QSA SECTION 3

Community Partnerships and Collaboration:

In our program we advocate for our participants' needs

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
Element A **We advocate for our participants' needs**	❑ Youth with special needs or accommodations are turned away from the program ❑ Staff treat all youth exactly the same and do not modify instructions or communication style to needs of specific youth ❑ Staff have no knowledge of the issues youth and families are facing in their homes ❑ Staff are not aware of the predominant issues in the community	❑ Participant enrollment form asks for special needs or accommodations a participant may need ❑ Staff identify youth with special needs or disabilities (Language support, anger issues, low social skills, non-traditional learning styles) and design instructional strategies to meet youth needs ❑ Staff utilize good judgment in making decisions when a supervisor needs to be involved in referrals to program participants or their families ❑ Staff are aware of key challenges and issues in the community	❑ Staff are active in community events (panels, forums, etc.) ❑ Staff refer youth to other organizations when appropriate ❑ Staff knows of key organizations in the community offering specialized services (depression, substance abuse, mental health) ❑ Staff expand their services/skills to meet the needs of particular youth (learn sign language, speak multiple languages, bring in volunteers, etc.)
NOTES:			

San Francisco Expanded Learning Collaborative Afterschool Quality Self-Assessment

QSA SECTION 3

Community Partnerships and Collaboration:

In our program we develop, maintain and strengthen community through partnerships with other provider organizations and stay connected to community

In our Program…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
Element B **We develop, maintain and strengthen community through partnerships with other provider organizations**	❑ Program consistently has difficulty working in partnership with other organizations ❑ Program does not partner with other organizations in the community ❑ Program competes to take "ownership" of youth for reporting	❑ Program staff and leaders work with other organizations to meet the specific needs of youth (referrals, connection to resources, etc.) ❑ Collaborative partners' roles and expectations are clearly defined through MOUs or formal agreements ❑ Clear policies and procedures exist to guide the governance of all collaborative work, and the effective engagement of partners	❑ Program partners with other organizations to provide wrap around services for youth ❑ Program works well with others and is seen as a generous resource in the community ❑ Program seeks input from collaborative partners regarding program offerings ❑ The collaborative supports long-term sustainability through joint fundraising, and in-kind contributions of materials
Element C **We stay connected to community stakeholders, families, and participants**	❑ Program is connected to a small section of its population ❑ Staff are only aware of the services they provide ❑ Staff have no relationships with community or past participants	❑ Regular updates are provided to community in a variety of formats (calendars, e-newsletter, events, fliers, etc.) ❑ Information is accessible in multiple formats (ie large print, multiple languages) ❑ Past participants come back to visit	❑ Program collaborates with partners to meet goals such as fundraising, administrative support, inclusion of children with special needs or disabilities, etc. ❑ Program conducts regular needs assessments in schools and communities to ensure they are meeting relevant community needs ❑ A conscious effort is made to keep alumni connected to he organization through volunteer events, board service, etc.

San Francisco Expanded Learning Collaborative Afterschool Quality Self-Assessment