

# The Quick CASP

A Summer Program Quality Assessment Tool



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## COMPONENTS OF THE QUICK CASP

The Quick CASP is a quality assessment tool developed by the National Summer Learning Association (NSLA) in partnership with the Summer Matters Campaign to help summer learning programs continuously improve their program quality. It is composed of three parts: a Planning and Management Assessment, the Observation Assessment, and a Quality Improvement Plan. It also has a companion User's Guide that provides more in-depth instructions on how to use the Quick CASP.

Planning and Management Assessment - located on pages 4-9 in the Quick CASP, is a self-assessment that focuses on infrastructure components that are integral to a high-quality summer program (i.e. purpose of the program, planning, staffing, partnerships, etc.) This assessment should be completed by the Program Director/Manager before summer programming starts. The scores produced from the Planning and Management Assessment are transferred into the *Planning and Management Assessment Data Tracker* (page 10 in the Quick CASP) in which the Program Manager can track quality indicator scores. This data helps to inform and prioritize which program improvements should be planned over the next year. For more detailed instructions, see the User's Guide.

Observation Assessment - located on pages 11-18 in the Quick CASP, is an observation assessment that focuses on the point-of-service quality of the program (i.e. adult-to-youth ratio, food service, collaborative learning, etc.). This assessment should be completed by a Site Supervisor. Assessors collect evidence by observing at least 3 varied activities during the summer program to rate each indicator and then transfer their ratings into the *Observation Assessment Data Tracker* (page 19 of the Quick CASP) that informs which program improvements should be prioritized over the next year. If you are using the tools for the first time, be sure to reference the indicators in the Observation Assessment during planning sessions in addition to the Planning and Management Assessment. Although you will not have formally completed the Observation Assessment yet, it is important to have knowledge of the indicators it contains during planning. For more detailed instructions, see the User Guide.

Quality Improvement Cycle - The process of planning, delivering and improving summer learning programs is continuous: just as the summer program ends, planning for the next year should begin. NSLA supports programs and networks to continuously improve their programs through a four-part annual quality improvement cycle. The program Quality Improvement Plan template on page 20 of the Quick CASP, also has additional information and instructions on pages 8-9 of the User's Guide.

### Quality Improvement Cycle



# PLANNING AND MANAGEMENT ASSESSMENT

The Planning and Management Assessment should be completed once during the fall while planning for the upcoming summer. Scores should then be transferred to the Planning and Management Assessment Data Tracker on page 10.

## PURPOSE »

1. Grounded Mission and Vision				
<b>1</b> Program does not have a mission or vision statement.	<b>2</b> Program has a mission and/or vision statement, but cannot connect it to a specific need of the community served.	<b>3</b> Program has developed mission and vision statements that reflect the apparent needs of the community, without direct feedback from members of the community served.	<b>4</b> Program has used a variety of information sources, including direct feedback from community members, to conduct a community needs assessment. Program has mission and vision statements that are connected to the needs of the community served.	<b>Score:</b>
<b>Notes:</b>				

2. Youth Outcome Goals				
<b>1</b> Program has no youth outcome goals or goals so vague as to not be useful in evaluation.	<b>2</b> Program has youth outcome goals that are not specific, measurable, realistic or time limited and are not clearly linked to the specific needs of the youth served.	<b>3</b> Program has at least two youth outcome goals that are aligned with the mission and the needs of the youth served and have at least two of the following characteristics: specific, measurable, realistic and time limited.	<b>4</b> Program has at least two youth outcome goals that are aligned with the mission and the needs of the youth served and have all of the following characteristics: specific, measurable, realistic and time-limited.	<b>Score:</b>
<b>Notes:</b>				

3. Stakeholder Feedback				
<b>1</b> Program does not collect any data on stakeholder satisfaction with the summer program.	<b>2</b> Program collects data on perspectives about the summer program from at least one stakeholder group (staff, youth, families and partners).	<b>3</b> Program collects data on perspectives about the summer program from at least two stakeholder groups (staff, youth, families and partners).	<b>4</b> Program collects data on stakeholder perspectives about the summer program from at least three groups (ex. staff, youth, families and partners).	<b>Score:</b>
<b>Notes:</b>				

4. Average Daily Attendance				
<b>1</b> On average, participants attend less than 50% of the summer session.	<b>2</b> On average, participants attend between 50% and 70% of the summer session.	<b>3</b> On average, participants attend between 70% and 85% of the summer session.	<b>4</b> On average, participants attend at least 85% of the summer session.	<b>Score:</b>
<b>Notes:</b>				

5. Goal Measurement				
<b>1</b> Program has no goals or goals so vague as to not be useful in evaluation.	<b>2</b> No goals are tied to indicators or data collection methods.	<b>3</b> Some youth outcome and program improvement goals are tied to indicators and data collection methods.	<b>4</b> All youth outcome and program improvement goals are tied to indicators and data collection methods.	<b>Score:</b>
<b>Notes:</b>				

**PLANNING »**

6. Total Hours of Programming				
<b>1</b> Program offers less than 80 hours of programming to each youth.	<b>2</b> Program offers a minimum of 80 hours of programming to each youth.	<b>3</b> Program offers a minimum of 120 hours of programming to each youth.	<b>4</b> Program offers a minimum of 150 hours of programming to each youth.	<b>Score:</b>
<b>Notes:</b>				

7. Use of a Certified Teacher				
<b>1</b> There are no certified teachers on staff or consulting with the program.	<b>2</b> There is a certified teacher on staff, but he/she is not engaged in activity planning or curriculum development program wide.	<b>3</b> There is a certified teacher on staff or available for consultation on curriculum or activity planning, but he/she is not actively engaged with all staff throughout the planning process.	<b>4</b> There is a certified teacher on staff or available for consultation from the beginning and throughout the duration of the curriculum development and activity planning process to assist staff.	<b>Score:</b>
<b>Notes:</b>				

8. Staff Collaborative Planning				
<b>1</b> No staff members have input into selection and development of the curriculum and activities for the summer. Program Director develops a schedule for the summer with no staff input.	<b>2</b> Site coordinators have input into selection and development of the curriculum and activities for the summer less than three months prior to the start of the session, and line staff have no input.	<b>3</b> Site coordinators and line staff have input into selection and development of the curriculum and activities for the summer through collaborative planning sessions less than a month prior to the start of the session. OR Only site coordinators have input into the selection and development of the curriculum and activities for the summer at least three months prior to the start of the session.	<b>4</b> Site coordinators and line staff have input into selection and development of the curriculum and activities for the summer through collaborative planning sessions at least three months prior to the start of the session.	<b>Score:</b>
Notes:				

9. Lesson Plan Framework				
<b>1</b> Program does not use formal lesson plans for activities.	<b>2</b> Program provides a form for site coordinators and line staff to submit lesson plans. It is not connected to education standards, program goals or unit planning. Staff uses form inconsistently.	<b>3</b> Program provides site coordinators and line staff a format for lesson planning that may be connected to program goals and state education standards, but does not help to plan an overall unit with benchmarks for learning or development. Staff consistently uses format to plan lessons.	<b>4</b> Program provides site coordinators and line staff a framework for unit and lesson planning that is connected to program goals and includes instructional strategies and support for benchmarking. Staff consistently uses framework to plan units and lessons.	<b>Score:</b>
Notes:				

**STAFF** >>

10. Staff observation and Feedback				
<b>1</b> Site coordinator does not observe staff during the summer session.	<b>2</b> Site coordinator of program observes most staff at least once during the summer session. There is no feedback to staff.	<b>3</b> Site coordinator observes each staff member multiple times during the summer session. Feedback is provided to staff based on observations, but may not be directly connected to staff competencies or at planned intervals.	<b>4</b> Site coordinator observes each staff member multiple times during the summer session and provides feedback connected to identified staff competencies at planned intervals.	<b>Score:</b>
Notes:				

11. Staff Training Timeline				
<b>1</b> Program only requires training necessary for the safety of staff and participants prior to the start of the session. There is no paid planning time prior to the start of the session.	<b>2</b> Program requires summer program-specific staff training at least a week before the program starts, but does not include additional paid time for individual or group preparation.	<b>3</b> Program requires summer program-specific staff training at least a week before the program starts, and includes additional paid time for individual or group preparation.	<b>4</b> Program requires summer program-specific staff training, connected to identified staff needs, at least two weeks before the program starts and includes additional paid time for individual or group preparation.	<b>Score:</b>
Notes:				

12. Alignment of Staff Needs and Training				
<b>1</b> Program does not assess staff abilities upon hire and does not offer any pre-service staff training.	<b>2</b> Program does not assess staff abilities upon hire against any articulated competencies, but does offer staff training connected to curricula or procedures.	<b>3</b> Program informally assesses staff abilities upon hire against a set of competencies for each position, and training objectives align with some of the competencies.	<b>4</b> Program formally assesses staff abilities upon hire against a set of articulated competencies for each position, and sets training objectives based on identified needs in those competencies.	<b>Score:</b>
Notes:				

## PARTNERSHIPS »

13. Relationship-Building with Families				
<b>1</b> Staff does not proactively engage with parents to build relationships or share positive information or constructive feedback.	<b>2</b> Staff acknowledges parents at arrival and departure, but does not make an effort to learn the names of all parents and caregivers or greet them personally. Staff rarely shares positive information and constructive feedback with parents and caregivers about their child.	<b>3</b> Staff makes an effort to learn the names of all parents and caregivers and greet them personally. Staff primarily shares positive information and constructive feedback with parents and caregivers about their child through informal, unscheduled conversation.	<b>4</b> All staff makes an effort to learn the names of all parents and caregivers and greet them personally. All staff makes a regular effort to share positive information and constructive feedback with parents and caregivers about their child through both written updates and conversations.	<b>Score:</b>
Notes:				

14. Family Involvement				
<b>1</b> Program makes little effort to reach out to families.	<b>2</b> Families are considered to be important to the program, but there are no opportunities for families to visit the program except for daily drop-off and pick-up and one special event.	<b>3</b> Families are considered primary stakeholders in the program, and there are some opportunities for families to volunteer in and visit the program.	<b>4</b> Families are considered primary stakeholders in the program, and there are both required and voluntary opportunities for families to participate in the program.	<b>Score:</b>
<b>Notes:</b>				

15. Partner Staff Collaboration				
<b>1</b> Program staff and partner staff have little to no interaction and do not work to align program activities or coordinate services for youth.	<b>2</b> Program staff and partner staff communicate to coordinate scheduling and logistics, but true alignment of program activities and services is not achieved.	<b>3</b> Program staff and partner staff collaborate to align program activities and coordinate services for youth.	<b>4</b> Program staff and partner staff collaborate to align program activities and coordinate services for youth. Strategies such as joint training, team-teaching, co-facilitation, shadowing, and mentoring are implemented.	<b>Score:</b>
<b>Notes:</b>				

**INDIVIDUALIZED »**

16. Individualized, Tailored Instruction				
<b>1</b> Program does not plan activities based on youths' skill levels or individual needs.	<b>2</b> Observation may lead staff to group some youth differently, but there is no uniform process for differentiation.	<b>3</b> The content of the assessment is aligned with the planned content for the summer, and some results are incorporated into planning for the summer.	<b>4</b> The results of the pre-program assessment(s) inform lesson planning and instruction, and activities show differentiation for youth of different abilities or attitudes.	<b>Score:</b>
<b>Notes:</b>				



**INTEGRATED** >>

<b>17. Youth Voice</b>				
<b>1</b> Youth voice is not incorporated into the program's schedule or daily activities.	<b>2</b> Youth have the opportunity to make very basic day-to-day choices in the program regarding materials or groups.	<b>3</b> Youth have the opportunity to make day-to-day choices regarding materials, groups or subject matter, but do not use their voice to set a direction for their overall experience in the summer program.	<b>4</b> Over the course of the program, all youth have the opportunity to make major decisions based on their interests which impact what and how they learn in the program.	<b>Score:</b>
<b>Notes:</b>				

## Planning and Management Assessment Data Tracker

After you've completed the Planning and Management Assessment, transfer the scores to this data tracker to help you prioritize current program improvements. Write your goals for improvement in the Quality Improvement Plan Template (page 20 of the Quick CASP).




Domain	Indicator Name	Score	Comments
Purpose	1. Grounded Mission and Vision		
Purpose	2. Youth Outcome Goals		
Purpose	3. Stakeholder Feedback		
Purpose	4. Average Daily Attendance		
Purpose	5. Goal Measurement		
Planning	6. Total Hours of Programming		
Planning	7. Use of a Certified Teacher		
Planning	8. Staff Collaborative Planning		
Planning	9. Lesson Plan Framework		
Staff	10. Staff Observation and Feedback		
Staff	11. Staff Training Timeline		
Staff	12. Alignment of Staff Needs and Training		
Partnerships	13. Relationship-building with Families		
Partnerships	14. Family Involvement		
Partnerships	15. Partner Staff Collaboration		
Individualized	16. Individualized, Tailored Instruction		
Integrated	17. Youth Voice		

# OBSERVATION ASSESSMENT

The *Observation Assessment* should be completed during the summer program. Assessors should observe at least (3) varied activities at each site observed, and provide one overall score for each indicator.

**Activity Level Indicators:** Participants in summer learning programs engage with a variety of activities and staff each day. When conducting an observation, observe some or all of at least three different activities in order to determine an average rating for each activity level indicator. Take detailed, factual notes for each indicator during each activity in order to accurately score indicators and be able to provide objective feedback to staff regarding strengths and recommendations for improvement.

**Program Level Indicators:** Look for program level indicators throughout the program day, not just in individual activities. The following icons are found in the Point-of-Service indicators and signify tips and helpful reminders for assessors:


-  **“Look For” Icon:** this icon provides descriptions of things an assessor might see (or note the absence of) related to scoring an indicator.
-  **“Listen For” Icon:** similarly, this icon describes things an assessor might hear that would provide evidence to score an indicator.
-  **“Ask” Icon:** this icon signifies a time when it might be particularly helpful to ask a targeted question of staff or youth to score an indicator.

## ACTIVITY LEVEL INDICATORS

### PLANNING »

1. Adult to Youth Ratio				
<b>1</b> The average program activity has an adult to youth ratio higher than 1:18.	<b>2</b> The average program activity has an adult to youth ratio between 1:13 and 1:18.	<b>3</b> The average program activity has an adult to youth ratio between 1:9 and 1:12.	<b>4</b> The average program activity has an adult to youth ratio of 1:8 or lower.	<b>Score:</b>
Activity 1:				
Activity 2:				
Activity 3:				


### INDIVIDUALIZED »



2. Multiple Grouping Strategies				
<b>1</b> Activities <b>do not show a blend of large group, small group and individualized instruction.</b>	<b>2</b> Some activities show a blend of large group, small group and individualized instruction, but <b>transitions between groupings may be disorderly or hectic for staff and youth.</b>	<b>3</b> <b>Some activities</b> show a blend of large group, small group and individualized instruction that is planned in advance. Transitions between groupings are smooth for both youth and staff.	<b>4</b> <b>Most activities</b> show a blend of large group, small group and individualized instruction that is planned in advance. Transitions between groupings are smooth for both youth and staff.	<b>Score:</b>
 Are you grouping youth in this activity by any specific criteria? Did you plan groupings in advance?				
Activity 1:				
Activity 2:				
Activity 3:				

## INTENTIONAL »


3. Advance Planning				
<b>1</b> Activities do not show evidence of a lesson plan. Some activities begin late, end early or are not completed in the time allotted. Materials are not prepared in advance.	<b>2</b> Some activities show evidence of a lesson plan. Some activities begin late, end early or are not completed in the time allotted. Materials are not prepared in advance.	<b>3</b> Most activities show evidence of a detailed lesson plan and begin and end on time. Materials are prepared in advance and easily accessible to all youth.	<b>4</b> All activities show evidence of a detailed lesson plan and begin and end on time. Materials are prepared in advance and easily accessible to all youth.	<b>Score:</b>
Activity 1:				
Activity 2:				
Activity 3:				


4. Clear Expectations				
<b>1</b> Staff consistently employ <b>one or none</b> of these strategies: directions for the activity; discussion of how success will be achieved and assessed; discussion of the level of attention or interaction required; and clarifying statements to refocus participants as needed.	<b>2</b> Staff consistently employ <b>two</b> of these strategies: directions for the activity; discussion of how success will be achieved and assessed; discussion of the level of attention or interaction required; and clarifying statements to refocus participants as needed.	<b>3</b> Staff consistently employ <b>three</b> of these strategies: directions for the activity; discussion of how success will be achieved and assessed; discussion of the level of attention or interaction required; and clarifying statements to refocus participants as needed.	<b>4</b> Staff sets clear expectations for activities by consistently framing and focusing the activity using these <b>four</b> strategies: directions for the activity; discussion of how success will be achieved and assessed; discussion of the level of attention or interaction required; and clarifying statements to refocus participants as needed.	<b>Score:</b>
Activity 1:				
Activity 2:				
Activity 3:				


5. Debriefs/Checks for Understanding				
<b>1</b> There are no debriefing techniques, recall or checks for understanding used in the activity.	<b>2</b> Some staff ask youth if they understand the assignment or activity, but connections to previous learning are not made.	<b>3</b> Some staff use debriefing techniques, recall and checks for understanding in some activities. Few connections are made between previous learning and current activities.	<b>4</b> All staff use debriefing techniques, recall and checks for understanding throughout the duration and at the end of each activity. Staff may ask participants to recall factual information, make generalizations, inferences or real-world applications based on what they have learned. Recall connects previous learning to current activities.	<b>Score:</b>
 “Can anyone tell me what we learned today?” “Who can give me an example of how what we learned could help you as a scientist?” “Why might we have studied this before going to the aquarium next week?” “If we know that a forest takes 30 years to grow, what might that tell us about our use of natural resources?”				
Activity 1:				
Activity 2:				
Activity 3:				



6. Staff Engagement				
<b>1</b> Some frontline staff do not have a clear role in the success of the activities they are present for and <b>do not engage with youth at all during the activities.</b>	<b>2</b> Some frontline staff do not have a clear role in the success of activities they co-facilitate and <b>may be idle or unengaged for much of the activities.</b>	<b>3</b> All frontline staff have a clear role in the success of the activities they co-facilitate, <b>but some staff may not be actively engaged throughout the entire activity.</b>	<b>4</b> All frontline staff have a clear role in the success of the activities they co-facilitate and are actively engaged throughout all activities.	<b>Score:</b>
 Are all lead and assistant staff working toward activity goals, or are some sitting idly or having side conversations?				
 You might hear, “Is there anything you want me to do?” from an assistant who does not have a clear role or responsibility.				
Activity 1:				
Activity 2:				
Activity 3:				

7. Skill Building				
<b>1</b> Activities are not age-appropriate.	<b>2</b> Most activities are not age-appropriate and do not work to build subject matter expertise or skill mastery. (What this looks like: kids in grades 3-6 share the same curriculum)	<b>3</b> Most activities are intentionally linked to age-appropriate academic and developmental skills, but not enough time is devoted to any particular subject to achieve subject matter expertise or skill mastery. (What this looks like: a different topic every day or every week)	<b>4</b> Most activities are intentionally linked to age-appropriate academic and developmental skills and work to build subject matter expertise and skill mastery through deep analysis of a subject or idea.	<b>Score:</b>
Activity 1:				
Activity 2:				
Activity 3:				



8. Integration of Academic and Developmental Focus				
<p><b>1</b> Program schedule and activities show a focus on strategies to promote <b>either academic growth or social or emotional growth, but not both.</b></p>	<p><b>2</b> Program schedule and activities show a focus on both <b>academic growth and social or emotional growth, but the schedule is divided into two</b> distinct parts and program staff leads either academic or social/emotional activities, but not both (e.g. program has academics in the morning and recreation or enrichment in the afternoon with different staffing, goals or themes).</p>	<p><b>3</b> Program schedule and activities show <b>some integration</b> of strategies to promote academic growth and strategies to promote social or emotional growth. Some staff leads integrated activities, but not all.</p>	<p><b>4</b> Program schedule and activities show a <b>full integration of strategies to promote academic growth and strategies to promote social or emotional growth.</b> All staff leads integrated activities throughout the day.</p>	<p><b>Score:</b></p>
<p> Academic aims (literacy, math, science, etc.) and developmental aims (leadership, relationship-building, health, etc.) in the same activity; co-facilitation of activities by teachers and youth development professionals, or same staff throughout the entire day.</p>				
<p>Activity 1:</p>				
<p>Activity 2:</p>				
<p>Activity 3:</p>				

9. Positive Reinforcement				
<p><b>1</b> Staff do not use <b>positive reinforcement</b> or praise to recognize movement toward specific individual or group goals.</p>	<p><b>2</b> Most staff use <b>positive reinforcement to praise individual youth</b> without recognizing the specific positive behavior or its relationship to individual or group goals. (e.g. positive reinforcement focuses on individual youth only and may actually serve to discourage some youth from contributing their full effort to succeed).</p>	<p><b>3</b> Some staff use positive reinforcement to recognize movement toward specific group or individual goals in some activities. <b>Positive reinforcement may highlight specific behavior or may praise or call attention to a particular participant doing the behaving.</b></p>	<p><b>4</b> All staff use <b>positive reinforcement</b> to recognize movement toward specific group or individual goals in all activities. <b>Positive reinforcement highlights specific behavior rather than praising or calling attention to a particular participant doing the behaving.</b> (e.g. positive reinforcement is used consistently across activities to build the confidence of the group collectively. Positive reinforcement creates clarity of the task and motivates all participants to contribute their full effort to succeed).</p>	<p><b>Score:</b></p>
<p> Recognition of an individual without connection to goals might sound like, “Great job, Sadie.” Recognition of the group that reflects movement toward a goal and clarifies the task might sound like, “I see this group has taken care to organize all of their ideas before they started to create their poster. This will help the quality of their end product.” “I love the way we are lining up quietly. It will help us get to lunch faster.”</p>				
<p>Activity 1:</p>				
<p>Activity 2:</p>				
<p>Activity 3:</p>				

10. Inquiry-Based Learning				
<b>1 No activities involve a hands-on, kinesthetic or project-based component</b> that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences.	<b>2</b> Some activities involve a hands-on, kinesthetic or project-based component, but <b>may not be age-appropriate or focused enough for youth to draw meaning and understanding from those experiences.</b>	<b>3 Some activities</b> involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences.	<b>4 Most activities involve a hands-on, kinesthetic or project-based component</b> that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences.	<b>Score:</b>
 Youth have the opportunity to learn by doing, instead of only listening or watching others; youth conduct research or trial and error experiments; youth direct their own digital or media-facilitated learning; youth explore and collect information related to a problem or idea				
Activity 1:				
Activity 2:				
Activity 3:				



11. Collaborative Learning				
<b>1 No activities promote collaborative learning and interdependence among youth.</b> Successful completion does not require youth to work together to produce a product or display of their shared learning.	<b>2</b> Some activities promote collaboration, but successful <b>completion does not require all youth to contribute to a product or display of shared learning.</b>	<b>3 Some activities</b> promote collaborative learning and interdependence among youth. Successful completion requires youth to work together to produce a product or display of their shared learning.	<b>4 Most activities promote collaborative learning and interdependence among youth.</b> Successful completion requires youth to work together to produce a product or display of their shared learning.	<b>Score:</b>
 All youth should be actively engaged in any small group or partner work; it should not be dominated by one or two group members. Activities should be designed so that all youth must contribute in order for the group or pair to achieve success. Remember, simply grouping desks or chairs together does not equal true collaboration.				
 All youth should have clear roles and responsibilities in a small group activity. You might hear, “Who wants to be the recorder? Who wants to be the timer?”				
Activity 1:				
Activity 2:				
Activity 3:				

12. Creative Thinking				
<b>1 No activities foster creative development</b> or allow youth to choose an active or artistic expression to convey ideas and build skills.	<b>2</b> Some activities foster creative development and allow youth to choose active or artistic expression. <b>Creative activities are not tied to skill-building or learning comprehension.</b>	<b>3</b> Some activities foster creative development and allow youth to choose active or artistic expressions to convey ideas and build skills. <b>Some creative activities are tied to age appropriate skills and learning comprehension.</b>	<b>4</b> Most activities foster creative development and allow youth to choose active or artistic expressions to convey ideas and build skills. <b>Creative activities are tied to age appropriate skills and learning comprehension.</b>	<b>Score:</b>
Activity 1:				
Activity 2:				
Activity 3:				



13. Youth-Produced Work				
<b>1</b> Youth-produced work has little to no value in the program and is <b>never displayed and may often be discarded.</b>	<b>2</b> Youth may have one or two opportunities to display or present their work during the course of the summer.	<b>3</b> Some youth-produced work has a purpose and a value in the program. <b>Presentation and sharing of youth work occurs periodically.</b>	<b>4</b> Most youth-produced work has a purpose and a value in the program. <b>Presentation and sharing of youth work is a regular part of activities.</b> Program projects and activities lead to a tangible end product that reflects the work of the youth over the course of the summer.	<b>Score:</b>
 Do youth have an opportunity to share progress on their work during most activities? If there isn't adequate time to finish something, is youth work discarded or saved for additional effort? Do youth have folders or portfolios or any other method of saving ongoing work? Is youth work displayed prominently throughout the program space?				
 Will youth have any opportunities to display or present their work this summer?				
Notes:				

## PROGRAM LEVEL INDICATORS

### PROGRAM CULTURE »

14. Arrival/Departure/Transitions				
<b>1</b> Arrival, departure, transitions and meal times have <b>no connection to program themes or culture and are often disorganized.</b>	<b>2</b> Arrival, departure, transitions and meal times are generally <b>uneventful experiences</b> with little to no connection to program themes or culture.	<b>3</b> Arrival, departure, transitions and meal times are mostly positive experiences. Program incorporates themes, entertainment or aspects of culture into <b>some</b> of the unstructured time.	<b>4</b> Arrival, departure, transitions and meal times are positive, unique experiences. Program incorporates themes, entertainment or aspects of program culture into <b>most</b> of the unstructured time.	<b>Score:</b>
 Informal games or activities vs. "sitting around;" level of order and routine; youth leadership/self-direction				
 Greetings, music, program cheers				
Notes:				



15. Physical Environment				
<b>1</b> Activity space set-up has desks in rows facing the instructor. Decorations are minimal with no evidence of youth projects or program themes.	<b>2</b> Activity space set-up has desks in rows facing the instructor. Decorations mostly consist of posted rules and program mottos with some youth work interspersed.	<b>3</b> Activity space set-up is different from a traditional classroom, with furniture arranged to create an interactive environment. Decorations are youth-driven and thematic, however, there is no overall re-branding of the space.	<b>4</b> Physical environment promotes creative thinking and exploration. Activity space set-up is different from a traditional classroom, with furniture arranged to create an intimate, interactive environment. Activity spaces are named in relation to the theme or goals of the program. Decorations are youth-driven and thematic.	<b>Score:</b>
 Decorations, props and spaces designed to reinforce program themes and goals.				
 Renaming of program spaces to align with the theme or goals (“club house” instead of cafeteria, “cabin one” instead of room one, etc.)				
<b>Notes:</b>				

16. Program Spirit				
<b>1</b> Program makes little or no effort to create a unique culture for youth. There are no program traditions and little incentive for good behavior or attendance.	<b>2</b> Program attempts to create a spirit of ownership and pride among young people, but their use of themes and traditions are inconsistent and there appears to be little youth buy-in.	<b>3</b> Program creates a spirit of ownership and pride among most young people through: daily shared traditions, cheers, competitions, team designations and awards for positive actions or attitudes.	<b>4</b> Program creates a spirit of community and pride among all young people through: daily shared traditions, cheers, competitions, team designations and awards for positive actions or attitudes.	<b>Score:</b>
<b>Notes:</b>				

**PLANNING »**

17. Food Service				
<b>1</b> No food is served by the program.	<b>2</b> A snack is served at least once a day, but needs to be supplemented by additional food from home.	<b>3</b> Only lunch is provided for all young people every day the program is in session.	<b>4</b> Appropriate for schedule, all meals (breakfast, lunch, snack) are provided for young people every day the program is in session.	<b>Score:</b>
<b>Notes:</b>				

## 18. Physical Activity


<p><b>1</b> Program dedicates <b>no time</b> for physical activity.</p>	<p><b>2</b> Program dedicates <b>limited time</b> for physical activity on <b>some days of the week</b>.</p>	<p><b>3</b> Program dedicates time for physical activity <b>every day</b>. Time allotted is <b>less than 30 minutes per 3 hours</b> of programming.</p>	<p><b>4</b> Program dedicates <b>at least 30 minutes per 3 hours</b> of programming daily for physical activity for all youth.</p>	<p><b>Score:</b></p>
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Notes:

## INTEGRATED »

## 19. Behavior Management

<p><b>1</b> Program environment is characterized by a <b>lack of a behavior management strategy</b>. Decision making is random or subjective. Staff opinion or preference takes precedence over any group agreements.</p> <p>Staff and youth are not accountable to a shared behavioral contract.</p>	<p><b>2</b> Program environment is characterized by an <b>inconsistent behavior management strategy</b>.</p> <p>Some staff many not follow through on agreements or responsibilities.</p>	<p><b>3</b> Program environment is characterized by an <b>intentional behavior management style led by staff throughout the entire program day</b> (e.g. staff use similar visual cues, strategies and language to manage behavior across activities).</p> <p>Youth are accountable to an agreed upon set of rules and expectations. Staff consistently demonstrates how the rules are applied.</p>	<p><b>4</b> Program environment is characterized by an <b>intentional, consistent behavior leadership style led by both staff and youth throughout the entire program day</b> (e.g. staff and youth use similar visual cues, strategies and language to lead behavior across activities).</p> <p>Staff and youth hold each other accountable to a jointly developed behavioral contract that defines positive behavior expectations and consequences. Staff and youth consistently demonstrate how the contract is applied and what it looks like in practice.</p>	<p><b>Score:</b></p>
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 Youth role in behavioral leadership; visual cues used by all staff and youth to gain attention or signify a program transition; consistent consequences for not meeting behavior expectations; positive behavior expectations posted in the space (instead of “Do Not” rules).

 Evidence of behavioral contract, such as mention of shared behavior expectations by youth or staff; use of contract to recognize or change behavior; staff and youth framing behavior expectations in terms of “we” and “our” to signify shared accountability.

Notes:

## Observation Assessment Data Tracker

After you've completed the Observation Assessment, transfer the scores to this data tracker to help you prioritize current program improvements. Write your goals in the Quality Improvement Plan Template page 20.

Domain	Indicator Name	Score	Comments
Planning	1. Adult to Youth Ratio		
Individualized	2. Multiple Grouping Strategies		
Intentional	3. Advance Planning		
Intentional	4. Clear Expectations		
Intentional	5. Debriefs/Checks for Understanding		
Intentional	6. Staff Engagement		
Intentional	7. Skill Building		
Integrated	8. Integration of Academic and Developmental Focus		
Integrated	9. Positive Reinforcement		
Integrated	10. Inquiry-Based Learning		
Integrated	11. Collaborative Learning		
Integrated	12. Creative Thinking		
Integrated	13. Youth-Produced Work		
Program Culture	14. Arrival/Departure/Transitions		
Program Culture	15. Physical Environment		
Program Culture	16. Program Spirit		
Planning	17. Food Service		
Planning	18. Physical Activity		
Integrated	19. Behavior Management		
Notes:			

# QUALITY IMPROVEMENT PLAN TEMPLATE

Create 3-5 Quality Improvement Goals for your program. Use this template as your guide.

Quality Improvement Goal	Quality Indicator (Domain)	Next Steps (Tasks & Activities)	By Whom?	By When?