

**Sections
10 and 11**

Promoting Diversity, Equity, and Inclusion, and Effectively Supporting English Language Learners

In our Program...	Low Quality	Approaching Quality	Quality Practices
QSA Sections 10 and 11: Promoting Diversity, Equity, and Inclusion, and Effectively Supporting English Language Learners			
Element A	Indicators		
We use data about the youth we serve to continuously inform our practice and to accommodate the specific needs of participants.	<input type="checkbox"/> Program does not plan activities based on youths' skill levels or individual needs.	<input type="checkbox"/> Information from assessments is not directly used to inform lesson planning and instruction.	<input type="checkbox"/> The results of the pre-program assessment(s) inform lesson planning and instruction, and activities show differentiation for youth of different abilities or attitudes.
	<input type="checkbox"/> Program does not actively seek information about special needs of incoming student (i.e., on registration form).	<input type="checkbox"/> Program actively seeks information about special needs of incoming students but does not follow up with the necessary accommodations.	<input type="checkbox"/> Program actively seeks information about special needs of incoming students and follows up with necessary accommodations.
	<input type="checkbox"/> Program does not assess youth progress at the end of the program.	<input type="checkbox"/> Youth progress is informally assessed.	<input type="checkbox"/> Youth progress is formally assessed and used to inform and develop the following year's summer programs.
Element B We cultivate a unique, unifying culture among youth and staff.	<input type="checkbox"/> Program does not have a set of principles.	<input type="checkbox"/> Program has principles meant to set culture.	<input type="checkbox"/> Program has principles that are implemented to set culture through continuous communication of key ideals, strengths or talents that describe participants and staff.
	<input type="checkbox"/> No staff can articulate program principles.	<input type="checkbox"/> Some staff can articulate program principles.	<input type="checkbox"/> Most staff can articulate program principles.
	<input type="checkbox"/> No youth can articulate program principles.	<input type="checkbox"/> Some youth can articulate program principles.	<input type="checkbox"/> Most youth can articulate program principles.
NOTES:			