



Arizona Quality Standards Assessment Tool for Out-of-School Time Programs

Developed in Partnership by
**Arizona Center for Afterschool Excellence,
Valley of the Sun United Way,
and a Committee of Out-of-School Time
Leaders and Stakeholders**

Created October 2014



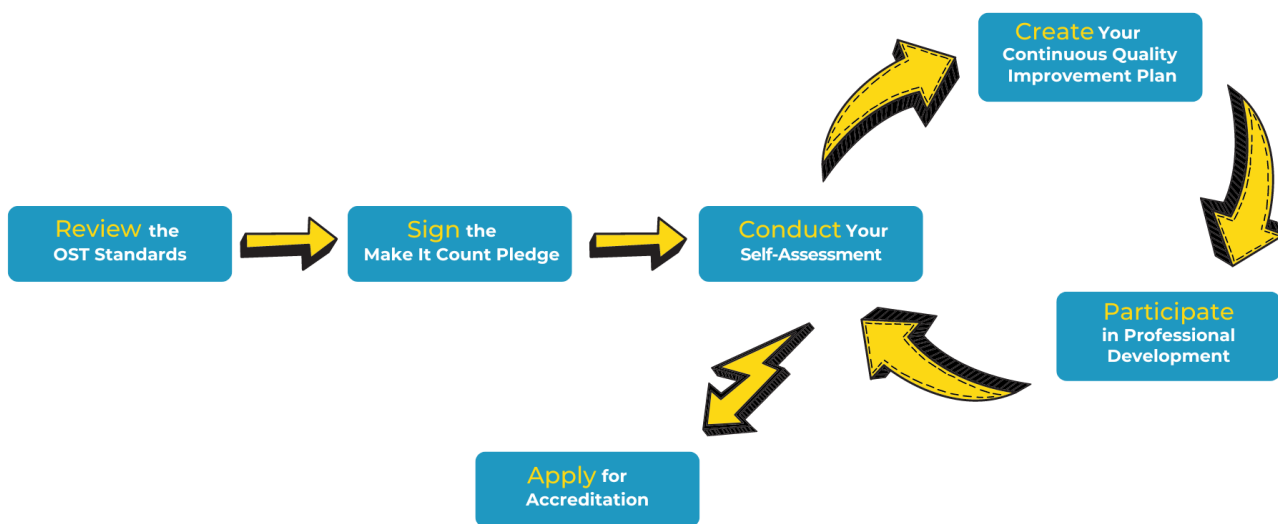
Arizona Quality Standards Assessment Tool

What is the Arizona Quality Standards Assessment Tool (AzQSAT)?

The Arizona Quality Standards Assessment Tool (AzQSAT) is a comprehensive self-assessment tool designed specifically for out-of-school time (OST) programs in Arizona. The AzQSAT allows programs to assess quality and measure progress internally without the pressures of an external evaluation.

Developed by a committee of Arizona community leaders and out-of-school time stakeholders, the AzQSAT supports OST programs in an ongoing strategy to increase quality programming for better youth outcomes.

The AzQSAT is part of the Continuous Quality Improvement Process



Why do we need the AzQSAT?

Comprehensive standards, quality assessment, and professional development are the foundations of high quality youth development programming.

Out-of-school time programs are in the unique position to rapidly respond to the demands of youth and quickly adapt to implement innovative practices that best support their learning styles and areas of interest. **But the key is Quality.**

Quality programs come in a variety of shapes and sizes, and the AzQSAT identifies the overlapping practices among them. Quality is not an end-point; rather, it is a work in progress. The AzQSAT invites programs to constantly and strategically grow and adapt to meet the ever changing needs of youth.

Who should use the AzQSAT?

The AzQSAT is for Arizona out-of-school time programs – programs serving youth before school, after school, during summer and on school breaks – who are committed to examining their management, communication, planning, and implementation practices to identify and build upon program strengths and address areas where growth is needed for increased engagement and positive youth outcomes.

Best Practices for Utilizing the AzQSAT

- Make sure your staff has a basic understanding of the Arizona Quality Standards for Out-of-School Time Programs before completing the AzQSAT. The standards can be found at azafterschool.org
- It is best to involve as many staff members as possible in the self assessment process. This helps create staff buy-in and provides a well rounded view of the program.
- Share the hard copy or digital version of AzQSAT packets with your team, asking each to use the rubric and complete a self-assessment sheet for their program.
- Once completed, lead a discussion with staff about self-assessment scores noting major discrepancies and, without judgment, seeking to understand why those discrepancies exist.
- Together, decide on one set of scores per site. You might do this by just taking an average, or by seeking consensus throughout the course of your discussion.
- Go to azqsat.com to set up or edit your program's online AzQSAT account.
- Enter each site's scores online. Your scores will be saved so you can track them over time. No one outside of your program's AzQSAT users has access to your scores.
- Once you receive your AzQSAT score summary, use the information to create a quality improvement plan for your site.
- Repeat this process every 6 months to continue to enhance the quality of your OST program!

*Want some support in your continuous quality improvement process? Consider joining the Pathway to Accreditation. More information can be found at azafterschool.org .



AzQSAT Self-Assessment Sheet

Program..... School

Address City/Zip

Program Contact Name Position

Phone Number Email Address

Program Type (Check one) ☐ School-Based ☐ Community-Based ☐ Faith-Based

Approximate number of children served annually Rated by

The AzQSAT Matrix identifies three levels of performance in each indicator, “1”, “2”, or “3”. Determine which of the three levels of performance your program most closely resembles and mark an ‘X’ in the appropriate boxes corresponding to the indicators below. The program does not have to meet all of the listed characteristics, but in general, which level of performance does the program most closely resemble for a given indicator? If you find the program you are rating is in the middle between 1 and 2, mark “1”. If you find the program you are rating is in the middle between 2 and 3, mark “2”.



Standard I. Safe and Healthy Environment

1 2 3

- ☐ ☐ ☐ 1.1 | All staff and volunteers submit to background checks and fingerprint clearance
- ☐ ☐ ☐ 1.2 | Staff implements policies, procedures and supervision to maintain safety for all youth
- ☐ ☐ ☐ 1.3 | Written health and safety policies are provided to families and understood by youth
- ☐ ☐ ☐ 1.4 | Healthy lifestyles and behaviors are promoted
- ☐ ☐ ☐ 1.5 | Snacks and meals provided are well balanced and nutritious
- ☐ ☐ ☐ 1.6 | Youth, families and staff experience a welcoming and supporting environment
- ☐ ☐ ☐ 1.7 | Indoor and outdoor space provides an environment of comfort, ownership, and respect
- ☐ ☐ ☐ 1.8 | The physical space reflects the interests of and displays the work of youth



Standard II. Positive Relationships

1 2 3

- ☐ ☐ ☐ 2.1 | All interactions reflect a culture of mutual respect, support and belonging
- ☐ ☐ ☐ 2.2 | Verbal and physical interactions amongst youth are positive and respectful
- ☐ ☐ ☐ 2.3 | Youth work together and support one another's success
- ☐ ☐ ☐ 2.4 | Staff and volunteers model cooperation, conflict resolution and positive relationships with each other
- ☐ ☐ ☐ 2.5 | The relationships between staff, volunteers, youth and families are consistent, supportive, nurturing, and recognize individual needs
- ☐ ☐ ☐ 2.6 | Staff and volunteers treat youth with respect and listen to what they say



Standard III. Intentional Programming and Activities

1 2 3

- ☐ ☐ ☐ 3.1 | Youth actively engage in learning activities that promote critical and creative thinking skills
- ☐ ☐ ☐ 3.2 | Youth assume leadership roles and contribute to program planning, development, implementation and evaluation
- ☐ ☐ ☐ 3.3 | Activities are intentional and are aligned with the program's mission
- ☐ ☐ ☐ 3.4 | Youth interests and strengths are reflected in program activities
- ☐ ☐ ☐ 3.5 | Program is explicit about the specific physical, social and emotional skills it seeks to develop and what program activities support these goals
- ☐ ☐ ☐ 3.6 | Materials and activities are developmentally appropriate and accessible to youth



Standard IV. Equity and Inclusion

1 2 3

- ☐ ☐ ☐ 4.1 | Youth represent the full diversity of the community, as it applies to the program's mission
- ☐ ☐ ☐ 4.2 | Youth are exposed to culturally responsive programming and the program promotes the development of positive identities, respect for differences and cross-cultural understanding among all youth
- ☐ ☐ ☐ 4.3 | Program commits to understand, value and respect the backgrounds and experiences of program youth and their families
- ☐ ☐ ☐ 4.4 | The needs of diverse youth that come from varying family experiences and backgrounds are included and emphasized in the professional development of staff, helping staff become culturally competent and responsive



Standard V. Family, School and Community Engagement

1 2 3

- ☐ ☐ ☐ 5.1 | Program develops and nurtures family, school and community partnerships to leverage resources and support for the youth and families served
- ☐ ☐ ☐ 5.2 | Program engages in family, school and community collaborations to plan and implement intentionally designed activities based on youth needs and interests
- ☐ ☐ ☐ 5.3 | Out-of-school time academic components and activities complement and enrich school standards and curriculum
- ☐ ☐ ☐ 5.4 | Family relationships and involvement are fostered by the program's meaningful communication with families
- ☐ ☐ ☐ 5.5 | The involvement and support of families, community organizations and schools are sought as a means to enhance diverse and engaging programming and activities



Standard VI. Program Management

1 2 3

- ☐ ☐ ☐ 6.1 | Program embraces a clear mission statement and philosophy that is widely understood and shared among youth, staff, families and the community
- ☐ ☐ ☐ 6.2 | Program policies and procedures are reflective and responsive to the needs of all youth and families
- ☐ ☐ ☐ 6.3 | Program policies and practices meet ethical and legal standards
- ☐ ☐ ☐ 6.4 | Program administrators ensure effective fiscal management of the program's budget and available resources
- ☐ ☐ ☐ 6.5 | Staff and volunteer qualifications and roles are clearly defined
- ☐ ☐ ☐ 6.6 | Program administrators recruit, hire, and develop staff and volunteers that reflect the diversity and culture(s) of the community
- ☐ ☐ ☐ 6.7 | Program administrators hold regular staff meetings and opportunities for formal and informal communication among staff and volunteers
- ☐ ☐ ☐ 6.8 | Program administrators, staff and volunteers participate in relevant and ongoing professional development that supports their own growth and builds more effective program practice
- ☐ ☐ ☐ 6.9 | Program administrators conduct frequent and consistent evaluations of program staff and volunteers



Standard VII. Program Evaluation and Data

1 2 3

- ☐ ☐ ☐ 7.1 | Written measurable goals are aligned to the program's mission statement and purpose
- ☐ ☐ ☐ 7.2 | Regular assessments of program activities, staff performance, and youth and family satisfaction are relied upon for program planning and continuous improvement
- ☐ ☐ ☐ 7.3 | Quality improvement is an established part of the organizational culture, engaging youth, staff, volunteers, families and leadership in the process
- ☐ ☐ ☐ 7.4 | Program uses assessment tools that are valid, reliable and aligned with quality and desired youth outcomes

Submitting your completed Self-Assessment

Set up your AzQSAT account and enter your program's self-assessment scores at azqsat.com.

Arizona Quality Assessment Tool Matrix

STANDARD I. SAFE & HEALTHY ENVIRONMENTS Youth experience physically and emotionally safe, healthy and developmentally appropriate learning environments.			
INDICATORS	1	2	3
1.1 All staff and volunteers submit to background checks and fingerprint clearance.	- The program has not yet established policies or the policies are not consistently followed regarding fingerprinting, background checks, or drug tests for staff and volunteers. - Youth at times are alone in the presence of staff who have not yet had background checks and/or fingerprint clearance. - Records for background checks and fingerprint clearances are expired or not kept up to date and/or are not accessible on site. - No emergency plan exists. - Policies and procedures are either not followed or followed inconsistently.	- A policy is in place and followed regarding fingerprinting, background checks, and drug tests for all staff and volunteers. - Youth are directly supervised by at least one adult, staff or volunteer, who has background and fingerprint clearance, at all times. - All records for background checks and fingerprint clearances are up to date.	- Every adult, staff and volunteer who has direct contact/supervision with youth has the highest level of background checks, fingerprint clearance, and drug tests. - All records for background checks and fingerprint clearances are up to date and accessible for review on site.
	- Policies and procedures are in place, include best practices, define clear expectations, and are typically followed. - Staff discuss safety policies and procedures with youth and their families and the communication is documented. - Policies and procedures are reviewed at least once with each volunteer. - Staff receives ongoing training. - Emergency plan exists, is posted, followed, communicated, and practiced sporadically. - Youth are supervised at all times.	- Policies and procedures are in place, include best practices, define clear expectations, and are consistently followed, are discussed with youth, staff and families, and are evaluated at least annually. - All staff and volunteers receive ongoing safety training. - Specific staff are identified as being primarily responsible for safety policies and procedures. - Emergency plan exists, is posted, followed, communicated, and practiced on a consistent basis. - Youth are supervised at all times.	- There is a written health and safety plan in place that is followed consistently and youth, parents, and staff are aware of it. - Families and youth attend an orientation and receive a handbook on policies and procedures in the dominant languages of the community, the receipt of which is documented.
1.2 Staff implements policies, procedures and supervision to maintain safety for all youth.			
1.3 Written health and safety policies are provided to families and understood by youth.	- Health and safety policies are typically not in writing. - Policies that are written are not implemented or are followed inconsistently. - No emergency plan in place. - Youth and families are unaware of health and safety policies and procedures.	- Written policies and procedures for health and safety with clear expectations are in place and available onsite. - Emergency plan exists and is followed, communicated, and practiced regularly.	- There is a written health and safety plan in place that is followed consistently and youth, parents, and staff are aware of it. - Families and youth attend an orientation and receive a handbook on policies and procedures in the dominant languages of the community, the receipt of which is documented.
	- There are no policies or inconsistent policies are in place promoting healthy lifestyles and behaviors. - Little evidence of messaging promoting healthy lifestyles and behaviors.	- Programs and materials are age-appropriate and promote healthy lifestyles and behaviors. - Staff typically model healthy lifestyles and behaviors. - Posters and/or literature promoting healthy lifestyles and behaviors are available onsite. - Anti-smoking and drug policies are in place.	- Intentional and regular age-appropriate messaging on healthy behaviors is integrated into the program curriculum. - Staff model healthy lifestyles and behaviors. - Staff participates in physical activity with youth as appropriate. - Posters and/or literature promoting healthy lifestyles and behaviors are posted, available, and promoted onsite. - Anti-smoking and drug policies are in place and enforced.
1.4 Healthy lifestyles and behaviors are promoted.			

 STANDARD I. SAFE & HEALTHY ENVIRONMENTS, continued Youth experience physically and emotionally safe, healthy and developmentally appropriate learning environments.			
INDICATORS	1	2	3
1.5 Snacks and meals provided are well balanced and nutritious.	• No food guidelines used. • Inappropriate snacks or meals are often served.	• Healthy snacks and meals are provided onsite which meet USDA guidelines. • Alternative snacks and meals based on youth's allergies and/or culture are provided. • There are program guidelines for acceptable snacks from home. • Water is available to youth at all times.	• There are policies in place that ensure well balanced and nutritious food is served to all youth in the program that meets USDA guidelines and reflect the youth's allergies and/or cultural needs. • Education of youth and families on healthy eating is an intentional component of the program. • Youth are involved in the planning of snacks and meals. • Fresh fruits and vegetables are routinely served to youth. • Program guidelines for acceptable snacks from home exist and are enforced. • Water is available to youth at all times and youth are encouraged to stay hydrated.
	• Families and/or youth are not typically greeted upon arrival. • Families and/or youth are sometimes treated in a discourteous and/or disrespectful manner. • No signage or information is available for families.	• Staff greet most youth and families by name during arrival and departure. • Welcoming and informational signage is posted. • Youth experience a warm and safe physical environment.	• Staff demonstrate an intent to understand the whole child. • Staff demonstrate a deliberate outreach to families. • Parents are comfortable interacting with the staff. • Staff greet all youth and families by name during arrival and departure daily. • Welcoming and informational signage is prominently posted. • Youth experience a warm and safe physical environment that meets their individual needs.
	1.6 Youth, families and staff experience a welcoming and supporting environment.		
1.7 The indoor and outdoor space provides an environment of comfort, suit program and ages served, ownership and respect for youth and their families.	• The space is not compliant with ADA. • The environment is unsafe, and/or unclean. • Safety hazards and/or inappropriate equipment are present. • There is no customization or adjustment of space to suit program and ages served.	• In compliance with the ADA, the space is accessible to all youth and families. • There is appropriate heating and cooling of program space. • There is adequate outdoor space used by youth. • There is age-appropriate furniture, materials, space use and equipment. • There is appropriate space for the number of youth allowed to attend at one time. • The facility and equipment are clean, organized, safe and free of hazards.	• Youth are reflected and allowed input in the decoration and organization of the environment. • There are age-appropriate designated areas for youth. • Programs have the ability to be flexible with their use of space. • The environment reflects a cultural understanding of the local community. • The decor is attractive and welcoming. • The facility, equipment, and program space are age-appropriate, clean, organized, safe, free of hazards and utilized effectively to maximize program delivery to meet the need of all youth.
	1.8 The physical space reflects the interests of and displays the work of youth.	• Some personalized shared spaces are used. • Some youth work is displayed. • Staff selects materials and arranges space to reflect youth interests.	• Youth and families have the opportunity to incorporate their ideas and interests in the design/displays in the physical space. • The youth's current and individualized work is displayed throughout the space and these displays are rotated at least monthly.

STANDARD II. POSITIVE RELATIONSHIPS Youth benefit from the positive relationships and interactions that are promoted, developed, nurtured and maintained by the program staff and volunteers.			
INDICATORS	1	2	3
2.1 All interactions reflect a culture of mutual respect, support and belonging.	- Some youth are marginalized by the group. - The program environment is often negative. - Youth are not warmly greeted upon arrival. - Staff and youth who work together do not know each other's names. - Staff seldom have intentional activities for youth to get to know each other.	- Staff encourage a sense of belonging. - The atmosphere is predominantly positive. - Youth are warmly greeted. - Staff and youth who work together know each other's names. - Staff occasionally has intentional activities for youth to get to know each other.	- The program's social environment is overwhelmingly positive and respectful. - Youth are warmly greeted. - Staff and youth who regularly come into contact with each other all know each other's names. - Staff has intentional activities for youth to get to know each other.
2.2 Verbal and physical interactions amongst youth are positive and respectful.	- When youth engage in negative behaviors, such as bullying, teasing, and physical aggression, it is not appropriately responded to by staff. - Youth typically either do not resolve conflicts or resolve them inappropriately.	- Staff take appropriate action when negative interactions such as bullying, teasing, and physical aggression occur. - Youth seek staff to assist in conflict resolution.	- Interactions between youth are typically positive. - Youth attempt to appropriately address conflicts on their own and only seek out staff when they need assistance. - Staff responds to negative interactions and conflict are consistently appropriate.
2.3 Youth work together and support one another's success.	- There are no or limited peer mentoring opportunities. - Youth typically work or play in only one type of grouping. - Youth have no opportunities to practice teamwork.	- Informal peer mentoring is supported and encouraged. - Youth have limited opportunities to work or play in different groupings (one on one, small group, large group). - Youth have limited opportunities to practice teamwork.	- A peer mentorship framework exists which includes individual training for youth. - Youth have multiple opportunities to work or play in different groupings (one on one, small group, large group). - Youth have structured opportunities to build and practice teamwork.
2.4 Staff and volunteers model cooperation, conflict resolution and positive relationships with each other.	- Staff do not positively and regularly communicate with each other. - Staff are disrespectful to each other. - Staff have conflicts and argue in front of youth.	- Staff have positive communications with each other some or most of the time. - Staff are respectful and professional. - When there is a disagreement among staff they reach out to supervisors for assistance.	- The norm is that staff consistently have regular and positive communication with each other. - Staff are respectful toward each other and routinely offer to help each other. - When there is a disagreement among staff they identify the problem, work together to problem solve, and come to a consensus.
2.5 The relationships between staff, volunteers, youth and families are consistent, supportive, nurturing and recognize individual needs.	- Staff, volunteers, and families do not routinely share information to support individual needs. - A negative climate exists, people appear to dislike working together and refuse or restrict the sharing of information. - Minimal or no confidence in staff demonstrated by youth and families.	- Staff, volunteers, and families make some effort to share information, to support individual needs and to customize programming for the individual youth. - A positive climate exists, with most people appearing to enjoy working together and some openness to sharing information. - Some confidence in staff by youth and families is evident.	- Staff, volunteers, and families routinely share information to support individual needs and to customize programming for the individual youth. - A positive climate exists, with people enjoying working together and open to sharing information. - Youth and families demonstrate confidence in the staff.
2.6 Staff and volunteers treat youth with respect and listen to what they say.	- Staff typically ignore feedback from youth. - Staff rarely listen to youth. - Staff infrequently show positive affect toward youth.	- Staff acknowledge feedback from youth. - Staff sometimes actively listen to youth (eye contact, paraphrasing, clarifying). - Staff often show positive affect toward youth.	- Staff intentionally seek and respond to feedback from youth. - Staff consistently employ active listening. - Staff consistently show positive affect toward youth.



STANDARD III. INTENTIONAL PROGRAMMING & ACTIVITIES

Youth experience a variety of fun and stimulating opportunities for engagement and learning that support positive physical, social, emotional and cognitive development.

INDICATORS

1

- Activities are conducted in large groups without opportunities for individualized programming.
- Activities are staff driven with few choices offered to youth.
- Few or limited opportunities for youth to solve their own problems.

3.1 | Youth actively engage in learning activities that promote critical and creative thinking skills.

2

- Youth have limited opportunities to explore their passions.
- Youth have opportunities to choose from a variety of activities designed by staff.
- Staff occasionally, but not consistently, encourage youth to find their own solutions to problems.

3.2 | Youth assume leadership roles and contribute to program planning, development, implementation and evaluation.

- Staff intentionally create opportunities for youth to contribute to program planning.
- Youth have opportunities to give feedback.
- Some opportunities exist for youth to assume leadership roles.

- Youth have multiple opportunities to contribute to the planning of activities.
- Youth are encouraged to give feedback and evaluate activities.
- There are age-appropriate formal leadership roles for youth.

- Clear learning objectives or goals **are not** typically planned for activities.
- Program plans are typically not written.
- The activities do not align to the program mission.

3.3 | Activities are intentional and are aligned with the program's mission.

- Programming is created with specific learning objectives in mind that support the program's mission.
- Lesson plans with goals are written for each day's activities.

- Activities have written lesson plans and the plans are aligned with the program's mission.
- Daily programming and learning objectives are clearly explained to youth.
- Feedback is sought on program activities and activities are adapted based on that feedback on an ongoing basis.

- Programs do not build on youth strengths and abilities.
- Staff selects program and learning activities.
- Programs offered seldom reflect youth interests.

3.4 | Youth interests and strengths are reflected in program activities.

- Programs that are offered reflect **some** of the interests of participating youth.
- Some opportunities are provided for youth to utilize their strengths in program activities.
- Youth interests and strengths are documented and used to plan activities.

- Youth-initiated, staff-supported activities are the norm.
- Youth are able to explore topics and ideas that reflect their own interests, abilities and passions.
- Staff ask youth about their interests on an ongoing basis and incorporate them into activities.
- Youth are given an opportunity to present and showcase their talents.

- The program is not intentional or explicit about the skills the program is assisting youth to develop.
- Lesson plans are not written down.

3.5 | Program is explicit about the specific physical, social and emotional skills it seeks to develop and what program activities support these goals.

- Lesson plans are written down and include the physical, social, and/or emotional skills that each activity is attempting to develop.
- Skills that the program is trying to develop and their rationale are explained to youth regularly by staff.

3

- Youth have multiple opportunities to explore activities for which they have passion or curiosity
- Activities lend themselves to multiple modalities such as written, verbal, artistic, and physical.
- Staff provide youth a variety of activities which best meet individual learning styles.
- Staff encourages youth to come up with their own solutions to problems.



STANDARD III. INTENTIONAL PROGRAMMING & ACTIVITIES, continued

Youth experience a variety of fun and stimulating opportunities for engagement and learning that support positive physical, social, emotional and cognitive development.

INDICATORS		1	2	3
3.6 Materials and activities are developmentally-appropriate and accessible to all youth.		• Not all youth have access to age-appropriate activities and materials. • Materials are disorganized and/or in short supply. Youth need adult help to access materials.	• Youth served have a sufficient quantity of age-appropriate activities and materials. • Materials are well organized and labeled. Youth can access materials and can put them away.	• Youth have multiple choices of age-appropriate materials that are organized, plentiful, and physically accessible by youth. • There is a developmentally-appropriate balance between staff and youth-led activities.

STANDARD IV. EQUITY & INCLUSION

Youth thrive in the program regardless of their background, including but not limited to race, color, religion, sex, income level, national origin, physical, mental and learning ability, sexual orientation, or gender identity and expression.

INDICATORS		1	2	3
4.1 Youth represent the full diversity of the community, as it applies to the mission of the program.		• The program makes little or no effort to recognize, welcome, or recruit diverse participants. • The program is unaware of or not meeting legal requirements for equity and inclusion.	• The program recruits and welcomes a diverse population to its program. • Outreach information and materials are in the dominant languages of the community. • Legal non-discrimination requirements are met.	• The program has a targeted and intentional outreach and recruitment based upon community demographics. • Review efforts are conducted at least annually to achieve equitable representation.
4.2 Youth are exposed to culturally responsive programming, and the program promotes the development of positive identities, respect for differences and cross-cultural understanding among all youth.		• The program exhibits limited or no promotion of acceptance. • Participants from different backgrounds are not provided emotional safety. • No intentional programming exists addressing cross-cultural understanding. • Prejudices and stereotypes are present in the program.	• Materials and activities are provided that are inclusive of community subgroups. • An environment of inclusion promotes acceptance and emotional safety for participants.	• Activities incorporate the language and culture of participants. • There are intentional programs in place to address an understanding of group differences. • The program collaborates with families and diverse organizations to bring in expertise reflective of local cultures.
4.3 Program commits to understand, value and respect the backgrounds and experiences of program youth and their families.		• Limited implementation of practices exist that address cultural sensitivity. • Little effort is made to provide emotional safety for participants.	• Attempts at cultural sensitivity are made, but not always consistently or all-inclusive. • Efforts are made to provide emotional safety for participants.	• Cultural sensitivity is valued, integrated and celebrated throughout all aspects of the program. • Strategies promoting acceptance and emotional safety for participants are in place and implemented.
4.4 The needs of diverse youth that come from varying family experiences and backgrounds are included and emphasized in the professional development of staff, helping staff become culturally competent and responsive.		• Training in cultural competency/sensitivity is lacking or training is too limited or inconsistent. • Training does not address the needs of the population served. • No feedback, modeling or coaching is provided in cultural competency.	• Program staff receives training in cultural awareness and the needs of the population served. • Modeling, coaching, and/or feedback in cultural competency is provided.	• Program staff receives regular, consistent training on cultural sensitivity based upon an intentional assessment of youth needs. • Performance expectations regarding sensitivity and inclusion are built into job descriptions and performance evaluations.



STANDARD V. FAMILY, SCHOOL & COMMUNITY ENGAGEMENT

Youth benefit when families, schools and communities are actively engaged in program development and implementation.

INDICATORS	1	2	3
5.1 Program develops and nurtures family, school and community partnerships to leverage resources and support for the youth and families served.	• Limited or no communication or involvement between the program and partners, family, or the community is apparent. • Lack of shared goals and an absence of intentional partnerships or collaborations exist.	• The program maintains active communication with families, schools, and community partners. • Partners share common goals and are invested but the extent or sustainability of the collaboration is unclear.	• Family, school, and community partners share expertise within a collaborative structure to develop and implement the youth program. • The collaboration implements a strategic plan around shared goals and outcomes. • The partners make a clear and sustainable investment of resources.
5.2 Program engages in family, school and community collaborations to plan and implement intentionally designed activities based on youth needs and interests.	• No attempt is made or little success is apparent in developing community partnerships to plan and implement programs that are engaging to youth.	• Internal expertise is engaged to enhance services to youth and their families. • Feedback from community partners produces programmatic changes.	• Families, community, school, and youth are actively involved in planning program objectives and activities. • There are regular ongoing efforts to engage family, school, and community expertise to enhance services to youth and families.
5.3 Out-of-school time academic components and activities compliment and enrich school standards and curriculum.	• Minimal partnership and communication exist between the school and the program. • Limited awareness of school standards and curriculum.	• The school and the program communicate during the school year to assist in planning and implementing enhancements in out-of-school time. • The program is aware of school standards and some out-of-school programming is rooted in hands-on project-based learning.	• The program and the school have written procedures for sharing academic information on individual students. • Clear, consistent, ongoing communication on planning and implementing academic enhancements is evident between program staff, school staff, and families • The program trains program staff on school standards and curriculum. • Program activities are rooted in hands-on project-based learning that reflects school standards.
5.4 Family relationships and involvement are fostered by the program's meaningful communication with families.	• No established orientation exists for youth or their families. • No family events are held. • Little consistent communication with families. • Program staff does not have consistent contact with families.	• The program offers families an informal welcome such as a policy packet and encourages parental engagement. • Events for families are held at least annually. • Communications with families are occasional. • Families are welcome to visit the program at any time.	• Family members are encouraged to attend a welcome meeting where policies are shared and parental involvement is encouraged. • The program offers regular events for families. • The program actively communicates with families through multiple methods. • Family feedback is sought and the results shared.
5.5 The involvement and support of families, community organizations made available and schools are sought as a means to enhance diverse and engaging programming and activities.	• Little or no opportunity for parents or other community agencies to assist in delivering programs is made available. • Program has no or few partners outside the program. • The program is not active in community events.	• There are occasional opportunities for parents to assist with on-site programs. • There is some collaboration with local community organizations that approach the program. • There is infrequent collaboration on community events.	• Families, schools and community organizations are regularly brought in to assist with programming. • The program seeks out local experts/resources to assist with programming. • The program regularly collaborates in community events such as health fairs and school programming.

STANDARD VI. PROGRAM MANAGEMENT Youth benefit from effective leadership, strong program management and sound fiscal management.			
INDICATORS	1	2	3
6.1 Program embraces a clear mission statement and philosophy that is widely understood and shared among youth, staff, families and the community.	- The program does not have a written mission statement or if it does exist it is not shared. - The program mission and philosophy are not clear. - The program mission is either not followed or is irrelevant to program delivery.	- The program's mission and philosophy are written and there is a documented distribution of the mission statement to youth, staff, and families. - The statement of mission and philosophy is included in the program's written materials. - The program's mission and philosophy are included in decision-making and evidenced in program activities. - Staff can explain the mission and philosophy.	- Youth, their families, staff, and volunteers have been made aware of the program's mission and act in a manner consistent with that mission. - The program's mission and philosophy are reviewed for possible revision on a regular basis with the input of youth, staff, families, volunteers, and community. - A clear, strong link exists between the program's mission and philosophy and program delivery, operations, and decision-making.
6.2 Program policies and procedures are reflective and responsive to the needs of all youth and families.	- Most policies and procedures are not written. - The policies and procedures are not responsive to the needs and characteristics of youth, families, staff, and volunteers. - Little input is given by staff, families and youth in the development or revision of policies and procedures. - Policies and procedures are conflicting and/or outdated.	- Program policies and procedures are written and there is documented distribution to youth, staff, and families. - Policies and procedures are reviewed with each volunteer and staff when hired. - Policies and procedures are reviewed and updated regularly. - Policies and procedures are typically followed. - Staff, youth and families have some input into the development and revision of policies and procedures.	- Policies and procedures reflect the needs of youth, families, staff, and volunteers. - Policies and procedures are consistently followed yet still flexible to meet internal and external needs. - Staff, youth, families, and volunteers develop and review program policies and procedures on a continual basis. - Parents and youth are given opportunities to provide feedback on policies and procedures.
6.3 Program policies and practices meet ethical and legal standards.	- The program does not consistently meet minimum legal and ethical standards. - The program does not have clear ethical expectations. - The program leadership and/or governing board do not engage in oversight of the program's legal and ethical standards and practices. - No systematic review or updating of the program's ethical and legal practices are required.	- Policies and procedures are reviewed regularly and follow all minimum state and federal standards. - Staff can explain the program's ethical expectations. - Oversight of ethical and legal standards by program leadership and/or the governing board is required. - A plan is in place for annual review and update of ethical and legal standards. - Ethical and legal expectations are reviewed with staff and volunteers when hired.	- Staff receives frequent training and review of legal and ethical expectations. - Volunteers receive at least annual training and review of legal and ethical expectations. - Staff adheres to a code of ethics in the performance of their duties. - There are formal conflict of interest and whistle blower policies that are share with and signed by staff - There is an external review ensuring that all ethical and legal standards are met.
6.4 Program administrators ensure effective fiscal management of the program's budget and available resources.	- A written budget either does not exist or is incomplete and/or unrealistic. - The budget is not adhered to (i.e., significant over-spending or under-spending). - Expenses are not tracked on a regular basis.	- An annual written budget exists that is tracked and managed by at least one staff member or volunteer with financial management expertise. - Fiscal controls meet standard accounting practices and required financial reports/records are filed in a timely fashion. - The budget provides sufficient level of detail needed for informed decision-making. - The budget aligns with the program's mission.	- An independent annual financial review or audit is conducted. - Multiple funding sources, including in-kind revenue, are utilized. - Finances reflect both short-term efficiency and long-term sustainability. - Multiple staff are responsible for financial management. - The budget is transparent to stakeholders and aligns with the program's mission. - Fiscal controls meet standard accounting practices and required financial reports/records are filed in a timely fashion. - Program leadership consistently use the budget provided details for informed decision-making.



STANDARD VI. PROGRAM MANAGEMENT, continued

Youth benefit from effective leadership, strong program management and sound fiscal management.

INDICATORS		1	2	3
6.5 Staff and volunteer qualifications and roles are clearly defined.		• There are no formal job descriptions or the existing job descriptions are vague or unclear. • Hired staff and volunteers often do not possess the written qualifications for their position. • Staff expectations are not clear or staff are not held responsible for their work performance.	• Staff and volunteers have clear, detailed written job descriptions. • Qualifications for a position are reasonably related to skills needed to be successful in the position. • Hired staff and volunteers typically meet the written requirements of the position. • Regular communication exists among leadership, staff and volunteers regarding their performance.	• The roles and qualifications of staff and volunteers are reviewed regularly and adjustments are made reflecting that assessment. • All staff and volunteers meet defined qualifications. • Staff is cross-trained. • An identified staff member is assigned the responsibility for volunteer supervision. • There is a structure in place for two-way communication that supports the growth and advancement of staff. • There is an organizational chart.
	6.6 Program administrators recruit, hire, and develop staff and volunteers that reflect the diversity and culture(s) of the community.	• No documented hiring process exists. • Staff composition and hiring practices do not reflect a valuing of the diversity of culture in the community.	• Standardized processes for hiring exist and welcome diverse candidates from the immediate community. • Cultural sensitivity professional development opportunities are provided to staff.	• Staff reflects the culture, ethnicity, and languages of significant subpopulations of the community served. • Thoughtful and intentional recruitment of staff and volunteers is conducted and reflects cultural awareness of the immediate community and is informed by outreach to families and community partners. • The marketing of positions reflects the need for diversity. • Cultural sensitivity professional development opportunities are provided to staff on an ongoing basis.
6.7 Program administrators hold regular staff meetings and opportunities for formal and informal communication among staff and volunteers.		• Staff meetings are infrequent or sporadic. • Communication is top down with little opportunity for staff involvement.	• Regular staff meetings are held for ongoing program management. • Timely meetings are held to address real-time events and concerns. • Management is available and approachable for staff initiated communication.	• There are purposeful agenda driven meetings that include reflection and follow up. • Efforts are made to gather information from staff in response to issues that arise. • Avenues are provided for staff to recommend and develop new program ideas.
	6.8 Program administrators, staff and volunteers participate in relevant and ongoing professional development that supports their own growth and builds more effective program practice.	• No professional development plan or system is in place for staff and volunteers. • Trainings that do exist are not relevant to staff and youth needs, or limited in scope and/or quality. • Staff is not compensated to attend required trainings.	• Regular, ongoing opportunities for professional development are available for staff to attend on compensated time. • Staff feedback is solicited to inform professional development offerings.	• Program demonstrates a commitment to fostering a culture of learning, supported by program resources such as compensated time to attend trainings, coaching, mentoring, and/or reflective supervision. • A professional development plan is in place that aligns with areas of growth identified in the staff's annual reviews.
6.9 Program administrators conduct frequent and consistent evaluations of program staff, and volunteers.		• Limited staff evaluation process or feedback system exists. • Evaluations, if given, are infrequent and only address problems and corrective action. • Concerns are typically not addressed outside of a formal evaluation or disciplinary action.	• A formal performance evaluation process is in place that is clearly tied to written job requirements. • Staff is evaluated annually and supervisors identify areas of growth and goals for the coming year.	• Staff and volunteers receive a formal evaluation at least annually and frequent, informal feedback. • The formal evaluation includes self-assessment, employee input and a professional development plan. • The review of goals is an ongoing process outside of formal evaluation. • Staff and volunteers are recognized for their accomplishments.



STANDARD VII. PROGRAM EVALUATION & DATA

Youth benefit from continuous quality improvement systems that include measurable goals aligned with children, youth and family needs.

INDICATORS

1

2

3

7.1 | Written measurable goals are aligned to the program's mission statement and purpose.

- No mission statement exists or it is so broad that it has little relevance.
- No measurable goals are outlined or they are not aligned to the mission statement.

- A clear mission statement exists that indicates some program outcomes.
- Measurable goals are aligned to the mission.

- The program has a mission statement that drives programming and is aligned to goals and outcomes.
- Goals are aligned to the mission and incorporate outcomes that are written to be specific, measurable, attainable, realistic, and timely.

7.2 | Regular assessments of program activities, staff performance, and youth and family satisfaction are relied upon for program planning and continuous improvement.

- No clear methodology is in place to assess the quality of programs, youth outcomes, staff performance, and youth and family satisfaction with the program.
- Regularly scheduled assessments are not required.
- While demographic data on clients may be collected, there is little data collected which is shared with program staff for quality improvement.

- A rigorous evaluation plan is consistently used to determine the quality of programs, youth outcomes, staff performance, and youth and family satisfaction with the program.
- At least one annual formal assessment is conducted which includes feedback loops established for ongoing monitoring of quality.
- A systematic use of current program assessment data to drive quality improvement is implemented and the results are shared with program staff and participants.

7.3 | Quality improvement is an established part of the organizational culture, engaging youth, staff, volunteers, families and leadership in the process.

- Data is not collected or if it is collected it is not used.
- If formal evaluations are conducted the results are either not used or not made available to stakeholders.

- A transparent, ongoing sharing of assessment data with youth, staff, volunteers, families, and program leadership is evident.
- Feedback/data from assessments is used to develop written improvement plans that are shared with and implemented by all staff and volunteers.

7.4 | Program uses assessment tools that are valid, reliable and aligned with quality and desired youth outcomes.

- No tools are in place to measure program outcomes or there is an overreliance on a single measure.
- The quality of assessment tools is considered prior to their adoption.
- An attempt is made to explicitly measure program outcomes tied to program goals.

- A formal process is in place to determine the quality of assessment tools used by the program and these tools are continuously reassessed for effectiveness and appropriateness to the program.
- Program outcomes are explicitly measured and shared with staff and youth and their families.

AzQSAT Definitions

Community

The term *community* can refer to a specific geographic location such as a neighborhood, suburb, village, town, city or region. The term can also refer to elements of culture, ranging from a specific sub-culture, or a specific ethnic or religious group. Additionally, *community* can refer to a multicultural group living across multiple locations, but with a shared need or interest such as the LGBTQ (Lesbian, Gay, Bisexual, Transgender or Questioning) community.

Governing Board

Out-of-school time programs are housed in and managed by many different types of organizations. Not all of them have a governing board structure that is found in most nonprofits. For the purpose of the AzQSAT, the term *governing board* includes any type of management structure that is ultimately responsible for the funding and operation of the program being evaluated.

Intentional Programming

Designing out-of-school time program activities with specific measurable outcomes or goals in mind for youth development and learning.

Out-of-School

An inclusive term referring to programming that takes place during the out-of-school time hours, which includes before school, after school, summers, holidays, and weekends. It is structured, providing a diverse range of programming to enrich learning experiences and support positive emotional, social and cognitive development in youth.

Safety

Programs that decrease potential for danger, risk or injury and are designed with injury prevention in mind. Safe programs promote safe and positive peer group interaction and decrease unsafe or confrontational peer interactions.

Volunteer

For the purposes of the AzQSAT, the term *volunteer* is meant to include an unpaid staff person who works in the program on an on-going basis. It does NOT include an unpaid staff person that comes into the program once or on an infrequent, episodic basis (i.e., a guest speaker).

Youth

For the purposes of the AzQSAT, *youth* are defined as youth ages 5-21.