIDING PRINCIPLE 3: RELATIONSHIPS

SUPPORTIVE LEARNING

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Use learning reflection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Address youth interests, abilities, talents and learning styles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Coordinate in-school and out-of-school time learning goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YOUTH, LEADERSHIP & VOICE

| Quality Practice | Quality Level | | | | | | Timeline | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Engage the input of youth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Strengthen youth leadership skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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GUIDING PRINCIPLE 4

FAMILY & COMMUNITY PARTNERSHIPS

A quality out-of-school program actively engages families and fosters meaningful collaboration between families, program staff, the school, and the broader community.

Quality programs acknowledge community culture by aligning program philosophy and practices with that of the community.

Quality programs seek to increase the effectiveness of family members in navigating the school system and working with school staff to support school goals and student achievement.

The program connects to needed community resources and, in turn, helps participants and families connect to the array of supports that exist in the community.



GUIDING PRINCIPLE 4: FAMILY & COMMUNITY PARTNERSHIPS

FAMILY ENGAGEMENT

| Quality Practice | Quality Level | | | | | | Timeline | | |
|--|---------------|---|---|---|---|-----|----------|-------|------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Create a respectful environment that is welcoming to families. | | | | | | | | | |
| 2 Engage family input and participation. | | | | | | | | | |

FAMILY SUPPORT

| Quality Practice | Quality Level | | | | | | Timeline | | |
|--|---------------|---|---|---|---|-----|----------|-------|------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Provide a family friendly program schedule. | | | | | | | | | |
| 2 Provide families with tools to support student learning. | | | | | | | | | |
| 3 Connect families to services and supports. | | | | | | | | | |



COMMUNITY PARTNERSHIPS

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Cultivate community-based supports. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Link program activities to existing community events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Acknowledge community-based organizational support. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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GUIDING PRINCIPLE 5

CULTURAL RELEVANCE

A quality out-of-school program appropriately reflects the diverse backgrounds, identities, and ways of learning of all youth in the program.

Culturally responsive practices connect program activities to the broad experience of youth, thereby supporting a link between lessons learned at home and in the community to intended program outcomes.

Achieving a culturally responsive environment requires the engagement of family and community members as experts and advisors in program planning and delivery.



GUIDING PRINCIPLE 5: CULTURAL RELEVANCE

SUPPORTIVE PRACTICES

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Create a respectful environment that is welcoming to families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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GUIDING PRINCIPLE 6 PROGRAMMING

A quality program is both structured and flexible.

The program inspires active and life-long learning through project-based activities that address developmental learning, academic progress, and future orientation to the real world.

A range of well supplied activities allow for choice and contribution by youth.

A quality program is well planned by staff with stakeholders so that activities are relevant, linked to the school day, engaging and varied.

The culture of the youth, families and communities served is reflected in programming.



GUIDING PRINCIPLE 6: PROGRAMMING

PROGRAM STRUCTURE

| Quality Practice | Quality Level | | | | | | Timeline | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Include youth with special needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Support youth choice and needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Align activities to program mission. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Support older youth skill building and career orientation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MATERIALS & SUPPLIES

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Provide and maintain sufficient program supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SCHOOL DAY LINKAGES

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Link out-of-school activities to the school day curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Engage school day teachers and administrative support. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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GUIDING PRINCIPLE 7

ADMINISTRATION & ORGANIZATIONAL DEVELOPMENT

A quality out-of-school program has effective administrative practices, detailed organizational processes, sound financial management, mission marketing, resource development, policy development, and strategic planning.

The program encourages its administrators to monitor for effectiveness and efficiency throughout its organizational structure, while also building the capacity of the organization to support collaboration and advocacy among stakeholders.

The program provides outreach to community and school partners and consistently informs its stakeholders of its operations, policies, and funding priorities.



GUIDING PRINCIPLE 7: ADMINISTRATION & ORGANIZATIONAL DEVELOPMENT

OPERATIONS & MANAGEMENT

| Quality Practice | Quality Level | | | | | | Timeline | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Provide program management and oversight. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Develop a recordkeeping system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Share established program polices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SUSTAINABILITY & RESOURCE DEVELOPMENT

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Develop school-linked resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



COMMUNICATION & MARKETING

| Quality Practice | Quality Level | | | | | | Timeline | | |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Market the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

FINANCIAL MANAGEMENT

| Quality Practice | Quality Level | | | | | | Timeline | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Be fiscally responsible. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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GUIDING PRINCIPLE 8

STAFFING & PROFESSIONAL DEVELOPMENT

A quality out-of-school program attracts and employs staff equipped with knowledge of positive youth development strategies, academic enrichment, classroom management, and community engagement.

Quality programs reach beyond mandatory training requirements to provide staff with additional tools, professional practice, coaching, and an environment of cooperation and learning.

In a quality program, staff is expected to demonstrate commitment to contributing to a professional working environment through a high level of ethical conduct and positive interaction.



GUIDING PRINCIPLE 8: STAFFING & PROFESSIONAL DEVELOPMENT

STAFF QUALIFICATIONS

| Quality Practice | Quality Level | | | | | | Timeline | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Secure staff that possess knowledge of working with youth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Provide background checks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ORIENTATION

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Orient staff to essential program elements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Support staff in understanding its roles and responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Support staff in understanding program policies and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PROFESSIONAL DEVELOPMENT

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Support staff in understanding and demonstrating core competencies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

STAFF RELATIONSHIPS

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Build a cohesive team encouraging positive communication. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

RETENTION INDICATORS

| Quality Practice | Quality Level | | | | | | Timeline | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Provide equitable compensation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Establish a positive, rewarding work environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Supervise staff through effective and positive practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Want to Dive Deeper? Use this space to jot down notes, reflections, or ideas to support your action plan for improvement!

GUIDING PRINCIPLE 9

EVALUATION FOR CONTINUOUS QUALITY IMPROVEMENT

A quality out-of-school program has a clearly defined mission with aligned goals and specific outcomes.

Programs align their mission and goals with those of the school and community that they serve.

The program establishes a continuous, internal evaluation process to assess the efficacy of their progress towards program goals.

Through various methods and measures such as focus groups, surveys, observation, self-monitoring, student and program assessments, etc., programs gather information from youth, families, teachers, school administrators, staff, volunteers, and community stakeholders to make improvements.



GUIDING PRINCIPLE 9: EVALUATION FOR CONTINUOUS QUALITY IMPROVEMENT

CONTINUOUS QUALITY IMPROVEMENT

| Quality Practice | Quality Level | | | | | | Timeline | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | N/A | Now | 6Mos. | 1Yr. |
| 1 Align program mission, goals and objectives with needs assessments and surveys. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Collect data for continuous improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Collect stories that exemplify quality practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Use and share self-assessment data for program improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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