



**QSA**  
**SECTION 4**

**Alignment and Linkage to School Day:**

In our program we incorporate academic content and skill development to support youth’s school success, and create opportunities for youth to practice productivity and efficiency in homework time and during enrichment activities

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element A</b></p> <p><b>We incorporate academic content and skill development to support youth’s school success</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Program does not seek to partner with schools in any way</li> <li><input type="checkbox"/> Program activities are not connected back to academic skills through de-brief</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff are aware of state school-day curriculum frameworks</li> <li><input type="checkbox"/> Staff design some academically-oriented activities</li> <li><input type="checkbox"/> Staff communicate with schools to align program goals with school standards</li> <li><input type="checkbox"/> Staff seek input from school teachers on the impact of afterschool, or to discuss particular youth, or share information about learning goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff participate in school committees (school site council, Wellness Committee, meetings to develop Individualized Education Plans, etc.)</li> <li><input type="checkbox"/> Youth who need intensive academic help are connected to tutors, work in small groups, and are encouraged by afterschool staff to seek extra help from teachers</li> <li><input type="checkbox"/> Academic activities are engaging, build on youth interests, and present information to various learning styles</li> <li><input type="checkbox"/> Multiple age-appropriate instructional strategies are used</li> </ul>
<p><b>Element B</b></p> <p><b>We create opportunities for youth to practice productivity and efficiency in homework time &amp; during enrichment activities</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During homework time 20-40% of youth are working.</li> <li><input type="checkbox"/> Remaining youth are talking, texting, avoiding getting started.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During homework time 40-60% of youth get to work right away</li> <li><input type="checkbox"/> 20% of youth get to work with staff prompting</li> <li><input type="checkbox"/> Some youth ask for help when stuck</li> <li><input type="checkbox"/> Some youth wait for staff to approach them to offer ask</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All youth get started on homework right away (within 5 minutes)</li> <li><input type="checkbox"/> Youth use an organizational system to focus/organize their time (a HW planner, etc.)</li> <li><input type="checkbox"/> Youth ask staff for help when stuck</li> <li><input type="checkbox"/> Youth expect staff to check their work</li> <li><input type="checkbox"/> Academic activities exist for youth who finish early</li> </ul>

**QSA**  
**SECTION 4**

**Alignment and Linkage to School Day:**

**In our program our staff encourage guide and support during homework time, and appropriate space exists for youth to complete homework**

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element C</b></p> <p><b>Our staff encourage guide and support during homework time</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff sit in one place</li> <li><input type="checkbox"/> Staff are doing 50% behavior management</li> <li><input type="checkbox"/> Staff are getting youth supplies (pencils, erasers, scratch paper)</li> <li><input type="checkbox"/> Staff sometimes use a sarcastic or rushed tone</li> <li><input type="checkbox"/> Staff use phrases like: "Do this step." "Read that line."</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff sit in an accessible place near youth who need the most 1:1 help</li> <li><input type="checkbox"/> Staff respond to youth questions when asked</li> <li><input type="checkbox"/> Staff walk youth through homework problem-solving on scratch paper (youth write, staff guide)</li> <li><input type="checkbox"/> Staff use encouraging statements with youth such as: "I like how you're thinking!" or "That's a good start"</li> <li><input type="checkbox"/> Staff coach youth with statements like: "Tell me where you would start" or "How would you state this problem in your own words."</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff circulate around the room observing each youths' progress</li> <li><input type="checkbox"/> Staff notice when youth make mistakes and walk them through how to solve the problem on scratch paper</li> <li><input type="checkbox"/> Staff support youth to think through how they would solve a problem</li> <li><input type="checkbox"/> Staff encourage youth who finish early to coach other youth</li> <li><input type="checkbox"/> Staff use phrases such as: "Where would you start?"</li> <li><input type="checkbox"/> Staff celebrate youth who complete their assignments or work hard the entire period.</li> </ul>
<p><b>Element D</b></p> <p><b>Appropriate space exists for youth to complete homework</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Space is over-crowded</li> <li><input type="checkbox"/> Space is noisy</li> <li><input type="checkbox"/> Youth cannot access materials on their own (scratch paper, pencil sharpeners, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enough space exists for youth to spread out their materials</li> <li><input type="checkbox"/> Scratch paper is accessible</li> <li><input type="checkbox"/> Staff can reach all the youth when they circulate (no areas are blocked)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The work area is spacious and physically accessible to all youth (including youth in wheelchairs or other mobility issues)</li> <li><input type="checkbox"/> Room exists for youth to work in groups, or to sit alone if they need a quiet space</li> <li><input type="checkbox"/> Materials are accessible (dictionaries, computers, rulers, pencils, scratch paper)</li> </ul>

**NOTES:**