ATTACHMENT A

Timeline for Key Education and Digital Literacy Milestones

- December 1, 2020: Quality Standards for College and Career Readiness adopted by City Council

- May 19, 2020: Quality Standards for Digital Literacy adopted by City Council

- February 11, 2020: San José Education Policy adopted by City Council

- May 7, 2019: Quality Standards for Expanded Learning adopted by City Council

- March 26, 2019: Quality Standards for Early Education adopted by City Council

- May 7, 2018: Special meeting of City Council on the Education and Digital Literacy Strategy. The Education and Digital Literacy Strategy approved by City Council in May 2018 provides a framework for organizing and enhancing City efforts to impact educational outcomes for youth in three developmental categories: Learning by Grade Level Proficiency (Expanding Education Beyond the School Day); and Pathways to Post-Academic Success (Graduating Ready for College and Career). An overlay priority that is intrinsic to each developmental stage is the need to acquire age-appropriate digital literacy knowledge and skills. In addition, City Council directed staff, in partnership with appropriate networks and leading agencies, to "establish evidence-based quality standards for all programs that are City-funded, sponsored, or endorsed; align program standards with existing standards and program assessments whenever possible.

- September 1, 2016: City Manager designated the City Librarian as lead staff in coordinating the Education and Digital Literacy Initiative

- June 9, 2016: Education and Digital Literacy Strategy memorandum to Rules and Open Government Committee

ATTACHMENT B
PRNS Early Education Quality Standards Information Tables: FY 2020-21

PRNS Department Approach – Early Education Quality Standards (EEQS)

Fiscal Year	Department	Program	Standard Areas	Children Served
20-21	PRNS	Recreation Preschool	• EEQS 1: Health and Safety • EEQS 2: Child Learning and Development • EEQS 3: Curriculum and Teaching Practices • EEQS 4: Learning Environments • EEQS 5: Staffing and Professional Development • EEQS 6: Program Leadership and Management • EEQS 8: Diversity, Equity, and Inclusion	227

PRNS Implementation of Staff Professional Development

Focus Area	# Staff Trained	Hours Total FY 20-21	Training Topics
Professional Development	50	1,600	• SEEDS Framework & Curriculum • Child & Classroom Assessment tools • Early Education Quality Standards (EEQS) • CV 19 Health and Safety Guidelines
Coaching & Technical Support	14	220	• Support for classroom instructors • Master coach sessions and support • EEQS Quality Improvement Plan goals
Evaluation & Assessments	3	170	• Child assessments – individual child pre-post assessments • Classroom/learning environment assessments - classrooms • EEQS assessments - classrooms • EEQS Quality Improvement Plans – classrooms • Assessments Data Entry and Reporting • Developmental Screening (Ages and Stages Questionnaire)

PRNS EEQS Assessment Summary

EEQS Assessment	EEQS # 1	EEQS # 2	EEQS # 3	EEQS # 4	EEQS # 5	EEQS # 6	EEQS # 7	EEQS # 8	Overall Rating
Pre-Assessment	1.33	1	1	1	1	1.25	.66	1	1.0
Post-Assessment	1.66	2.33	2.66	2	1.50	1.75	1.66	1.66	1.9
Point Increase in Rating from Pre to Post Assessment	+.33	+1.33	+1.66	+1	+.50	+.50	+1	+.66	+.9

PRNS High Level Actions Implemented to Increase Assessment Ratings by EEQS Area

	EEQS	Actions to Support Assessment Rating
1	Health and Safety	• Child Supervision: Ensure appropriate adult-child ratio. • Safety Plan: Review and update annually safety plan for each SJRP site to include emergency, fire, and disaster protocols, procedures, and policies.
2	Child Learning and Development	• Funding and Staff Support: Resources to conduct ongoing pre and post child level, environmental, and EEQS assessments for approx. 600+ children and 25 classrooms. • Assessment Tools and Resources: Cost of materials/licensing and data system to conduct ongoing pre/post-assessments of approx. *600+ children and 25 classrooms* • Developmentally Appropriate Practices: Implement curriculum and lesson plans that are developmentally appropriate.
3	Curriculum and Teaching Practices	Funding to purchase and implement curriculum and educational resources and conduct outcome-based evaluation citywide.
4	Learning Environment	Funding to enhance outside and indoor physical environment based on yearly environmental assessment data.
5	Staffing and Professional Development	• Qualified Staff: Establish early education classification series with minimum qualification, basic requirements, and experience. • Professional Development: Funding to provide ongoing professional development to develop capacity and skills in early education field. • Adequate Staffing: Funding to expand staffing model to effectively implement evidence-based and best-practices across the SJRP program citywide in adherence to the EEQS. As well as increase access to early education programming for families with children, 3-5 years of age. • Inclusion Support: Dedicated staff to conduct developmental screenings and provide inclusion training, support, resources, and referral for SJRP staff and families. • Scholarships: Increase access to SJRP through expanded scholarship program for families experiencing financial constraints. • Revenue/Cost Recovery: Review impact of revenue generating and cost-recovery policies on PRNS to have SJRP be full cost recovery to cover increasing annual costs. Explore impact of enrollment fee and limited scholarship funding for low-income families.
6	Program Leadership and Management	Provide formal strategies and opportunities for community partners to share feedback and recommendations on early education and childcare programs.
8	Diversity, Equity, and Inclusion	• Expand data collection of all SJRP participants citywide. • Utilize racial equity lens to understand and address barriers to access and inform policies and practices. • Utilize evidence-based developmental screenings (Ages and Stages Questionnaire) for children.

Number of children served and classrooms operating pre-pandemic.

EARLY EDUCATION QUALITY STANDARDS
SAN JOSÉ RECREATION PRESCHOOL QUALITY IMPROVEMENT PLAN, FY 2020-21

Program Overview:

San José Recreation Preschool (SJRP) is a part-day program providing a nurturing, fun, and enriching early learning program to meet the social-emotional, physical, and cognitive development of children, 3-5 years of age, with the goal of preparing them for kindergarten and life-long learning. PRNS staff assessed six (6) and nine (9) SJRP in-person and virtual classes utilizing the Early Education Quality Standards (EEQS) assessment tool. PRNS staff conducted the assessments and developed a Quality Improvement Plan to enhance the overall quality of the early learning program.

Goal Description:

Program Quality Standard Areas to Address:

EEQS#1 Child Supervision – Review child supervision practices and develop specific strategies to meet Proficient Quality.
EEQS#1 Facility Safety – Review all facility emergency plans and drill activities and develop specific strategies and staff training to address the health and safety of SJRP staff and participants.

EEQS#2 Evaluation with Children – Conduct assessments utilizing an evidence-based tool to assess children's development.
EEQS#2 Adult/Educator/Child Interactions – Conduct assessments utilizing an evidence-based tool to assess and enhance quality of adult and child interaction.

EEQS#3 Evidence-Based Curriculum – Expand staffing and professional development budgets to provide on-going training on evidence-based curriculum. Leverage resources with community partners to utilize SEEDS curriculum citywide.
EEQS#3 Adaptive Teaching Strategies – Leverage resources with community partners to provide training and coaching support to SJRP staff to support and enhance adaptive teaching strategies.
EEQS#3 Outcomes-Based Program Evaluation – Utilize environmental/learning assessment tools, SEEDS Cares Dashboard, and EEQS Quality Improvement Plans to achieve outcome-based program evaluation.

EEQS#4 Learning Environment – Leverage resources with community partners and expand program budget to utilize environmental/learning assessment tools annually to enhance the overall quality of the SJRP classroom environments.

EEQS#5 Qualifications and Expertise – Develop early education classification series to recruit and hire staff with the qualifications, education, and experience to lead and oversee early education and recreation programs.
EEQS #5 Training and Professional Development – Expand professional development budgets to provide on-going training and on-site coaching for SJRP staff.

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EEQS #6 Community Stakeholder Engagement – Provide formal strategies and opportunities for community partners to share feedback and recommendations on early education and childcare programs.

EEQS#8 Physical, Behavioral, and Developmental Screenings and Referrals – Conduct assessments utilizing evidence-based developmental screenings (Ages and Stages Questionnaire) for children.
EEQS#8 Promoting Racial Equity – Develop racial equity practice, and tools to engage diverse families citywide. Collected participant demographic information and implemented evidence-based developmental screening tool to better serve

What other program information was used to develop this goal?
Examples: Early Education Quality Standards Assessment Report, on-site observation, program self-assessment (formal or informal), family survey, classroom observation tools (ERS, CLASS), etc.

PRNS staff utilized multiple tools and strategies to develop and achieve its goal: Early Education Quality Standards assessment tool, ELLCO (Early Language and Literacy Classroom Observation), PALS (Phonological Awareness Literacy Screening), family survey, classroom and SJRP teacher observations, and formal and informal SJRP staff team meetings. In addition, PRNS worked closely with the University of North Carolina, Greensboro in the Spring 2021 to conduct focus groups with community stakeholders, families, staff, and partners to obtain their feedback, insights, and recommendations on the City's role in the area of childcare and preschool.

How will you know that our goal has been achieved? /What will be different? /What will we see in our practice?

Example: By the end of fiscal year 2020-2021, 74% of all children in the program have been assessed as "Kindergarten Ready" using a formal, evidence-based assessment tool.

By the end of FY 2020-21, SJRP staff conducted EEQS assessments, and developed and reviewed Quality Improvement Plan with program goals to reassess progress in the quality continuum for SJRP program

EEQS# 1, 2, 3, 4, 5, 6, and 8.

What resources are needed to make progress towards this goal?

Provide detailed descriptions. Examples might include specific materials, technical assistance, professional development, etc.

Due to the pandemic, limited staffing capacity, and department resources PRNS staff were limited in the scope of EEQS focus areas (I.e., professional development, assessments, evaluation, etc.) that were implemented. PRNS administrative team leveraged resources with community partners to develop and implement evaluation plan, conduct assessments, and provide professional development/training and coaching to address EEQS# 1, 2, 3, 4, 5, 6, and 8 with goal of progressing across the quality continuum. Administrative staff continue to explore additional resources, early education classifications/positions, policies, and practices that can support PRNS's ability to achieve Advance Quality in all program quality standard areas.

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What strategies and actions do we need to achieve our goal?

Target Date	Responsible	Action Step/Strategy	Status		
			Done	On Target	Revised
6/21	Program Specialist	EEQS #1: Health and Safety Focus Area: Child Supervision Focus Area: Facility Safety Reviewed with SJRP staff Child Supervision and Facility Safety policies, practices, protocols, and files.	☒	☐	☐
6/21	PRNS Admin	EEQS #2: Child Learning and Development Focus Area: Evaluation with Children Focus Area: Adult/Educator/Child Interactions Conducted child and environmental/learning pre-post- assessments to support and assess children's development and staff/child interaction.	☒	☐	☐
6/21	PRNS Admin	EEQS #3: Curriculum and Teaching Practices Focus Area: Evidence-Based Curriculum Focus Area: Adaptive Teaching Strategies Focus Area: Outcomes-Based Program Evaluation Developed strategies and leveraged resources to enhance professional development plan in the areas of curriculum instruction and adaptive teaching strategies. Developed EEQS Quality Improvement Plans and conducted assessments to achieve outcome-based program evaluation.	☒	☐	☐
6/21	PRNS Admin	EEQS #4: Learning Environment Focus Area: Physical Environment (indoor/Outdoor) Utilized environmental/learning assessment tools to enhance the overall quality of the SJRP classrooms and to align with EEQS.	☒	☐	☐
6/21	PRNS Admin	EEQS #5: Staffing and Professional Development Focus Area: Qualifications and Expertise Focus Area: Training and Professional Development PRNS staff working with Human Resources and consultant to develop and early education classification series, ongoing process. Developed strategies to leveraged resources to enhance professional development to include curriculum training for instructors.	☐	☒	☐
6/21	PRNS Admin	EEQS #6: Program Leadership and Management Focus Area: Community Stakeholder Engagement Developed collaborative partnerships with community stakeholders. Conducted opportunities for community partners to share feedback and recommendations on early education and childcare programs.	☒	☐	☐
6/21	PRNS Admin	EEQS # 8: Diversity, Inclusion, and Equity Focus Area: Physical, Behavioral, and Developmental Screenings Conduct Focus Area: Promoting Racial Equity Developed racial equity practices and tools to engage diverse families citywide. Collected participant demographic information and implemented evidence-based developmental screening tool to better serve families.	☐	☒	☐

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Progress Notes:

3 Months:

PRNS staff developed program plan with strategies and timelines to adhere to EEQS and focus areas:
- EEQS #1: Health and Safety, Focus Areas Child Supervision and Facility Safety
- EEQS #2: Child Learning and Development, Focus Areas Evaluation with Children and Adult/ Educator/Child Interactions
- EEQS #3: Curriculum and Teaching Practices, Focus Areas Evidence-Based Curriculum, Adaptive Teaching Strategies, and Outcomes-Based Program Evaluation
- EEQS #4: Learning Environment, Focus Area Physical Environment (Indoor/outdoor)
- EEQS #5: Staffing and Professional Development, Focus Areas Qualifications and Expertise and Training and Professional Development
- EEQS #6: Program Leadership and Management, Focus Area: Community Stakeholder Engagement
- EEQS #8: Diversity, Inclusion, and Equity, Focus Areas Physical, Behavioral, Developmental Screenings, and Promoting Racial Equity

6 Months:

PRNS staff conducted EEQS assessment and developed a quality improvement plan to progress in the quality continuum in EEQS# 1, 2, 3, 4, 5, 6, and 8. In addition, PRNS staff worked closely with Human Resources and consultant to develop and early education classification series,

9 Months:

PRNS staff reviewed and tracked progress in completing and achieving the goals identified in the quality improvement plan in EEQS# 1, 2, 3, 4, 5, 6, and 8. Provided SJRP staff training, technical assistance, and support in completing and documenting tasks identified in the quality improvement plans for each site.

Lessons Learned/ Reflective Practice:

Due to the pandemic, and in accordance with Santa Clara County and City of San José health and safety guideline, PRNS offered limited in-person SJ Recreation Preschool program and launched its first-ever virtual program. Therefore, adjustments and changes were considered when conducting in-person programming and child and classroom assessments so as to adhere to health and safety guidelines. To continue to progress in the quality continuum on the EEQS, PRNS staff are in need of additional resources and support: additional staff to lead and conduct evaluation and assessment activities; resources and budget for professional development, budget for staff training hours and evaluation support; and staff experienced in early education and childhood development, etc. PRNS has been able to secure additional resources and support to implement SEEDS of Early Literacy curriculum, evidence-based assessments, and professional development. However, due to the level of work involved to effectively expand the evidence-based and best-practices citywide, PRNS has focused its staffing and resources strategically focusing on a limited number of sites each fiscal year.

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ATTACHMENT D

City of San José Public Library
Early Education Quality Standards Guidelines

The Early Education Quality Standards Guidelines are designed to serve as an internal continuous quality improvement tool by defining standards and identifying strategies to ensure the quality of the City of San José's Early Education programming across all departments. This systemic approach to assess, improve, and communicate the level of quality in early education programming is essential for achieving positive child outcomes in San José.

The Early Education Quality Standards are organized into four Quality Continuum areas to measure progressive levels of quality: (1) *Basic Not Met; (2) Basic; (3) Proficient Quality;* and (4) *Advanced Quality*. While *Advanced Quality* represents the level of quality to which The City hopes early education programs will aspire, there is an expectation that all programs will meet, at a minimum, strategies contained within *Basic Standard*. *Proficient* and *Advanced Quality* strategies reflect a pathway for progressive continuous quality improvement strategies that programs may adopt depending on their level of readiness and internal and external allocated resources.

Program Quality Standard Areas

1. **Health and Safety**: Child Supervision, Facility Safety, Staff Training and Certification
2. **Child Learning and Development:** Evaluation with Children, Adult/Education/Child Interactions, Developmentally Appropriate Practices
3. **Curriculum and Teaching Practices**: Evidence-based Curriculum, Adaptive Teaching Strategies, Outcome-based Program Evaluation
4. **Learning Environments**: Physical Environment
5. **Staffing and Professional Development**: Qualifications and Expertise, Training and Professional Development
6. **Program Leadership and Management**: Ethical Standards, Practices, Policies and Procedures, Vision, Mission and Values, Community Stakeholder Connections and Partnerships Engagement
7. **Family Engagement**: Parent/Caregiver Voice/Decision Making, Balanced Communication, Strengthening Families
8. **Equity, Diversity and Inclusion**: Inclusive and Supportive Practices, Physical, Behavioral and Developmental Screenings and Referrals, Promoting Racial Equity

Library Early Education Quality Standards Information Tables: FY 2020-21

Library Year 2 Approach – Early Education Quality Standards

Fiscal Year:	Department:	Programs:	Standard Areas:	Children Served:
20/21	Library	Virtual Storytime	• EEQS 3: Curriculum and Teaching Practices • EEQS 5: Staffing and Professional Development • EEQS 7: Family Engagement • EEQS 8: Diversity, Equity, and Inclusion	*6,941
	Library	Virtual Preschool	• EEQS 3: Curriculum and Teaching Practices • EEQS 5: Staffing and Professional Development • EEQS 7: Family Engagement • EEQS 8: Diversity, Equity, and Inclusion	

*Total based on annual attendance at virtual storytime and preschool programs (34,708), with standard duplication assumption of 80%applied. Dur to the pandemic, and restrictions on in-person programming, the Library department saw a decrease in their yearly program participation numbers in FY 2020-2021.

Library Implementation of Staff Professional Development

Focus Area	# Staff Trained	Hours Total FY 20-21	Training Topics
Professional Development	57	1,600	• Child Development and Learning • Positive Interaction and Guidance • Strengthening Families: Five Protective Factors • Family and Community Engagement • Dual-Language Development • Culturally Responsive Approaches • Supporting Children's Emotional Development • Observation and Assessment of Young Dual-Language Learners
Coaching & Technical Support	23	460	• Strengthening Families: Five Protective Factors • Curriculum and Teaching Practices provided by San José State University (SJSU) Early Childhood Institute

Library EEQS Assessment Summary

EEQS Assessment	PQS #1	PQS #2	PQS #3	PQS #4	PQS #5	PQS #6	PQS #7	PQS #8	Overall Rating
Year One (19/20) STORYTIME Assessment Rating	2.7	2.3	2	3	3	2.5	1.3	3	2.5
Year Two (20/21) STORYTIME Assessment Rating	*1	2.66	2.66	*N/A	*2.5	2.5	2	3	2.33
Year One (20/21) PRESCHOOL Assessment Rating	*1	2.66	2.66	*N/A	*2.5	2.5	2	3	2.33

*Due to the pandemic, the Library was unable to conduct assessments for various focus areas found in the EEQSM Standards 1,4, and 5. This resulted in a 0.17-point decrease in quality within the second year of implementation.

Library High Level Actions to be Implemented to Increase Assessment Ratings in FY 21/22

Programs	Year 3 Implementation Plan
Virtual + In Person: Storytime and Preschool/School Readiness Programming	The Library continues to modify and adapt to the changing needs of the community, while maintaining consistent levels of intentional planning for high quality services. • Adoption of a Child Abuse & Neglect Policy & Procedures; • Addition of Virtual Storytime Standards; • Addition of Virtual Preschool Program Standards; • Continuation of the Strengthening Families self-assessment tool to evaluate programs and community needs; • Resuming in-person programming; and • Continuation of collaboration with SJSU for continued program evaluation and growth.

ATTACHMENT F
R.O.C.K. 'n' Learn Data FY 2020-21

			Enrollment By Session			
Session	Total Pods	Total Enrollment	Full Day Pods	Full Day Enrollment	Afterschool Pods	Afterschool Enrollment
Session 1	18	144	14	119	4	25
Session 2	27	249	22	225	5	24
Session 3	32	341	28	318	4	23
Session 4	35	392	31	361	4	31
Session 5	35	390	32	366	3	24
Session 6	36	370	34	359	2	11
Session 7	37	413	36	405	1	8
Session 8	38	432	37	420	1	12
Session 9	38	431	37	420	1	11
Session 10	38	416	37	416	1	8
Session 11	36	391	35	386	1	5
Session 12	20	217	20	217		

Age Breakdowns	
4	2
5	53
6	89
7	97
8	116
9	101
10	92
11	71
12	59
13	29
14	7
15	1

Gender	
Male	375
Female	312
Declined to State	30

Zip Code

Zip Code	Count	Zip Code	Count	Zip Code	Count	Zip Code	Count
94538	1	95112	58	95123	33	95131	16
95008	1	95116	86	95124	15	95132	18
95035	10	95117	15	95125	27	95133	18
95037	1	95118	3	95126	19	95134	1
95050	2	95119	2	95127	119	95135	5
95051	2	95120	4	95128	43	95136	22
95110	13	95121	27	95129	1	95138	3
95111	34	95122	87	95130	2	95139	5
						95148	24

Council District

District	Count
D1	18
D2	42
D3	82
D4	55
D5	217
D6	79
D7	95
D8	52

D9	34
D10	32
Out of City	11

Academic Skill-Building

The School Age PQA and Academic Skill-Building Supplement

Organization name:	
Site/ Program name:	
Name of program offering(s) observed:	
Name of staff member(s) observed:	
Date scored:	

December, 2017

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INTRODUCTION

PURPOSE

The Academic Skill-Building PQA is designed for program assessment purposes in extended learning programs. It identifies and assesses best practices for promoting academic learning or learning that transfers to a school day setting. **This tool is part of ongoing development and research and future editions will likely reflect that development and research process. We welcome further investment in the improvement of this tool.**

BENEFITS

The Academic Skill-Building PQA offers several important attributes:

- *Experience-tested approach* – The standards for best practices that make up the Academic Skill-Building PQA are grounded in extensive experience working with young people. Together, the scales in the instrument represent a children development approach that works.
- *Research-based rubrics* – The Academic Skill-Building PQA contains proven measurement rubrics that allow observers to differentiate programs in important and meaningful ways.
- *Opportunities to observe practice* – Staff using the Academic Skill-Building PQA must spend time watching what happens in their program.
- *Flexibility* – The Academic Skill-Building PQA is designed to meet a range of accountability and improvement needs, from self assessment to research and evaluation. While this tool was designed as a supplement to the Youth PQA, the Academic Skill-Building practices are applicable, with increased scaffolding, for elementary school aged children as well. Additionally, many of the examples provided relate to early academic skills.
-

TERMINOLOGY

- *Form* refers to the entire group of scales used for assessment. For example: Form A – Program Offerings and Form B – Organization Practices & Policies.
- *Domain* refers to the group of scales falling under one of the sections I–VII. For example, in Form A – Program Offerings, a domain is "I. Safe Environment," which contains scales that pertain to that domain. *Domain score* is the average of scale scores for each domain I–VII. For example, the domain "I. Safe Environment" contains five scale scores to be averaged for a domain score.
- *Scale score* refers to the average of the scores (one per item) that make up a scale. For example, the Healthy Environment scale has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- *Item or item row* refers to a single row on the Academic Skill-Building PQA for which there are descriptors for scores 1, 3 and 5. Level 5 is best practice.

DEFINITIONS

- *Organization* refers to the agency that operates services for young people. An organization may be a community-based nonprofit agency, faith-based organization, a private center, a neighborhood association or a school.
- *Site* refers to the physical location of the activities being observed. For example, Middleton School or Bay Area Country Club.
- *Program offerings* refer to structured activities that are led by regular staff with the same children over time. This includes the range of scheduled services available to children at an organization, such as classes, workshops, meetings, special events, homework help or discussion groups.
- *Session* is one scheduled period of a program offering. For example, a session might be when the photography club meets from 3 to 5 p.m. on Wednesday.
- **Staff refers to the person or persons facilitating a session. Staff may include paid workers, volunteers or peer leaders.**
- *Activities* are the planned interactions led by staff within a program offering. For example, the activities in an art club might include making a collage, learning different painting techniques and making sculptures with found objects.
- *Program hours* are the normal hours that the full range of program offerings are in session.

INTRODUCTION TO ITEMS AND SCORING

The Academic Skill-Building PQA items measure quality in different ways. Some items measure aspects of the environment or the way the session is structured. Some items measure whether *staff* exhibit specific behaviors or best practice methods, or how frequently the staff carries out the practice. Some items distinguish between child-initiated behaviors that occur informally or spontaneously and those that have been set up intentionally by staff. Others measure *how many* children have certain opportunities. It is important to note that items generally capture either staff practices or children behaviors/opportunities, but not both. Both are indicators of a quality program, although the Academic Skill-Building PQA and the continuous improvement approach focus on staff behaviors because that is where staff can directly make changes or improvements.

In observing and scoring, it is helpful to keep the following things in mind:

- Think about the intent of the item when scoring. Consult the handbook as needed.
- Follow through and pay attention to an entire sequence of events (e.g., children behavior, staff response, children response).
- If the item assesses children's opportunity for something, score based on whether the opportunity was present or explicitly offered, even if some children do not take advantage of the opportunity.
- Score based on what you see that day, even if there were extenuating circumstances present that affected scores.
- If there are two or more staff members, score on whether any one of the staff members do a certain practice. Otherwise, focus on the primary staff member.
- *Structured* refers to the quality of being intentional, planned, prompted, initiated and/or named by the staff; it does not refer to children's informal conversation or actions.

CONDUCTING A PROGRAM SELF ASSESSMENT

Team-based program self assessment using the Academic Skill-Building PQA is a highly effective, low stakes strategy for building a quality-focused culture. Program self assessment can help managers and staff co-create meaningful improvement objectives for the quality of their programming and ultimately the outcomes for their young participants.

Throughout the process, keep in mind these three aspects of a constructive program self assessment process:
- work as a team
- base scores on observational evidence
- focus on conversations about quality

1. SELECT AND TRAIN A SELF ASSESSMENT TEAM
The program self assessment team should consist of the site leader and at least two program staff, volunteers or parents. The site leader attends PQA Basics training. Team members can prepare to be a part of the program self assessment process by completing the PQA Basics training online. **We strongly recommend the site leader attend a 90 minute webinar overview of the Academic Skill-Building PQA.** The site leader should also conduct a meeting or mini-training for team members using the materials shared at PQA Basics and Academic Skill-Building webinar.

2. PREPARE FOR DATA COLLECTIONS
Team members collect data by taking turns observing their programs in action. Sometimes, schedules need to be rearranged, or a program manager needs to arrange coverage in order to provide the opportunity for staff to observe each other. Plan time as soon as possible following the observations for discussion and scoring.

The site teams should observe *program offerings*: structured activities that are led by regular staff with the same children over time. Enrichment classes or afterschool clubs that get together at the same time each week for the entire school semester are a great example. Avoid open gym, unstructured computer lab time, drop-in, etc. Always notify program staff of scheduled observation ahead of time. This is not a test!

If timing and staff schedules do not allow for full observations, then try to observe at least one hour of programming, divided among self assessment team members (e.g., three people each observe for 20 minutes, four people each observe for 15 minutes). Vary observation times so that your observations include the beginning, middle and end of different sessions.

3. OBSERVE AND TAKE NOTES
When conducting an observation, find a place to sit that allows you to see and hear as much as possible without getting in the way. Take notes by hand or using a laptop. Bring a copy of the back page of the Academic Skill-Building PQA. You can bring the full Academic Skill-Building PQA to your observation, but do not write notes onto the form or try to score the form while observing.

Take notes throughout the offering on factual information (include quotes, actions, etc.). As a general rule, expect to take 3–4 or more handwritten pages (1–2 typed) of notes per 30 minutes of observation.

Your notes should be:
- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Your notes should include:
- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, ask the session leader(s) any follow-up questions, as listed on the back of the PQA. After the observation, you will not score the PQA, but save your notes to use during the scoring meeting.

4. HOLD A TEAM-BASED SCORING MEETING

After all data has been collected, the site leader guides the team in scoring a single, program-wide Academic Skill-Building PQA Form A. This scoring process can last three hours or more and may be divided among several shorter meetings. During the scoring meetings, the team will pool and review all anecdotal records and go through the Academic Skill-Building PQA item by item, selecting an anecdote and agreeing on a score for each. It is important that the team rely on the anecdotes rather than their memories to produce scores.

The most important outcome of the scoring meeting is the conversation that occurs while discussing scores and arriving at agreement. The scores can provide a reliable indication of the quality of staff interactions with children, so it is important to be accurate.

5. ENTER SCORES

The Academic Skill-Building PQA produces scores at the item, scale and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

CONDUCTING AN EXTERNAL ASSESSMENT

For an external assessment, a trained, reliable external assessor visits a site to observe a single program offering and score a PQA based on the observation.

1. ATTEND AN EXTERNAL ASSESSOR RELIABILITY TRAINING

External assessors attend an External Assessment Reliability Training to practice skills and complete a reliability check. All assessors must pass the reliability check to be endorsed as external assessors prior to conducting any site visits.

2. PREPARE FOR DATA COLLECTION

The network leader will often coordinate schedules and assign assessors to sites. External assessors should confirm the date and time of observation with the site leader and ask him or her to inform the relevant staff that they will be visiting to conduct an observation.

3. OBSERVE AND TAKE NOTES

When travelling to the assigned children program, assessors should arrive at least 15 minutes before the scheduled observation time. Assessors will view program offerings in their entirety (usually 45-90 minutes long).

Assessors take objective observational notes which describe only observable behaviors, language and materials. They focus on the behaviors of the staff and students with whom the staff is interacting and record as many quotations as possible.

Notes should be:
- Factual and objective (rather than judgmental, evaluative, or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Notes should include:
- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, the assessor asks the session leader(s) any follow-up questions, as listed on the back of the PQA. Also at the end of the session, the assessor should ask the staff who led the session the questions on the Staff Information page.

4. SCORING THE PQA

After the visit, assessors fit and score using their notes, making sure to fill out all evidence boxes and program description information.
The assessor uses the answers to the follow-up questions as evidence to score the items as applicable.

Some evidence can be cross-referenced against multiple items. In fact, items with a score of 5 may provide a full listing of relevant evidence.
If an item is not applicable, assessors should place an "X" in the box for that item.

5. ENTER SCORES

The Academic Skill-Building PQA produces scores at the item, scale, and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

PROGRAM INFORMATION

(Complete for Program Self Assessment or External Assessment)

Organization name: _____ Site/Program name: _____

Name(s) of program offering(s) observed: _____

Name of staff member(s) observed: _____

Brief description of program offering:_____

Mark staff-children configuration of the staff you are observing and rating.	
☐ 1:1 (One staff, one child only)	☐ Multiple staff in 1:1 tutor-child pairs
☐ One staff with small group (1:2-1:5)	☐ Multiple staff with small groups (1:2-1:5)
☐ One staff with large groups (1:6-1:9)	☐ Multiple staff, large groups (1:6-1:9)
☐ 1 staff, classroom setting (1:10+)	☐ Multiple staff, classroom setting (1:10+)

Total number of staff in room:_____ Total number of children in room: _____ Date scored: _____

Age(s) of children in observed (Circle all that apply): **K1**   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**   **11**   **12**   **12+**

Type of program/activities observed (Check all that apply):

☐ Mentoring   ☐ Tutoring   ☐ Homework Help   ☐ Drop-in   ☐ Faith-based

☐ Camp   ☐ Visual Art   ☐ Dance   ☐ Drama   ☐ Math

☐ Life skills development   ☐ Outreach   ☐ Prevention   ☐ Sports   ☐ Science

☐ Leadership development   ☐ Service learning   ☐ Other   _____

Type of organization (Please check not more than two):
☐ A nationally affiliated nonprofit (e.g., YMCA, Boys & Girls Club, Camp Fire USA, Scouts, Future Farmers of America)
☐ Local nonprofit (e.g., local community-based or faith-based organization)
☐ Local school organization (e.g., public, charter, private school)
☐ Unit of city or county government (e.g., Department of Recreation, Health Bureau)
☐ State government
☐ Local for-profit organization (e.g., bowling alley)

EMOTIONAL SAFETY | Psychological and emotional safety is promoted.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, "trash talking," negative gestures or other such actions are not mediated by either children or staff.	**3** The emotional climate of the session is neutral or characterized by both positive and negative behaviors.	**5** The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children. ☐	
2.	**1** Comments or slurs intended to hurt someone who is present explicitly indicate religious, race, ethnic, class, gender, ability, appearance or sexual orientation bias(es).	**3** There is evidence (e.g., comments or slurs) of religious, race, ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.	**5** There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation. ☐	

HEALTHY ENVIRONMENT | The physical environment is safe and free of health hazards.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** There are major safety and health hazards (e.g., broken equipment or supplies, unmopped spills, flammable and/or toxic materials) affecting the program space.	**3** There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.	**5** The program space is free of health and safety hazards. ☐	
2.	**1** There are major sanitary concerns (e.g., unsanitary toilet facilities, dirty or clogged drains, open or spoiling food, overflowing trash container) affecting the program space.	**3** There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.	**5** The program space is clean and sanitary. ☐	
3.	**1** There are major inadequacies in either ventilation or lighting in the program space.	**3** Ventilation or lighting is inadequate in some areas in the program space.	**5** Ventilation and lighting are adequate in the program space. ☐	
4.	**1** The temperature is uncomfortable (e.g., it is too hot or too cold) in the program space.	**3** The temperature is uncomfortable for some activities and/or in some areas of the program space.	**5** The temperature is comfortable for all activities in the program space. ☐	

EMERGENCY PREPAREDNESS | Appropriate emergency procedures and supplies are present.

Note: Local fire codes govern the number and location of fire extinguishers.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.	**3** Written emergency procedures are not posted, but staff is able to locate them.	**5** Written emergency procedures are posted in plain view.	Where are the emergency procedures posted?
2.	**1** There is no charged fire extinguisher accessible from the program space.	**3** At least one charged fire extinguisher is accessible (but not plainly visible) from the program space.	**5** At least one charged fire extinguisher is accessible and visible from the program space.	Is there an accessible fire extinguisher?
3.	**1** A complete first-aid kit is not accessible from the program space.	**3** At least one complete first-aid kit is accessible (but not plainly visible) from the program space.	**5** At least one complete first-aid kit is accessible and visible from the program space.	Is there an accessible first-aid kit?
4.	**1** Other safety or emergency equipment appropriate to the activities is not available to the program offering.	**3** Other safety and/or emergency equipment appropriate for the program offering is in poor condition, and/or staff cannot locate it.	**5** Other appropriate safety and emergency equipment (e.g., for water or vehicle safety, sports, or repairs) is available to the program offering as needed, can be located by staff, and is maintained in full-service condition.	Does the site have any special safety or emergency equipment? If other equipment is not needed, do not rate. Write an "X" in the box at the left.
5.	**1** Entrances to the indoor program space are unsupervised during program hours.	**3** At least one entrance to the indoor program space is supervised for security during program hours but others are not, or entrance(s) are sometimes supervised and sometimes not.	**5** All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.)	Are entrances to the indoor program space supervised? If there is no indoor program space, do not rate. Write an "X" in the box at the left.
6.	**1** Access to outdoor program space is unsupervised during program hours.	**3** Access to outdoor program space is sometimes supervised during program hours.	**5** Access to outdoor program space is supervised during program hours.	Is access to the outdoor program space supervised? If there is no outdoor program space, do not rate. Write an "X" in the box at the left.

ACCOMMODATING ENVIRONMENT | Program space and furniture accommodate the activities.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Program space is crowded, without sufficient room to move freely.	**3** Program space is crowded in some areas.	**5** Program space allows children and adults to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another and crowding).	☐	
2.	**1** Program space is not suitable for activities offered.	**3** Program space is suitable for some of the activities offered.	**5** Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).	☐	
3.	**1** Furniture is neither comfortable nor of sufficient quantity for the program offering.	**3** Furniture is either comfortable or of sufficient quantity for the program offering (but not both).	**5** Furniture is comfortable and of sufficient quantity for all children participating in the program offering.	☐	If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
4.	**1** Physical environment cannot be modified to meet the needs of the program offering.	**3** Physical environment can be modified to meet the needs of the program offering, but children and/or staff are discouraged from doing so.	**5** Physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).	☐	If there is no furniture and none required, do not rate. Write an "X" in the box at the left. Can the furniture be moved around?
5. (SA)	**1** There is little or no furniture appropriate to the physical size of children (e.g., small children must sit at full-size desks, the work surface is chest height).	**3** There is some furniture appropriate to the physical size of children served, but not enough appropriately sized furniture for all children.	**5** Furniture appropriate to children's physical size is available for all children served (e.g., small furniture for small children).	☐	If there is no furniture and none required, do not rate. Write an "X" in the box at the left.

NOURISHMENT | Healthy food and drinks are provided.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Drinking water is not available.	**3** Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).	**5** Drinking water is available and easily accessible to all children. ☐	
2.	**1** Food or drinks are not available to children during the session.	**3** Food and drinks are available at appropriate times, but there is not enough for every children to receive a serving.	**5** Food and drinks are plentiful and available at appropriate times for all children during the session. ☐	If a meal or snack is not necessary because of structure of program offering, do not rate. Write an "X" in the box at the left.
3.	**1** Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).	**3** Some available food or drink is not nutritious and some is healthy.	**5** Available food and drink is healthy (e.g., there are vegetables, fresh fruit, real juice). ☐	If no food or drink is served, do not rate. Write an "X" in the box at the left.

WARM WELCOME | Staff provides a welcoming atmosphere.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. **1** No children are greeted by staff as they arrive or at the start of the session.	**3** Some children are greeted by staff as they arrive or at the start of the session.	**5** All children are greeted by staff as they arrive or at the start of the session.	☐	For one-on-one tutoring, score options are 1 or 5.
2. **1** Staff mainly uses a negative tone of voice and disrespectful language.	**3** Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.	**5** Staff mainly uses a warm tone of voice and respectful language.	☐	
3. **1** Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact.	**3** Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.	**5** Staff generally smiles, uses friendly gestures and makes eye contact.	☐	

SESSION FLOW | Session flow is planned, presented and paced for children.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. **1** Staff does not start or end session within 10 minutes of scheduled time.	**3** Staff either starts or ends session within 10 minutes of scheduled time (but not both).	**5** Staff starts and ends session within 10 minutes of scheduled time.	☐	Record the following: Scheduled starting time _____ Actual starting time _____ Scheduled end time _____ Actual end time _____
2. **1** Staff does not have materials and supplies ready to begin activities.	**3** Staff has some materials and supplies ready to begin activities, or staff has materials and supplies ready to begin only some activities.	**5** Staff has all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).	☐	If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
3. **1** There are not enough materials and supplies prepared for children to promptly begin any of the activities.	**3** There are enough materials and supplies prepared children to promptly begin some but not all activities.	**5** There are enough materials and supplies prepared for children to promptly begin all activities.	☐	If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
4. **1** Staff does not explain any activities clearly.	**3** Staff explains some activities clearly.	**5** Staff explains all activities clearly (e.g., children appear to understand directions; sequence of events and purpose are clear).	☐	
5. **1** There is not an appropriate amount of time for more than one activity.	**3** There is an appropriate amount of time for all but one activity (e.g., for one activity, most children either do not finish or finish early with nothing to do).	**5** There is an appropriate amount of time for all of the activities (e.g., children do not appear rushed; most children who are generally on task finish activities; most children do not finish significantly early with nothing planned to do).	☐	

ACTIVE ENGAGEMENT | Activities support active engagement.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** The activities provide no opportunities for children to engage with either materials or ideas or to improve a skill through guided practice; activities mostly involve waiting, listening, watching and repeating.	**3** The activities provide opportunities for children to engage with materials or ideas or to improve a skill though guided practice for less than half of the time.	**5** The activities involve children in engaging with (creating, combining, reforming) materials or ideas or improving a skill though guided practice for at least half of the time. ☐	
2.	**1** During activities**,** staff does not provide children any structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.	**3** During activities, staff provides children a limited opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks children what they are doing, but allows for only brief response).	**5** During activities, staff provides children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each children explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task). ☐	
3. **(SA)**	**1** Staff does not provide explicit opportunities for children to make connections between current activities and prior experiences and/or knowledge.	**3** Staff tells children about a connection between the current activity and children's prior knowledge or experience (e.g., staff says, "This is a follow up to the experiment we did last week").	**5** Staff has children make a connection between the current activity and the children's prior knowledge or experience (e.g., staff asks children what they learned in a related experiment, staff asks children what similar tools they have at home, staff has children draw a picture of their favorite fruit or vegetable). ☐	

ACTIVE ENGAGEMENT, continued | Activities support active engagement.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
Academic Skill-Building Supplemental Items			
4. **1** Staff member presents content or has children interact with content, in only one modality (e.g., staff explains how to do a math problem verbally. The children bringing a book or worksheet does not count as a modality unless staff uses it to explain or present content).	**3** Staff member presents content or has children interact with content, using two modalities (e.g., explains how to do a math problem verbally and then writes out the equation on a white board).	**5** Staff member presents content, or has children interact with content, using three or more modalities (e.g., writing, verbal explanations, drawing, visual display, music, physical activity, props, etc. Staff explains a math problem verbally, writes the equation on a white board, and has children use blocks to represent the equation).	☐
5. **1** Staff allows children to control or handle the materials rarely or never.	**3** Staff allows children to control or handle the materials some of the time and/ or sometimes interferes with or limits the child's opportunity to control or handle the materials.	**5** Staff allows children to control or handle the materials (e.g., book, pencil, manipulatives) more than half of the time.	☐ If there are no materials, score X.

ENCOURAGEMENT | Staff supports children with encouragement.

Note: Open-ended questions do not have predetermined, correct answers; they seek the opinions, thoughts and ideas of children.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. **1** Staff does not support contributions or accomplishments of children in either of the ways described for a score of 3 or 5, or simply don't support children at all.	**3** Staff supports many contributions or accomplishments of children, but use only subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"	**5** Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language (e.g., "The detail in that sentence helps me create the picture in my mind," "You figured that word out from the context by yourself!").	☐	
2. **1** Staff rarely or never asks open-ended questions.	**3** Staff makes limited use of open-ended questions (e.g., staff asks few open-ended questions; staff may ask open-ended questions, but not provide opportunity for thoughtful response).	**5** Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity, questions are related to the context, most children have the opportunity to answer questions that seek opinions or require thoughtful answers).	☐	

[deleted for School Age]

ENCOURAGEMENT, continued | Staff supports children with encouragement.

Note: Open-ended questions do not have predetermined, correct answers; they seek the opinions, thoughts and ideas of children.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
Academic Skill-Building Supplemental Items			
4. **1** There is no instance or one instance of staff-children conversations including substantive back and forth dialogue about children's thinking or academic content (e.g., staff asks questions, children responds with one word answer or "I don't know.").	**3** In back and forth dialogue with staff, children contribute substantively about their thinking or academic content two or three times (e.g., three times staff talks, children responds with idea or question, staff responds to children).	**5** In back and forth dialogue with staff, children contribute substantively about their thinking or academic content four or more times (e.g., staff and children discuss the different options a character in a story might have had. Children contribute or evaluate ideas at least four times; staff asks questions, soliciting substantive answers, then staff responds to children's ideas).	☐
5. **1** Staff does not affirm student progress at all.	**3** Staff affirms progress, but does not record/mark progress in a tangible way (e.g., "you've come a long way" "I see you've learned how to do x now—you didn't at the beginning of the year, "you're half way to your goal for pages read").	**5** Staff affirms student progress and it is recorded/marked it in a tangible way (e.g., verbally acknowledges progress and crosses off steps in problem as they complete them, has chart of new vocabulary learned, records number of strategies used etc.).	☐

II. SUPPORTIVE ENVIRONMENT SUPPLEMENT
CHILD-CENTERED SPACE | The physical environment is flexible and child-centered.

Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. **(SA)**	**1** There are no interest areas in or accessible to the program space.	**3** There are interest areas in or accessible to the program space, but they are not well-defined.	**5** There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled). ☐	
2. **(SA)**	**1** There are no interest areas or none contain sufficient materials so that several children can work with the materials simultaneously.	**3** Some, but not all, interest areas contain sufficient materials so that several children can work with the materials simultaneously.	**5** Each interest area contains sufficient materials so that several children can work with the materials simultaneously. ☐	
3. **(SA)**	**1** Ready-made commercial items or adult-made items dominate the learning environment (bulletin boards and wall displays).	**3** Some children's work is on display in the classroom.	**5** Children's individual work and projects make up most of wall, bulletin board, and other displays. ☐	
4. **(SA)**	**1** Children do not participate in selecting items for display or deciding how to arrange them.	**3** Children participate in selecting some items for display and sometimes in deciding how to arrange them.	**5** Children frequently participate in selecting items for display or deciding how to arrange them. ☐	Who made and/or selected what is displayed on the walls?
5. **(SA)**	**1** Most materials lead to prescribed outcomes (e.g., art cutouts, lotto games, worksheets, coloring books, commercial toys).	**3** Some open-ended materials are available.	**5** Most of the available materials are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes). ☐	
6. **(SA)**	**1** Learning materials cannot easily be reached by children or are typically brought out by staff.	**3** Some learning materials are accessible to children.	**5** Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers). ☐	

II. SUPPORTIVE ENVIRONMENT SUPPLEMENT

CHILD-CENTERED SPACE continued | The physical environment is flexible and child-centered.

Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".

7. **(SA)**	**1** No time is provided for activities based on children's interests.	**3** Some time is provided for activities based on children's interests, but it is not regularly scheduled or it is less than thirty minutes.	**5** Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.	☐

MANAGING FEELINGS | Staff encourages children to manage feelings and resolve conflicts appropriately.

Note: A conflict is an interaction between children that involves strong feelings or serious negative behaviors. Strong feelings are any emotions that interrupt the learning of an individual or group of children. If there is not a conflict or incident involving strong feelings, do not score. Mark all items with an "X".

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. **(SA)**	**1** More than once, staff does not ask about or acknowledge the feelings of child(ren) involved.	**3** Once, staff does not ask about or acknowledge the feelings of child(ren) involved.	**5** Staff always asks about and/or acknowledges the feelings of all child(ren) involved. ☐	
2. **(SA)**	**1** Staff does not ask child(ren) to explain or confirm the situation; rather, staff states the problem without input from child(ren), or does not state the problem at all.	**3** Staff does not ask child(ren) to explain the situation; rather, staff at least once states the problem with some confirmation from child(ren) (e.g., "Did you take that from her?", "You're upset because she took your toy, right?").	**5** Staff at least once asks child(ren) to explain the situation (e.g., "Why are you upset?", "What happened?"). ☐	
3. **(SA)**	**1** Even once, staff shames, scolds, or punishes child(ren).	**3** Staff does not help child(ren) respond appropriately, but does not shame, scold, or punish child(ren).	**5** Staff at least once helps child(ren) respond appropriately (e.g., staff encourages children to make a list of solutions, take time out to "cool off," find an appropriate physical outlet). ☐	
4. **(SA)**	**1** Staff does not ask child(ren) for possible solutions or present solutions with rationale; rather, staff solves problems for children.	**3** Staff does not ask child(ren) for possible solutions; rather, staff at least once presents a solution and gives rationale behind it or gives idea(s) for preventing problems in the future.	**5** At least once, staff asks child(ren) for possible solutions and encourages them to choose one. ☐	

BELONGING │Children have opportunities to develop a sense of belonging.

Note: Item 1-4 are not scored for a one-on-one tutoring session.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Staff does not provide opportunities for children to get to know each other (e.g., the entire session is structured so children have no time where talking among themselves is allowed or encouraged).	**3** Staff provides informal opportunities for children to get to know each other (e.g., children engage in informal conversations, children get to know each other as a by-product of an activity).	**5** Staff provides structured opportunities with the purpose of helping children get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).	☐ Do not score for one-on-one tutoring session.
2.	**1** Children exhibit evidence of excluding peers (e.g., children are avoided or ostracized by other children, "I don't want to sit with her – she's not my friend") and staff does not explicitly promote more inclusive relationships (e.g., suggest ways to include others, introduce excluded children, say, "Remember, being inclusive is one of our ideals").	**3** Children exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces a newcomer to other children, but the newcomer is treated coolly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).	**5** Children do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces newcomer to other children and they then include her, staff successfully suggests including a lone children in a game).	☐ Do not score for one-on-one tutoring session.
3.	**1** Children do not identify with the program offering (e.g., many children complain about or express dislike of the program offering or activities).	**3** Children do not strongly identify with the program offering but do not complain or express dislike.	**5** Children strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as "our program," engage in shared traditions such as shared jokes, songs, gestures).	☐ Do not score for one-on-one tutoring session.

BELONGING, continued | Children have opportunities to develop a sense of belonging.

Note: Items 1-4 are not scored for a one-on-one tutoring session.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
4. **(SA)** **1** Staff does not create opportunities for children to work or play in small groups and children spend all or nearly all of their time working alone or in the full group.	**3** Staff does not set up small group activities as part of the program routine; rather, children work or play in small groups that develop informally (e.g., two or three children play a game together).	**5** Staff provides structured small group activities as part of the program routine.	☐ If there are five or fewer children, do not score. Write an "X" in the box at the left.
Academic Skill-Building Supplemental Item			
5. **1** Staff shows disinterest in learning about children's lives (e.g., children says, "I made a goal in my soccer game today." Staff says "Well, we need to focus on our work here now" without positively acknowledging children's sharing first).	**3** Staff responds positively if children share something about their lives, but does not initiate opportunity (e.g., children says, "I made a goal in my soccer game today." Staff responds with a high five).	**5** Staff initiates opportunity to get to know children better or to show interest in their lives (e.g., "How'd your soccer game go yesterday? "How was your weekend?" "How was school today?").	☐

SCHOOL-AGE LEADERSHIP | Children have opportunities to practice leadership skills.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	**1** Staff does not provide opportunities for children to practice group-process skills.	**3** Staff provides a limited opportunity for children to practice group-process skills (e.g., all children are paired off or grouped briefly to talk about a topic, but this is the only opportunity for group process skills).	**5** Staff provides multiple or extended opportunities for children to practice group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).	☐
2. (SA)	**1** Staff does not provide opportunities for a child to help another child.	**3** Staff provides informal or child-initiated opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., without being asked by a staff member, a child explains to another how to do a homework assignment, play a game, do something on the computer).	**5** Staff provides one or more opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., each child explains to a partner how take over her role in a group project; every child gets to explain the rules to his favorite game).	☐
3. (SA)	**1** Staff does not provide opportunities for children to lead a group or exercise leadership.	**3** Staff provides opportunities for one or more children to informally or spontaneously exercise leadership (e.g., during free time a child organizes a group game; a child spontaneously volunteers to demonstrate something to whole group).	**5** Staff provides structured opportunities for one or more children to lead a group (e.g., facilitate a discussion, lead a song, project, event or other activity).	☐

INTERACTION WITH ADULTS | Staff engages with children in positive ways.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. **(SA)**	**1** Staff never lowers their bodies so their eyes are at children's eye level.	**3** Staff once or twice lowers their bodies so their eyes are at children's eye level.	**5** Staff often lowers their bodies so their eyes are at children's eye level (squatting, bending over when talking to children much shorter than they are). ☐	
2. **(SA)**	**1** Staff does not work side by side with children.	**3** Staff sometimes, or intermittently, works side by side with children.	**5** Staff consistently works side by side with children. ☐	
3. **(SA)**	**1** Staff does not circulate to interact with children.	**3** Staff circulates and interacts with some (but not all) children.	**5** Staff circulates and interacts with every child at some point during the program session. ☐	
4. **(SA)**	**1** Interaction is primarily limited to managing behaviors and responding to problems (e.g., staff states rules but provides no explanation, tells children what to do or how to do it, spends significant time disciplining behaviors).	**3** Staff sometimes interacts with children in positive ways.	**5** Staff consistently interacts with children in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows children's leads). ☐	

SCHOOL-AGE PLANNING | Children have opportunities to make plans.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	**1** Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	**3** Staff creates an opportunity for some children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	**5** Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something). ☐	
2. (SA)	**1** Staff does not use an identifiable planning strategy to support children's planning.	**3** Staff uses at least one identifiable planning strategy to support children's planning (e.g., children always verbalize their plans).	**5** Staff uses two or more strategies to support children's planning (e.g., area signs; idea webbing; planning in pairs; planning journals or forms; props such as puppets, hula hoops and maps). ☐	
3. (SA)	Staff does not encourage children to share plans.	**3** Staff encourages children to share plans, but only verbally.	**5** Staff encourages children to share plans and represent their plans in a tangible way (e.g., a small group draws a diagram before building; staff helps full group make a large idea web to plan an event). ☐	

SCHOOL-AGE CHOICE | Children have opportunities to make choices based on their interests.

Note: **Authentic choices** *refer to real, meaningful choices, as opposed to token or false choices.*

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. **(SA)**	**1** Staff does not provide opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, "You can choose to be here or not"; children are allowed to choose only the color of marker to use, but all draw an owl).	**3** Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they'd like, while another group has to copy invitation wording verbatim).	**5** Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice). ☐	
2. **(SA)**	**1** Staff does not provide opportunities for children to make choices within activities.	**3** Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich).	**5** Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity). ☐	

REFLECTION | Children have opportunities to reflect.

Note: Reflect means to review, summarize and/or evaluate recent events or activities. Reflections are usually expressed by talking with others and/or in writing (a journal or report, for example).

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Staff does not engage children in an intentional process of reflecting on what they have done.	**3** Staff engages some children in an intentional process of reflecting on what they have done.	**5** Staff engages all children in an intentional process of reflecting on what they have done (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments or feelings about the experience). ☐	For one-on-one tutoring, score options are 1 or 5.
2.	**1** Staff does not encourage children to share what they have done with others or to reflect on their experiences.	**3** Staff uses at least one identifiable strategy to help children to share what they have done and reflect on their experiences (e.g., staff asks children, "What did you do today?").	**5** Staff uses two or more strategies to encourage children to share what they have done and reflect on their experiences (e.g., writing, role playing, using media or technology, drawing, using props). ☐	
3.	**1** Staff dismisses feedback from children who initiate it, or children have no opportunities to provide feedback on the activities.	**3** Staff is receptive to feedback initiated by children on the activities but does not solicit it.	**5** Staff initiates structured opportunities for children to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations). ☐	

REFLECTION, continued | Children have opportunities to reflect.

Note: Reflect means to review, summarize and/or evaluate recent events or activities. Reflections are usually expressed by talking with others and/or in writing (a journal or report, for example).

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
Supplemental Academic Skill-building Item			
4. **1** Staff does not have children reflect on their work.	**3** Staff has children reflect, but not explicitly on the academic skill/content learned or practiced. ("Thumbs up if you think you worked hard today." "So how did you do today?").	**5** Staff has children reflect explicitly on the academic skill/content learned or practiced (e.g., "What strategies were most helpful in learning to divide fractions?" "What is one new thing you learned about mammals today?" "What questions do still have about friction?").	☐

RESPONSIBILITY | Children are encouraged to exercise independence and take on responsibilities.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. **(SA)**	**1** Staff does not create opportunities for or encourage children to take care of practical needs and accomplish routine tasks.	**3** Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks.	**5** Three or more times, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet).	☐
2. **(SA)**	**1.** More than once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	**3.** Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	**5.** Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.	☐ If item above is scored a 1, do not score this item. Write an "X" in the box at the left.

TARGETED LEARNING | Children are supported in the development of specific academic skills.

Note: Specific academic skill-building time does not include generic worksheets, homework-completion time or learning games—unless staff is guiding, supporting learning of a targeted academic skill.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Staff does not mention learning objectives(s).	**3** Staff mentions learning objectives, but they are not clearly linked to activity OR staff provides clearly linked learning objectives for some activities but not others.	**5** Staff provides children with learning objective(s) which are clearly linked to each activity (e.g., staff highlights specific objective and student practices skill until mastered; staff tells children they will compare two different methods for solving problems; "Today we will practice characterization by describing the main character in chapter 6."). ☐	
2.	**1** Staff does not help children make connections between school day learning and the current work or activities.	**3** Once, staff helps children make connections between school day learning and the current work or activities (e.g., "Today we are going to invert fractions. You'll need to understand that next week when you divide with fractions in math class.").	**5** Two or more times, staff helps children make connections between school day learning and the current work or activities (e.g., staff asks, "What does this remind you of from science class?" or "How could this help you in math class?") ☐	
3.	**1** Less than half of the session is used for academic skill-building (e.g., designated time is mostly spent on off-topic activities, getting organized, finding assignment, free time).	**3** At least half of the session consists of intentional opportunities for improvement of specific academic skills, but considerable time is spent doing something else (e.g., 15 minutes of 45 minute session is for children to independently work on homework or simply reading with no skill-building direction from staff).	**5** Almost all of the session consists of intentional opportunities for improvement of specific academic skills (e.g., tutor greets children for a few minutes, then staff guides learning of specified skill). ☐	

TARGETED LEARNING, continued | Children are supported in the development of specific academic skills.

ITEMS   **SUPPORTING EVIDENCE/ANECDOTES**

4.	**1** Staff does not remind children to continue practicing skill and does not provide specific suggestions to do so.	**3** Staff reminds children to practice skill outside of the session, but does not provide specific suggestions on how to do so (e.g., "Keep working on this at home and you'll get better").	**5** Staff suggests a specific way to practice skill or learning strategy outside of the session (e.g., "Read to your mom at home and sound out words like we did here today," "When you're stuck on a problem at school, you can write out the steps like we did today").

SCAFFOLDING | Staff guides individualized learning.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Staff does not break complex or difficult tasks into smaller or more manageable tasks or support children in doing so (e.g., assigns children a complex task, but doesn't give needed guidance on how to break it into manageable parts.)	**3** Staff breaks complex or difficult tasks into smaller, simpler or more manageable tasks, but does not explain or identify steps (e.g., "Here, do this now." Later: "Now try this").	**5** Staff breaks complex or difficult tasks into simpler or more manageable tasks and/or supports children in identifying steps/sequence (e.g., employs graphic organizers, has children identify steps or process, lists steps for children so children understands the process). ☐	
2.	1 Staff does not model skills.	3 Staff models skills once.	5 Staff models skills more than once (e.g., staff demonstrates how to do a math problem, gives an example of adding more detail to a sentence, demonstrates how to do part of a science experiment). ☐	
3.	1 Staff does not adjust the difficulty of the task or adjust supports when adjustments are clearly needed, (e.g., when children sail through task easily, encounter frequent errors, complain about not understanding how to do task.).	**3** Staff does not actively monitor the level of challenge for children, but there is no clear evidence of inappropriate challenge.	**5** Staff monitors or states an observation of the level of challenge for children and adjusts supports to maintain appropriate level of challenge, if necessary (e.g., "Do you understand how to do this?" "Let's try doing it together and then we'll see if you can do it on your own." "It looks like that may be too easy for you. Let's go on to the next set of problems"). ☐	

SCAFFOLDING, continued | Staff guides individualized learning.

ITEMS				**SUPPORTING EVIDENCE/ANECDOTES**
4.	1 Staff tells children answers or what to do; rarely or never makes comments, asks questions that guide children in discovering an answer to a problem or guide children's initiative in learning.	3 Staff sometimes makes comments, asks questions that guide children in discovering an answer to a problem, or guide children's initiative in learning (e.g., "What do you notice about the ending of that word?" "What else would a reader want to know about your character?" "What do you think would happen if you __ first?").	5 Staff frequently makes comments, asks questions that guide children in discovering an answer to a problem or guide children's initiative in learning (e.g., "What do you see when you put three manipulatives together?"..."Uh huh. And what else do you notice?" "Your paragraph tells me *what,* but not *why.*" "What tools do you think you need before you start?").	☐

LEARNING STRATEGIES | Children are supported in developing academic mindsets and learning strategies

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	**1** When children make errors or need to make improvements, staff does not have children attempt to figure out for themselves how to correct an error or how to improve (e.g., staff ignores mistakes or automatically supplies answers to errors).	**3** When children make errors or need to make improvements, staff has children attempt to figure out how to correct an error or how to improve, but does not guide or support the children in responding (e.g., staff jumps in with correct answer before children has time to respond; when children doesn't know how to improve, staff does not rephrase question or give a hint).	**5** When children make errors or need to make improvements, staff guides or supports children in attempting to figure out for themselves how to correct an error or how to improve (e.g., "So, what could you do differently?" "So what did you forget to do in that subtraction problem?" "Next time, what could you do to keep yourself focused?") ☐
2.	**1** Staff does not discuss strategies/process.	**3** Staff has the children identify a learning strategy only once, **OR** staff identifies a strategy/process, but does not have children identify a strategy (e.g., "I noticed that you used context clues to figure out the word." "Try breaking the word into syllables").	**5** Staff has children identify learning strategy/process at least twice (preferably when children is right *and* when children is wrong). (e.g., Tutor: "What strategy did you use to figure out that word? " Children: "I figured it out from the rest of the sentence"). ☐
3.	**1** Staff attributes success or failure to factors outside children's control (e.g., innate ability, fate, luck, the mistakes of others. "Some people just aren't good at math." "It was the teacher's fault for giving such a hard test.").	**3** Staff does not attribute success or failure to either factors outside children's control or to effort, strategy, attention, or persistence, **OR** attributes success to *both* factors outside children's control and to effort, strategy, etc.	**5** Staff attributes success to effort, strategy, attention, practice or persistence (e.g., "Your brain is like a muscle, the more you exercise it, the better it works", "It may take some extra practice, but you'll get better at it." "I see your effort paid off." "You can do this!--just try a different strategy this time"). ☐

HIGHER ORDER THINKING | Children are supported in developing higher order thinking skills.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Staff does not have children evaluate their work.	**3** Staff has children evaluate their work, but not by any particular criteria or standards.	**5** Staff has children evaluate their work against criteria or standards (e.g., use a rubric noting specific elements; essay exemplars, personal goals, staff provides a model of steps in a math problem for children to compare their work against etc.).	☐
2.	**1** Staff does not extend or deepen knowledge.	**3** One time staff extends or deepens knowledge (e.g., "The problem across all these situations is figuring out what units the answer should be in," "You might use the formula for area if you needed to know how much paint to buy").	**5** Two or more times, staff extends or deepens knowledge: defines problem, makes comparison, predicts, applies, generates alternate solutions (e.g., "In both of these methods you are dividing numbers into groups of tens and groups of ones," "Another way to do this is…" "I predict the seedlings furthest from the lamp will grow more slowly").	☐

HIGHER ORDER THINKING, continued | Children are supported in developing higher order thinking skills.

3. **1** Staff does not encourage children to deepen or extend knowledge.	**3** One time, staff encourages children to deepen or extend knowledge (e.g., staff ask children questions that encourage children to analyze, define a problem, make comparisons, predictions, applications, inferences, generate alternate solutions For example, Staff says, "What does this have in common with what you learned last week?").	**5** Two or more times, staff encourages children to deepen or extend knowledge (e.g., staff ask children questions that encourage children to analyze, define a problem, make comparisons or inferences, predict, apply, generate alternate solutions. For example, "Do you think the seedlings furthest from the lamp will grow more slowly or more quickly than the ones closer?").	☐
4. **1** Staff does not make or have children make connections between personal experience (e.g., interests, hobbies, goals) and the current work or activities.	**3** The staff makes connections between session activities and other knowledge or experience (e.g., interests, hobbies, goals) and the current work or activities (e.g., "These angles remind me of a baseball field").	**5** Staff has children make connection(s) between session activities and other knowledge or experience (e.g., children's prior knowledge, personal interests, hobbies, goals; related careers, "real world" applications or issues. For example, staff asks children questions like "How do you think summarizing would help you be a sports writer?").	☐
5. **1** Staff discourages creativity, curiosity, or imagination (e.g., does not allow innovation or flexible use of materials, discounts new ideas from children). For example, the children predicts the cat will fly and the staff says "No, that won't happen. Cats don't fly."	**3** Staff neither discourages nor encourages children in using their creativity, curiosity or imagination.	**5** Staff encourages children in using their creativity, curiosity, or imagination (e.g., staff encourages children to think "outside of the box"; to use knowledge or skills in new ways, to "wonder,". For example, staff says, "Think about all the different ways you could end the story").	☐

OBSERVED STAFF SURVEY

[Lesson plans are written descriptions or outlines of content and/or activities prepared in advance of a tutoring session.]

SURVEY ITEMS FOR DIRECT SERVICE PROVIDER OBSERVED **RESPONSES**

- How many years of experience do you have working in this program?

- How many years of experience do you have in your position (e.g., site supervisor, front line children worker, tutor, etc.), whether at this program or in other programs?

- What is your role or title in this program?

- If you work at this school during the regular school day, please indicate your role(s):
  - ○ Tutor
  - ○ Certified teacher
  - ○ Student support services (e.g., counselor, reading specialist)
  - ○ Elective/ Recreation instructor (e.g., sports coach, dance instructor)
  - ○ Volunteer

- What was the academic content of the offering you were observed leading today?

- Which learning objectives were you addressing today?

- What is your level of expertise for this content?
  - ○ Novice
  - ○ Experienced
  - ○ Expert

- For the session today, did you use a curriculum?
  - ○ yes
  - ○ no

- Did you use a lesson plan?
  - ○ yes
  - ○ no

- For the session today, if you had a lesson plan, did you develop that lesson plan yourself?
  - ○ yes
  - ○ no

- Do you know the academic strengths and weaknesses of children you work with in the program?

- Do you keep up to date on the progress children in the program are making in academic subjects?

CONNECTIONS TO SCHOOL DAY | There is a connection between the afterschool program and the school day.

SURVEY ITEMS FOR AFTERSCHOOL MANAGER

Staff knowledge of children academic achievement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I know the grades my students are currently receiving in school.	☐	☐	☐	☐	☐
2. I know the academic strengths and weaknesses of children in the program.	☐	☐	☐	☐	☐
3. I keep up to date on the progress children in the program are making in academic subjects.	☐	☐	☐	☐	☐
4. I know the standardized test achievement levels of children in the program.	☐	☐	☐	☐	☐
5. I use knowledge of student's current understanding and progress to create learning targets/activities with an appropriate level of challenge.	☐	☐	☐	☐	☐
6. I use knowledge of grade level standards to create learning targets/activities with an appropriate level of challenge.	☐	☐	☐	☐	☐
Connections with school-day teachers	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
7. I have strong working relationships with school-day teachers.	☐	☐	☐	☐	☐
8. I consistently partner with school-day teachers about the children in my program; specifically, related to: a. Student achievement	☐	☐	☐	☐	☐
b. Supports for meeting the needs of low-achieving children	☐	☐	☐	☐	☐
c. Aligning after-school content with the school day curriculum	☐	☐	☐	☐	☐
Alignment of afterschool content to school content	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
9. I know the curriculum delivered during the school day.	☐	☐	☐	☐	☐
10. I consistently relate after-school activities to content covered in the classroom.	☐	☐	☐	☐	☐
11. Grade level content standards (or Learning Objectives) explicitly inform the objectives of the afterschool activities.	☐	☐	☐	☐	☐
12. Is there a specific program time dedicated to school-day content/ connections (e.g., homework help, school-day reflections, tutoring, etc.).	☐ Yes	☐ No			

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