Section 1

Program Assessment and Design

In our Program…	Low Quality	Approaching Quality	Quality Practices
QSA Section 1: Program Design and Assessment			
Element A **We allocate enough time and resources to promote positive academic and developmental outcomes.**	**Indicators**		
	❑ Program has no youth outcome goals.	❑ Program has very broad goals that are not specific, measurable, realistic, or time limited.	❑ Program sets at least two specific, measurable, realistic, time-limited goals for youth outcomes each summer session that align with the mission and the needs of youth served.
	❑ Goals are vague and not useful in evaluation.	❑ Goals reflect general education or developmental progress, but are not clearly linked to the specific needs of the youth served.	❑ Program staff and partners use youth outcome goals as the foundation for activity planning and curriculum development and/or selection. All programming is connected to measurable youth outcome goals.
Element B **We use data about the youth we serve to continuously inform our practice.**	❑ Director can provide evidence of changes made in the program from one summer to the next but cannot pinpoint the sources of data or information that drive the change.	❑ Director can provide evidence of improvements made in the program from one summer to the next that take into consideration two of the following: youth data, stakeholder perspectives and his or her personal perspective.	❑ Director can provide evidence of improvements made in the program from one summer to the next that take into consideration all three: youth data, stakeholder perspectives, and his or her personal perspective.
	❑ Outcome and process assessment data is not collected.	❑ Outcome and process assessment data are collected and analyzed, but not applied to future program efforts.	❑ Outcome and process assessment data are collected, analyzed, and applied to future program efforts.
NOTES:			

San Francisco Expanded Learning Collaborative Summer Program Quality Self-Assessment