

5

MILE MARKER #1



COMPLETE BY 10/31/18
SUBMIT BY 11/7/18

PURPOSE An opportunity for multiple stakeholders to reflect on the of quality of the after school program.

WHY THIS IS IMPORTANT The QAP mile marker tools provides clear indicators that help assess the quality of your after-school program “bus.” Reflecting on these indicators is a great way to ensure aligned program quality across multiple sites.

WHAT SITE COORDINATORS WILL DO Sites will complete QAP tools to assess program quality and compliance.

- TOOLS**
1. Program Walk-Through (Mobile Friendly)
 2. Attendance Compliance Review
 3. Basic Elements Assessment (Mobile Friendly)

HOW TO SUPPORT THIS PROCESS

1. **Access** a copy of the Program Walk-Through, Attendance Check, and Basic Elements Assessment tools.
2. **Read** through the tools to familiarize yourself with the documents. Also review the Environment Definitions (next page).
3. **Schedule** a time to conduct a walk-through by the QAP Site team members.
4. **Complete** the Basic Elements Assessment tool.
5. **Meet** with the site team to debrief your notes. It is ideal to do this on the same day as your walk-through.
6. Program Manager will **coordinate** with the Site Coordinator to complete an Attendance Compliance Review of the site’s hard copy and EMS attendance information.
7. **Discuss** any findings and develop plans to improve site procedures.
8. **Ensure** the information is submitted by the due date.

WHAT HAPPENS NEXT?

The next phase of the QAP is to implement strategic actions and practices to improve program quality.

ENVIRONMENT DEFINITIONS

As part of the Program Walk-Through, the three programmatic areas of the QAP bus—Safe and Supportive Culture & Climate, Healthy Active Youth and Teaching & Learning—will be observed across four environments—Homework/Study Time, Snack/Supper, Recreation and Enrichment. All programs will have these four environments, but the physical space in which they take place may be different based on school and grade levels.

ENVIRONMENT	DEFINITION	EXAMPLES
HOMework/ STUDY TIME	Any environment in which students are completing or making progress on work from the school day. This includes but is not limited to spaces for completing assignments for the school day, studying content or working on individual or group projects.	<ul style="list-style-type: none"> • Classroom • Library • Cafeteria • Multipurpose Rooms • Outdoor Spaces • Credit Recovery Lab • Other
SNACK/SUPPER	Any environment which cultivates healthy eating by providing access to food and water.	<ul style="list-style-type: none"> • Cafeterias • Multi-purpose rooms • Outdoor spaces • Other spaces serving snack/supper • Grab & Go snack/supper area • Providing access to H2o • Others
RECREATION	Any environment where students are actively engaged in mild to rigorous physical activities.	<ul style="list-style-type: none"> • Indoor/outdoor • Structured free choice • Other
ENRICHMENT	Any environment where intentional content is being delivered by staff.	<ul style="list-style-type: none"> • Literary • Math • STEAM • College Readiness • Arts • Others

PROGRAM WALK-THROUGH 2018–2019 HIGH SCHOOL



SUBMIT INTO SALESFORCE (MOBILE FRIENDLY)

ENVIRONMENT: HOMEWORK/STUDY TIME

Site:
Observer's Name:
Date:

Total # of students: Total # of staff: Student/Staff Ratio: :

Grade Levels (CIRCLE ALL THAT APPLY): 9 10 11 12

HOMEWORK SUPPORT

PART 1

Student Behavior—Time Sample (5 MINUTES)

Start Time: End Time:
Number of students being observed:

Indicate the number of students engaging in each of the following tasks:

- | | |
|--|--|
| <input type="checkbox"/> Working independently | <input type="checkbox"/> Working in small groups |
| <input type="checkbox"/> Receiving support from adults | <input type="checkbox"/> Playing on phones/socializing |
| <input type="checkbox"/> Working on computers | <input type="checkbox"/> Playing games on computer |
| <input type="checkbox"/> Reading books | <input type="checkbox"/> Other: <input type="text"/> |

PART 2: HOMEWORK SUPPORT OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. sharing with others, intentionally connecting as a team with other students through check-ins) **(SSCC1A) (YPQA)**.

- 1 No scheduled activities incorporating community building opportunities were observed.
- 3 Community building activities that are offered at least weekly were observed.
- 5 Community building activities that are offered at least twice per week were observed.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: HOMEWORK/STUDY TIME

2. **Community building language** is consistently used by staff **(SSCC1B)**.

- 1 No community building words were heard.
- 3 Community building words such as “we, us, and community” were heard a few times.
- 5 Community building words such as “we, us, and community” were heard many times/ most of the time.

OBSERVATION:

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C) (YPQA)**.

- 1 Staff is not heard greeting or addressing students by name.
- 3 Staff is heard greeting and/or addressing some students by name.
- 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

*Check behavior expectation knowledge of students by **verbally polling** 5 students on what the behavior expectations of the program are. Use tally at right to inform your answer to question #4.*

STUDENT POLL RESULTS		
STUDENT #	KNEW HOW MANY EXPECTATIONS...	OUT OF...
1.		
2.		
3.		
4.		
5.		
TOTAL		

4. Students understand behavior expectations/learning agreements. **(SSCC2A)**

- 1 Two or fewer youth were able to say expectations and give an example applicable to their setting.
- 3 Three of five youth were able to say expectations and give an example applicable to their setting.
- 5 Four or five youth were able to say expectations and give an example applicable to their setting.

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: HOMEWORK/STUDY TIME

5. Staff use a clear, positive strategy for **beginning and ending activities (SSCC2B)**.

- 1 No group management structure was used.
- 3 Group management system was sometimes used.
- 5 Group management structure was used consistently.

OBSERVATION:

6. After school program schedules have a **clear structure** and are well organized **(SSCC2C)**.

- 1 Students are not clear on the day's schedule.
- 3 Schedule is available, but some students do not know where to go.
- 5 Students are clear on the daily schedule and understand where activities are taking place.

OBSERVATION:

7. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- Yes No

OBSERVATION:

8. Staff respond to low level challenging behavior in a timely manner with **proximity, redirection, and/or prompting correct behavior** and follow up with continued monitoring for a brief period **(SSCC2E) (YPQA)**.

- 1 Staff do not respond to any youth engaged in challenging behavior.
- 3 Staff respond to some challenging behavior but do not engage in ongoing monitoring.
- 5 Staff consistently respond to and monitor challenging behavior.

OBSERVATION:

9. Intentional practices to **decrease sedentary behavior** are observed **(HAY2B)**.

- 1 No active work spaces (e.g. standing desk) or movement breaks are observed.
- 3 Some students use active work spaces and/or are encouraged to take movement breaks when sitting for more than 30 minutes.
- 5 All students use active work spaces and/or are encouraged to take movement breaks when sitting for more than 30 minutes.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: HOMEWORK/STUDY TIME

10. Staff provide **verbal instructions and model activities** (TL1A) (YPQA).

- 1 No instructions or modeling by staff are observed.
- 3 Verbal instruction is observed.
- 5 Verbal instruction and modeling are observed.

OBSERVATION:

11. Staff are engaged with youth to assist in monitoring their **homework/study progress** (TL1B) (YPQA).

- 1 No checks for understanding are observed.
- 3 Staff is available to answer question if they are asked.
- 5 Staff member moves around the room and actively checks for understanding with students.

OBSERVATION:

12. Staff implement a clear and effective process for students to request **assistance or support** from adults (TL1C).

- 1 There is no clear or consistent process for students to request assistance or support from adults.
- 3 There is a clear process for students to request assistance or support from adults.
- 5 There is a clear and effective process for students to request assistance or support from adults.

OBSERVATION:

13. Students have **meaningful activity options** if they do not have homework or complete homework before the end of session (TL1D).

- 1 No activities for those who finish homework or don't have homework.
- 3 Some students have activities for when they complete homework or don't have homework.
- 5 All students have activities for when they complete homework or don't have homework.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: HOMEWORK/STUDY TIME

14. Staff use language to **support growth mindset or build SEL skills** (e.g. praise effort, frame mistakes as part of learning, praise setting goals, being self-managed) **(TL2A)**.

- 1 No language was heard that supports growth mindset or building SEL skills.
- 3 One instance of language was heard that supports growth mindset or building SEL skills.
- 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

15. Students are **intentionally grouped** within activities to maximize learning **(TL2C)**.

- 1 No intentional grouping within activity was observed.
- 3 At least 1 intentional grouping within the activity was observed.
- 5 More than 1 intentional grouping within the activity was observed.

OBSERVATION:

16. Students have **age-appropriate leadership roles** (i.e. peer tutors, club leads, committee ambassadors, etc) **(TL2G) (YPQA)**.

- 1 No students are observed in any leadership roles.
- 3 Few students are observed in age-appropriate leadership roles.
- 5 Many students are observed in age-appropriate leadership roles.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: SNACK/SUPPER

Site:
Observer's Name:
Date:

Total # of students: Total # of staff: Student/Staff Ratio: :

Grade Levels (CIRCLE ALL THAT APPLY): 9 10 11 12

PART 1

1. A central food distribution location is utilized with a system to support youth access (e.g. not waiting in line for food).

Yes No

OBSERVATION:

2. Food offerings are presented in a fashion that promotes participation in snack/supper.

Yes No

OBSERVATION:

3. Healthy condiments, spices, etc. are provided for student use.

Yes No

OBSERVATION:

4. A point staff person is available to check in with students during snack/supper distribution.

Yes No

OBSERVATION:

PART 2: SNACK/SUPPER OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. temperature checks, circle question, Restorative Practices “sandwich” method to discuss a topic) **(SSCC1A) (YPQA)**.

- 1 No community building activities were observed.
 3 One community building activity was observed.
 5 Two or more community building activities were observed.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: SNACK/SUPPER

2. **Community building language** is consistently used by staff **(SSCC1B)**.

- 1 No community building words were heard.
- 3 Community building words such as “we, us, and community” were heard a few times.
- 5 Community building words such as “we, us, and community” were heard many times/
most of the time.

OBSERVATION:

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C) (YPQA)**.

- 1 Staff is not heard greeting or addressing students by name.
- 3 Staff is heard greeting and/or addressing some students by name.
- 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

4. Staff use a clear, positive strategy for **beginning and ending activities (SSCC2B)**.

- 1 No group management structure was used.
- 3 Group management system was sometimes used.
- 5 Group management structure was used consistently.

OBSERVATION:

5. After school program schedules have a **clear structure** and are well organized **(SSCC2C)**.

- 1 Students are not clear on the daily schedule.
- 3 Schedule is available but some students do not know where to go.
- 5 Students are clear on the daily schedule, and understand where activities are taking place.

OBSERVATION:

6. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- Yes No

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: SNACK/SUPPER

7. Staff respond to low level challenging behavior in a timely manner with **proximity, redirection, and/or prompting correct behavior** and follow up with continued monitoring for a brief period **(SSCC2E) (YPQA)**.

- 1 Staff do not respond to any youth engaged in challenging behavior.
- 3 Staff respond to some challenging behavior but do not engage in ongoing monitoring.
- 5 Staff consistently respond to and monitor challenging behavior.

OBSERVATION:

8. The snack/supper environment supports healthy eating by providing **adequate space (HAY1A)**.

- Yes No

OBSERVATION:

9. Students have **easy access to water** beyond facility water fountains in order to promote drinking water (e.g. water coolers, infused water) **(HAY1B) (YPQA)**.

- 1 No additional water resources were seen beyond facility water fountains.
- 3 Additional water resources (e.g. water coolers) were seen.
- 5 Additional water resources (e.g. infused water) were seen that encouraged creative drinking water solutions.

OBSERVATION:

10. **Signs/posters that encourage healthy eating** are visible in the space **(HAY1C)**.

- Yes No

OBSERVATION:

11. Staff use language to support **growth mindset or build SEL skills** (e.g., trying new healthier snacks, "You don't like this snack YET...") **(TL2A) (YPQA)**.

- 1 No language was heard that supports growth mindset or building SEL skills.
- 3 One instance of language was heard that supports growth mindset or building SEL skills.
- 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: ENRICHMENT

Site:
Observer's Name:
Date:

Total # of students: Total # of staff: Student/Staff Ratio: :

Grade Levels (CIRCLE ALL THAT APPLY): 9 10 11 12

Content area (OBSERVE ONE):

- Literacy Literacy/Language Arts Workforce Development
 Math Science/STEAM Other:
 Credit Recovery

Who is leading lesson:

- Literacy Literacy/Language Arts Workforce Development
 Math Science/STEAM Other:
 Credit Recovery

ENRICHMENT OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. sharing with others, intentionally connecting as a team with other students through circles, check-ins, team building activities) **(SSCC1A) (YPQA)**.

- 1 No community building activities were observed.
 3 One community building activities was observed.
 5 Two or more community building activities were observed.

OBSERVATION:

2. **Community building language** is consistently used by staff **(SSCC1B)**.

- 1 No community building words were heard.
 3 Community building words such as “we, us, and community” were heard a few times.
 5 Community building words such as “we, us, and community” were heard many times/
most of the time.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: ENRICHMENT

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C) (YPQA)**.

- 1 Staff is not heard greeting or addressing students by name.
- 3 Staff is heard greeting and/or addressing some students by name.
- 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

4. Staff use a clear, positive strategy for **beginning and ending activities (SSCC2B)**.

- 1 No group management structure was used.
- 3 Group management system was sometimes used.
- 5 Group management structure was used consistently.

OBSERVATION:

5. After school program schedules have a **clear structure** and are well organized **(SSCC2C)**.

- 1 Students are not clear on daily schedule.
- 3 Schedule is available but some students do not know where to go.
- 5 Students are clear on daily schedule and understand where activities are taking place.

OBSERVATION:

6. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- Yes No

OBSERVATION:

7. Staff respond to low level challenging behavior in a timely manner with **proximity, redirection, and/or prompting correct behavior** and follow up with continued monitoring for a brief period **(SSCC2E) (YPQA)**.

- 1 Staff do not respond to any youth engaged in challenging behavior.
- 3 Staff respond to some challenging behavior but do not engage in ongoing monitoring.
- 5 Staff consistently respond to and monitor challenging behavior.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: ENRICHMENT

8. Intentional practices to **decrease sedentary behavior** are observed **(HAY2B)**.

- 1 No active work spaces (e.g. standing desk) or movement breaks are observed.
- 3 Some students use active work spaces and/or are encouraged to take movement breaks when sitting for more than 30 minutes.
- 5 All students use active work spaces and/or are encouraged to take movement breaks when sitting for more than 30 minutes.

OBSERVATION:

9. Staff provide **verbal instructions and model activities** **(TL1A) (YPQA)**.

- 1 No instructions or modeling by staff are observed.
- 3 Verbal instruction is observed.
- 5 Verbal instruction and modeling are observed.

OBSERVATION:

10. **Staff are engaged** with youth in order to assist students in monitoring their progress **(TL1B) (YPQA)**.

- 1 No checks for understanding are observed.
- 3 Staff is available to answer question if they are asked.
- 5 Staff member moves around the room and actively checks for understanding with students.

OBSERVATION:

11. Staff use language to support **growth mindset or build SEL skills** (e.g. praise trying something new, frame mistakes as part of learning, praise setting goals, being self-managed) **(TL2A)(YPQA)**.

- 1 No language was heard that supports growth mindset or building SEL skills.
- 3 One instance of language was heard that supports growth mindset or building SEL skills.
- 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: ENRICHMENT

12. Staff ask open-ended questions to encourage **critical thinking** and reflection **(TL2B) (YPQA)**.

Yes No

OBSERVATION:

13. Students are **intentionally grouped** within activities to maximize learning **(TL2C)**.

- 1 No intentional grouping within activity was observed.
 3 At least 1 intentional grouping within the activity was observed.
 5 More than 1 intentional grouping within the activity was observed.

OBSERVATION:

14. Staff support skill building by **breaking difficult tasks into smaller steps** **(TL2D) (YPQA)**.

- 1 Staff does not break difficult tasks into smaller simpler steps for any students.
 3 Staff breaks difficult tasks into smaller simpler steps for some students.
 5 Staff breaks difficult tasks into smaller, simpler steps for all students (e.g. steps are explained in sequence, instructions are provided for specific steps, examples of completed steps are shared).

OBSERVATION:

15. Staff incorporate **debrief/reflection** opportunities to help students synthesize learning.

(TL2E) (YPQA)

Yes No

OBSERVATION:

16. Students have **choices** within the session(s) **(TL2F)(YPQA)**.

- 1 No student choice is observed.
 3 Students can choose what they make/do or how they do it.
 5 Students can choose what they make/do and how they do it.

OBSERVATION:

17. Students have **age-appropriate leadership roles** **(TL2G)(YPQA)**.

- 1 No students are observed in any leadership roles.
 3 Few students are observed in age-appropriate leadership roles.
 5 Many students are observed in age-appropriate leadership roles.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: ENRICHMENT

18. Staff provide opportunities for students to **work or play cooperatively** with others **(TL2H)** **(YPQA)**.

- 1 No intentional opportunities for students to work or play cooperatively with others were observed.
- 3 One opportunity for students to work or play cooperatively with others was observed.
- 5 More than one opportunity for students to work or play cooperatively with others was observed.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: RECREATION

Site:
Observer's Name:
Date:

Total # of students: Total # of staff: Student/Staff Ratio: :

Grade Levels (CIRCLE ALL THAT APPLY): 9 10 11 12

RECREATION OBSERVATION

1. Students have opportunities to participate in a **community building activity** (for example: sharing with others, intentionally connecting as a team with other students through circles, check-ins, team building activities) **(SSCC1A) (YPQA)**.

- 1 No community building activities were observed.
 3 One community building activity was observed.
 5 Two or more community building activities were observed.

OBSERVATION:

2. **Community building language** is consistently used by staff **(SSCC1B)**.

- 1 No community building words were heard.
 3 Community building words such as “we, us, and community” were heard a few times.
 5 Community building words such as “we, us, and community” were heard many times/
most of the time.

OBSERVATION:

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C) (YPQA)**.

- 1 Staff is not heard greeting or addressing students by name.
 3 Staff is heard greeting and/or addressing some student by name.
 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: RECREATION

4. Staff use a clear, positive strategy for **beginning and ending activities (SSCC2B)**.

- 1 No group management structure was used.
- 3 Group management system was sometimes used.
- 5 Group management structure was used consistently.

OBSERVATION:

5. After school program schedules have a **clear structure** and are well organized **(SSCC2C)**.

- 1 Students are not clear on daily schedule.
- 3 Schedule is available but some students do not know where to go.
- 5 Students are clear on daily schedule and understand where activities are taking place.

OBSERVATION:

6. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- Yes No

OBSERVATION:

7. Staff respond to low level challenging behavior in a timely manner with **proximity, redirection, and/or prompting correct behavior** and follow up with continued monitoring for a brief period **(SSCC2E) (YPQA)**.

- 1 Staff do not respond to any youth engaged in challenging behavior.
- 3 Staff respond to some challenging behavior but do not engage in ongoing monitoring.
- 5 Staff consistently respond to and monitor challenging behavior.

OBSERVATION:

8. The program offers at least **30 minutes of daily physical activity** that intentionally involves all program attendees, for whom physical activity is appropriate. At least 50% of that time is spent in moderate to vigorous activity **(HAY2A)**.

- 1 No students participated in at least 30 minutes of physical activity, with at least 50% of that time was in moderate to vigorous activity
- 3 Less than half of the students participated in at least 30 minutes of physical activity, with at least 50% of that time was in moderate to vigorous activity
- 5 More than half of the students participated in at least 30 minutes of physical activity, with at least 50% of that time was in moderate to vigorous activity.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: RECREATION

9. Staff are **actively engaged** with students during physical activity time **(HAY2C) (YPQA)**.

Yes No

OBSERVATION:

10. Staff use language to **support growth mindset or build SEL skills** (e.g. praise effort, frame mistakes as part of learning, praise setting goals, being self-managed) **(TL2A) (YPQA)**.

1 No language was heard that supports growth mindset or building SEL skills.

3 One instance of language was heard that supports growth mindset or building SEL skills.

5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

11. Staff ask open-ended questions to encourage **critical thinking and reflection (TL2B) (YPQA)**.

Yes No

OBSERVATION:

12. Students are **intentionally grouped** within activities to maximize learning (whole group, small group) **(TL2C)**.

1 No intentional grouping within activity was observed.

3 At least 1 intentional grouping within the activity was observed.

5 More than 1 intentional grouping within the activity was observed.

OBSERVATION:

13. Staff support skill building by **breaking difficult tasks into smaller steps (TL2D) (YPQA)**.

1 Staff does not break difficult tasks into smaller simpler steps for any students.

3 Staff breaks difficult tasks into smaller simpler steps for some students.

5 Staff breaks difficult tasks into smaller, simpler steps for all students (e.g. steps are explained in sequence, instructions are provided for specific steps, examples of completed steps are shared).

OBSERVATION:

14. Staff incorporate **debrief/reflection** opportunities to help students synthesize learning **(TL2E) (YPQA)**.

Yes No

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

ENVIRONMENT: RECREATION

15. Students have **choices** within the session(s) **(TL2F) (YPQA)**.

- 1 No student choice is observed.
- 3 Students can choose what they make/do or how they do it.
- 5 Students can choose what they make/do and how they do it.

OBSERVATION:

16. Staff provide opportunities for students to **work or play cooperatively** with others **(TL2H) (YPQA)**.

- 1 No intentional opportunities for students to work or play cooperatively with others were observed.
- 3 One opportunity for students to work or play cooperatively with others was observed.
- 5 More than one opportunity for students to work or play cooperatively with others was observed.

OBSERVATION:

PROGRAM WALK-THROUGH 2018-2019 (HIGH SCHOOL), CONTINUED

SUMMARY

Site:
Observer's Name:
Date:

Strengths

Opportunities for improvement

Additional information/comments

ATTENDANCE COMPLIANCE REVIEW

ELEMENTARY SCHOOL VERSION (FOR MILE MARKER #1)



SUBMIT INTO EMS BY 11/7/2018

DATE	SITE/CBO
REVIEWED BY PM	SITE COORDINATOR

SEPTEMBER 24-28, 2018			ATTENDANCE DOCUMENTATION				
DATE	TOTAL IN EMS	TOTAL ON HARD COPY	Required sign in/out forms used?		Indicate the number of missing items each day.		
			YES	NO	TIME IN	CHECK MARK	TIME OUT
9/24/2018			<input type="checkbox"/>	<input type="checkbox"/>			
9/25/2018			<input type="checkbox"/>	<input type="checkbox"/>			
9/26/2018			<input type="checkbox"/>	<input type="checkbox"/>			
9/27/2018			<input type="checkbox"/>	<input type="checkbox"/>			
9/28/2018			<input type="checkbox"/>	<input type="checkbox"/>			
Total missing items per week							

Total # of missing Early Release Codes this week:

Early release policy consistently (fewer than 5 discrepancies) implemented using codes:

YES NO

COMPLIANCE ISSUE(S)	NEXT STEPS	TARGET DATE

YEAR TO DATE (YTD) ATTENDANCE REVIEW

Dates to include: August 20-September 28, 2018.

	GRANT	TARGET ADA	CURRENT ADA	% OF ADA ACHIEVED
ASES				
21ST CCLC				
BEFORE SCHOOL				

Is the site on track to meet attendance? YES NO Explain:

Site attendance is up to date in EMS: YES NO Explain:

COMPLIANCE REVIEW NOTES:

ATTENDANCE COMPLIANCE REVIEW

MIDDLE SCHOOL VERSION (FOR MILE MARKER #1)



SUBMIT INTO EMS BY 11/7/2018

DATE	SITE/CBO
REVIEWED BY PM	SITE COORDINATOR

SEPTEMBER 24-28, 2018			ATTENDANCE DOCUMENTATION				
DATE	TOTAL IN EMS	TOTAL ON HARD COPY	Required sign in/out forms used?		Indicate the number of missing items each day.		
			YES	NO	TIME IN	CHECK MARK	TIME OUT
9/24/2018			<input type="checkbox"/>	<input type="checkbox"/>			
9/25/2018			<input type="checkbox"/>	<input type="checkbox"/>			
9/26/2018			<input type="checkbox"/>	<input type="checkbox"/>			
9/27/2018			<input type="checkbox"/>	<input type="checkbox"/>			
9/28/2018			<input type="checkbox"/>	<input type="checkbox"/>			
Total missing items per week							

Total # of missing Early Release Codes this week:

Early release policy consistently (fewer than 5 discrepancies) implemented using codes:

YES NO

COMPLIANCE ISSUE(S)	NEXT STEPS	TARGET DATE

YEAR TO DATE (YTD) ATTENDANCE REVIEW

Dates to include: August 20-September 28, 2018.

	GRANT	TARGET ADA	CURRENT ADA	% OF ADA ACHIEVED
ASES				
21ST CCLC				
BEFORE SCHOOL				

Is the site on track to meet attendance? YES NO Explain:

Site attendance is up to date in EMS: YES NO Explain:

COMPLIANCE REVIEW NOTES:

ATTENDANCE COMPLIANCE REVIEW

HIGH SCHOOL VERSION (FOR MILE MARKER #1)



SUBMIT INTO EMS BY 11/7/2018

DATE	SITE/CBO
REVIEWED BY PM	SITE COORDINATOR

SEPTEMBER 24-28, 2018			ATTENDANCE DOCUMENTATION			
DATE	TOTAL IN EMS	TOTAL ON HARD COPY	Required sign in/out forms used?		Indicate the number of missing items each day.	
			YES	NO	TIME IN	CHECK MARK
9/24/2018			<input type="checkbox"/>	<input type="checkbox"/>		
9/25/2018			<input type="checkbox"/>	<input type="checkbox"/>		
9/26/2018			<input type="checkbox"/>	<input type="checkbox"/>		
9/27/2018			<input type="checkbox"/>	<input type="checkbox"/>		
9/28/2018			<input type="checkbox"/>	<input type="checkbox"/>		
Total missing items per week						

Required number of program hours are met: 15 hours/week?

YES NO

COMPLIANCE ISSUE(S)	NEXT STEPS	TARGET DATE

YEAR TO DATE (YTD) ATTENDANCE REVIEW

Dates to include: August 20-September 28, 2018.

GRANT	TARGET ADA	CURRENT ADA	% OF ADA ACHIEVED
ASES			
21ST CCLC			
BEFORE SCHOOL			

Is the site on track to meet attendance? YES NO Explain:

Site attendance is up to date in EMS: YES NO Explain:

COMPLIANCE REVIEW NOTES:

BASIC ELEMENTS ASSESSMENT

2018-2019



SUBMIT INTO SALESFORCE (MOBILE FRIENDLY)

Reflect on your site’s program practices using this checklist of quality for after school programs.

For each item, place a check mark in the column that best reflects the current status of your site’s progress. The completed tool will be utilized to inform your site team and help to 1) inform QAP goals and 2) select professional development options that will best benefit the site.

SCALE OPTIONS:

- **EMERGING:** Our site does not have or is in the early stages of implementing the basic element or best practice on a regular basis.
- **MEETS EXPECTATIONS:** Our site performs or implements this basic element or best practice close to 100% of the time.
- **EXEMPLARY:** Our site performs or implements this basic element or best practice 100% of the time and could serve as an example to other programs.

EMERGING	MEETS EXPECTATIONS	EXEMPLARY
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SAFE & SUPPORTIVE CULTURE & CLIMATE

BASIC ELEMENTS			
Staff are familiar with SFUSD Safe and Supportive Schools Policy.			
Site Coordinator is an active member on the school’s RTI and/or SAP team.			
Site Coordinator builds relationships and collaborates with student support staff (e.g., Social Worker, RSP) and families.			
Proactive behavior policies and procedures are designed to be restorative, not punitive, and are shared with students and families.			
<i>Total the number of check marks for each column.</i>			

BASIC ELEMENTS			
Site’s Balanced Score Card is utilized to inform priority program areas and alignment with key instructional strategies.			
At least one designated Academic Liaison is identified and their work plan is structured to support QAP goals.			
Expectations of academic and homework times are clearly communicated to families, school, and students.			
Staff have a formal system to access homework assignments and curriculum.			
Staff communicate with school day teachers to customize academic & behavioral supports after school.			
<i>Total the number of check marks for each column.</i>			

BASIC ELEMENTS ASSESSMENT, CONTINUED

	EMERGING	MEETS EXPECTATIONS	EXEMPLARY
HEALTHY ACTIVE YOUTH			
BASIC ELEMENTS			
Organization aligns with the guidelines of <i>be well. do well</i> —SFUSD Wellness Policy.			
All staff participate in training that supports wellness policy guidelines.			
All staff understand the importance of being active and eating healthy.			
Students and families have voice in creating and maintaining a healthy after school culture.			
Cooking classes follow the SFUSD Student Nutrition Cooking Guidelines.			
Staff develop opportunities for students to learn about healthy food options through hands-on practices i.e., food preparation, grocery shopping, and gardening.			
<i>Total the number of check marks for each column.</i>			

BASIC ELEMENTS ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
STRONG SYSTEMS & STRUCTURES				
BASIC ELEMENTS				
ADMINISTRATION & ORGANIZATION	CBO supports quality utilizing ExCEL's QAP process.			
	Site maintains compliant attendance tracking and registration systems, including timely submissions of required reports.			
	Site and CBO understand funding requirements and maintain finances according to related compliance guidelines.			
	Safety plans and procedures are documented and practiced by staff.			
COORDINATION & FAMILY PARTNERSHIP	Program Manager, Site Coordinator, Academic Liaison, and Principal meet regularly to discuss program progress and priorities, including family partnership goals.			
	Site Coordinator participates in Family Partnership planning team, school site leadership meetings & faculty meetings			
	Site team strategically coordinates resources and develops community & family partnerships that support student success.			
	Families are connected to after school program goals and student progress through family orientation meetings, written communications, and regular staff interactions.			
	Site conducts outreach to students and families using family home languages and through multiple formats including email, newsletters, signs, etc.			
STAFFING & PROFESSIONAL DEVELOPMENT	CBO intentionally supports staff practice through individual supervision and effective weekly staff meetings.			
	Staff absences and substitutes are handled through an effective process.			
	CBO conducts trainings to support staff professional development.			
	Staff actively participate and take advantage of trainings and supports offered by ExCEL.			
<i>Total the number of check marks for each column.</i>				

BASIC ELEMENTS ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION				
BASIC ELEMENTS				
QUALITY PROGRAM DESIGN	Weekly program schedule meets grant requirements and is intentionally designed to address the specific needs of our school community.			
	Student level data is utilized to support program design, targeted interventions, and track student progress.			
	Learning activities are engaging and build upon student interests.			
INTENTIONAL LEARNING STRATEGIES	CBO utilize a growth mindset approach for training and supporting staff members.			
	All staff are familiar with the four competencies of SEL: growth mindset, self-efficacy, selfmanagement and social awareness.			
	Staff model SEL skills and develop activities to build these skills.			
	SEL skills are integrated into the content and format of program activities.			
	Staff build their own skills to assist students in identifying and/or managing emotions.			
	Staff engage in practices that support development of empathy.			
	Staff integrate opportunities to solve problems into the program activities.			
	Mindful awareness activities are included in program offerings.			
YOUTH DEVELOPMENT, VOICE, & LEADERSHIP	Opportunities for student choice are evident in program-level and activity-level decisions about content and process.			
	Student voice is incorporated into program activities and planning.			
	Program activities result in a culminating project or performance showcase for families and community.			
<i>Total the number of check marks for each column.</i>				

BASIC ELEMENTS ASSESSMENT, CONTINUED

BASIC ELEMENTS ASSESSMENT PRIORITIES

Review your site's own BASIC ELEMENTS PRIORITIES DASHBOARD by noticing the number of check marks in each column.

BASIC ELEMENTS TOTALS BY CATEGORY

	EMERGING	MEETS EXPECTATIONS	EXEMPLARY
SAFE & SUPPORTIVE CULTURE & CLIMATE			
HEALTHY ACTIVE YOUTH			
TEACHING & LEARNING			
STRONG SYSTEMS & STRUCTURES			
INTENTIONAL PROGRAM DESIGN			

QUESTIONS FOR REFLECTION

1. Which items are strengths of your program?

2. Which items you are interested in working on?

3. What are some ideas you have for improving quality in your after school program?