



NYSAN PROGRAM QUALITY SELF-ASSESSMENT (QSA) TOOL, 2ND EDITION QUALITY INDICATOR DEFINITIONS

ELEMENT 6: LINKAGES BETWEEN DAY & AFTER SCHOOL

A quality program has its staff work closely with school staff to ensure that afterschool academic components and activities are aligned with and enrich school standards and curricula.

Linkages Between Day and Afterschool, Indicator 1

*Secures commitment of resources (e.g., classroom space, bulletin boards, storage space, computer facilities, and site coordinator's office) from school principal, when possible.

Performance Level 1

When sharing resources with a school, staff members sometimes lose use of resources with little or no notice when school needs arise.

Performance Level 2

The program has an informal agreement with school(s) for use of resources. Staff members sometimes lose use of resources when school needs arise with little or no notice. The school tends to be apologetic; however, it is acknowledged it could happen again.

Performance Level 3

The school(s) and afterschool program have a formal written and negotiated agreement signed by the principal and site director regarding the commitment of resources. The agreed upon components are communicated to the school staff and program staff at the beginning of the year and at several times throughout the year. Regular communication occurs and problems are immediately addressed to ensure that both school day and afterschool resource needs are met to best support the participants learning and success.

Performance Level 4

The school(s) and afterschool program have a formal written and negotiated agreement signed by the principal and site director regarding the commitment of resources. The agreed upon components are communicated to the school staff and program staff at the beginning of the year and at several times throughout the year. The school staff and program staff work together respectfully to support their unique and shared needs and to ensure all property is cared for and treated with respect for its shared use. Regular communication occurs and problems are immediately addressed to ensure that both school day and afterschool resource needs are met to best support the participants learning and success.

Linkages Between Day and Afterschool, Indicator 2

Maintains communication with school principal and administration.

Performance Level 1

The site director and principal(s) of the schools attended by program participants have not met or had a meaningful conversation.

Performance Level 2

The site director and principal(s) of the schools attended by program participants meet at the beginning of the year. Communication is random and mainly focuses on or occurs when there are problems.

Performance Level 3

The site director and principal(s) of the schools attended by program participants regularly communicate through conversations, meetings, and writing to ensure that the school day and afterschool program run smoothly and succeed in meeting their goals.

Performance Level 4

The site director and staff and principal(s) of the schools attended by program participants and other school staff members regularly communicate through conversations, meetings, and writing to ensure that the school day and afterschool program run smoothly and succeed in meeting their goals. The principal and/or school staff assist with program planning and decision-making and the site director and/or program staff participate in school meetings, decision-making, and planning to ensure both partners work together to meet individual and shared goals for youth and families.

Linkages Between Day and Afterschool, Indicator 3

Establishes strong links to the school day.

Performance Level 1

The program works independently of the school day. Staff members are not aware of school goals and plans, academic performance standards, and how program activities can be used as a vehicle to support academic growth.

Performance Level 2

A few of the staff members have taken it upon themselves to meet with school personnel to discuss how they can support each other. The majority of staff members do not have a clear understanding of school goals and how to support academic achievement. Staff members help young people with homework as best as they can.

Performance Level 3

Meetings between school and afterschool staff happen frequently to discuss how student learning and overall success can be supported through afterschool activities and experiences. School and program staff members frequently communicate and share learnings, progress, challenges, supports, and needs. The afterschool program has a system for referring youth and families to tutorial services and other academic enrichment opportunities.

Performance Level 4

Key school personnel and afterschool staff sit on each others' leadership committees and participate in planning meetings. School and program staff members share their missions and goals and identify common objectives and shared and unique ways to support the achievement of both. School and program staff members frequently and regularly communicate and share learnings, progress, challenges, supports, and needs. The school and afterschool staff identify, plan, and participate in joint professional development.

Linkages Between Day and Afterschool, Indicator 4

Incorporates programming that integrates and complements school day activities.

Performance Level 1

The program has separate and independent goals and activities.

Performance Level 2

The program has independent goals and activities that sometimes complement school day learning and activities.

Performance Level 3

Program and school staff members work together to understand the mission, goals, and approaches to learning of each and work together to integrate and complement learning for youth. Program and school staff members share data to identify youth strengths and needs and work together to support youth.

Performance Level 4

Program and school staff members work together to understand the mission, goals, and approaches to learning of each organization and work together to integrate and complement learning for youth. Program and school staff members share data to identify youth strengths and needs, and work collaboratively to decide what learning can and should be integrated and how afterschool can effectively enhance school day learnings. Examples of this partnership are evident because the program provides authentic opportunities to learn about and practice knowledge and skills in real life situations, such as practicing critical math skills integrated into project-based learning or improving language arts skills through writing advocacy letters about areas of interest to students to newspapers.

Linkages Between Day and Afterschool, Indicator 5

Collaborates regularly with school-day personnel regarding use of facilities and resources.

Performance Level 1

Program and school staff members do not communicate about facilities and resources.

Performance Level 2

Program and school staff members decide on use of facilities and resources at the beginning of the year and then communicate about problem areas.

Performance Level 3

Program and school staff members communicate and plan together regarding facility use and resources at the beginning of the year and a few times throughout the year.

Performance Level 4

Program and school staff members communicate and plan together regarding facility use and resources at the beginning of the year and at regular intervals throughout the year. Day to day communication occurs and both work together to ensure optimal use of facilities and needs to achieve the shared and unique goals of both organizations.

Linkages Between Day and Afterschool, Indicator 6

Supports state and local performance standards and benchmarks.

Performance Level 1

The site director and staff members are unaware of state and local performance standards and benchmarks or do not understand or believe that there is a role for the program in helping youth reach the standards. Program activities are not planned in consideration of state and local standards.

Performance Level 2

The site director is aware of state and local performance standards and benchmarks. These standards are considered when program activities are planned. However, the program activities only sometimes support the standards.

Performance Level 3

The site director and some staff members are aware of state and local performance standards and benchmarks. These standards are considered when program activities are planned. School teachers are consulted during the program planning process. Many of the standards are supported by a set of program activities available to participants.

Performance Level 4

The site director and all staff members are aware of state and local performance standards and benchmarks. These standards guide the development of some program activities. School day teachers are included as regular members of the program planning team and related processes. Most of the standards are supported by program activities available to participants.

Linkages Between Day and Afterschool, Indicator 7

Communicates with school-day staff to monitor academic and behavioral progress of students.

Performance Level 1

Program and school staff members operate independently and do not share participants' academic and behavioral progress information.

Performance Level 2

Program staff members communicate individually with school staff members around participants who are having academic or behavioral problems.

Performance Level 3

Program and school staff members regularly communicate to share the academic and behavioral strengths, growth, and challenges of participants. Discussions and information-sharing focuses on supporting the child's achievement and related positive behaviors and strategies that are promising, working, or need to be changed to best assist the child.

Performance Level 4

Formal and informal structures are in place between the school and program for program and school staff to regularly communicate in multiple ways and share the academic and behavioral strengths, growth, and challenges of participants. Ongoing discussions and information-sharing focuses on supporting the child's achievement and related positive behaviors and includes strategies that are promising, working, or need to be changed to best assist the child. The participant and their family member(s) are often part of the conversations with all partners working together to support the participant's growth and success.

Linkages Between Day and Afterschool, Indicator 8

Allocates sufficient program time for homework and homework help.

Performance Level 1

The program does not offer homework help as a regular part of the schedule. Homework help is only available if participants ask for it.

Performance Level 2

The program offers homework help, but not on a daily basis. Additional homework help is available if participants ask for it.

Performance Level 3

A portion of each day's schedule is dedicated to homework help. Additional homework help time may be added if participants ask for it.

Performance Level 4

A portion of each day's schedule is dedicated to homework help with staff members and teacher supports as needed. Additional homework help time may be added if participants ask for it or if staff members recognize a need for it.

Linkages Between Day and Afterschool, Indicator 9

Is represented in local schools' planning efforts.

Performance Level 1

The program is not currently represented in local schools' planning efforts.

Performance Level 2

The program is not currently represented in local schools' planning efforts, but planning committee members from program participants' schools sometimes report back to staff members with planning updates.

Performance Level 3

The program is represented in the planning efforts of the local schools attended by participants. The program representative shares information about afterschool curricula, teaching methods, and policies with the schools. Because of this, the program has relationships with school representatives.

Performance Level 4

The program has a regular representative in the planning efforts of the local schools attended by participants. The program representative shares information about afterschool curricula, teaching methods, and policies with the schools. The program representative works with the schools to find action steps that they can take to support student learning and needs. The schools often acknowledge the value of sharing information about school curricula and learning more about afterschool curricula and collaborating for student achievement.

*Indicator is critical to program start-up.