



The Quality Check Tool



***An Assessment Companion to
The Quality Standards for Virginia
Out-of-School Time Programs, 2nd Edition***

TABLE OF CONTENTS

1	BEFORE YOU BEGIN
1	WHY REFLECT ON PROGRAM QUALITY
4	LAYOUT OF THE TOOL
6	WHEN TO USE THE QUALITY CHECK TOOL
8	QUALITY CHECK, STEP-BY-STEP
9	STEP 1: FORM A TEAM
13	STEP 2: COLLECT YOUR DATA
16	STEP 3: THE QUALITY CHECK
39	STEP 4: UNPACK YOUR QUALITY CHECK
40	FACILITATING CONVERSATIONS
41	SAMPLE QUESTIONS FOR FACILITATING
46	NAMING YOUR GLOWS AND GROWS
47	STEP 5: ACTION PLANNING
48	ACTION PLAN TEMPLATE
49	THANKS AND ACKNOWLEDGEMENTS

BEFORE YOU BEGIN

Why Reflect on Your Program Quality



Welcome! Virginia Partnership for Out-of-School Time (VPOST) created the **Quality Standards for Virginia Out-of-School Time Programs** to give programs across the Commonwealth a shared way to describe what high-quality OST experiences look like. These standards were developed by leaders and people working in out-of-school time (OST) programs across Virginia.

The Quality Check Tool goes one step further. It gives you a clear, step-by-step process to reflect on how your program lives out the Standards in your own unique way. We want OST professionals to feel empowered to use their own discretion when reflecting on the Standards. **It's our hope this allows you to get curious, celebrate what's working, and think together about what could be even better.** Feel free to make this tool your own. We want you to print it, write in it, cross things out, and make it work for you!

BEFORE YOU BEGIN

Benefits of the tool:

Identify Strengths and Growth Opportunities

- This tool helps you name where your program already shines and enables you to discover opportunities for growth.
- Identifying strengths can help tell your program's story to stakeholders like board members, high-level leadership, funders, elected officials, and caregivers.

Foster Informed Decision Making

- The information gathered can provide clarity on decisions like how to use resources wisely or respond to participant needs.

Reinforce a Growth Mindset and Create a Culture of Achievement

- The tool can help you facilitate the conversations that help your team set goals together, show your impact, and grow.

Demonstrate Your Commitment to Quality



Rappahannock Area



We invite your organization to adopt these standards. We are stronger when we are united in our shared understanding of what it means when we say afterschool works.

Interested in adopting the new Quality Standards? You can find the [Adoption Form here.](#)

TOOL LAYOUT

The Quality Check Tool mirrors the Quality Standard but adds new sections for you to reflect, broken down bit by bit. Here's an example:

Quality Standard:
The core area being explored

Standard: Active and Engaged Learning

Guiding Principle:
Describes the Standard

Guiding Principle: Programming and activities are developmentally appropriate and serve the diverse needs and interests of participants of all abilities.

The Why:
Explains why this Standard matters

The Why: Participants who represent varying ages, backgrounds, and life experiences, and possess unique talents and abilities, deserve responsive learning experiences.

TOOL LAYOUT

New **Collecting Your Thoughts:**

Think about what information you need to review as evidence. The examples given are not an exhaustive list, and your data sources may vary.

Collecting Your Thoughts

Before you assess your program, you may want to reference:

- Program Schedules
- Lesson Plans
- Interest Surveys
- Observations

What It Might Look Like:
Observable examples of what this standard looks like in practice

New **What It Looks Like for Us:**
A place for your team to describe what this looks like in your program.

What It Might Look Like	What It Looks Like For Us
Staff identify the interests of children and youth to create appealing programming and experiences.	<i>Your notes here</i>

Remember, clear is kind! Providing direct, professional feedback in a respectful manner is a supportive practice. Anything written here should be observable, not solely based on opinion.



WHEN TO USE THE QUALITY CHECK TOOL

The Quality Check is a tool. **It's meant to be flexible and used when it fits your needs.** Just like a hammer, we want you to pull it from your toolbox and use it at different times and for different purposes. Here's some suggestions:

Full or Partial Check?

Full Check: Using the tool to reflect on all Standards at once provides a full picture of the program.

Partial Check*: Select one or more key Standards to focus on.



Most Popular Option*

Helpful Times for a Quality Check

Beginning of Program/School Year

Gain an understanding of the overall program health or focus on a specific area for the year.

Intentional Team Collaboration

Help all staff understand what program quality looks like and how they lead to positive outcomes for children and youth.

Stakeholder Perspective

Gain stakeholder feedback on specific Standards. For example, youth may be asked to share on the Youth Voice and Choice Standard.

DECIDING WHICH STANDARDS TO FOCUS ON

Not sure where to start? Consider asking these questions:



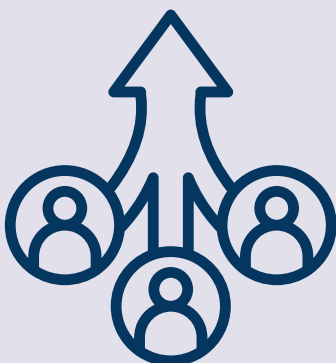
Program Goals and Priorities:

Which areas are most important for advancing our mission and vision?



Data and Evidence:

Where does our existing data (like surveys, attendance, and observations) show a need to gain more clarity?



Alignment:

Was anything revealed in evaluations, like childcare licensure site visits or 21st Century Community Learning Center (CCLC) monitoring visits?

YOUR QUALITY CHECK, STEP-BY-STEP

The Quality Check Tool is broken up into five steps that walk you through reflection and action planning.

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- 1 *Form a Team*
 - 2 *Collect Your Data*
 - 3 *Complete the Quality Check*
 - 4 *Unpack What You See*
 - 5 *Develop Goals*

STEP 1: FORMING YOUR TEAM

Who to Put on the Team

In OST, we take community and dialogue seriously. We recommend that the Quality Check be completed by a team of people with diverse perspectives. These different roles offer multiple viewpoints for consideration when reflecting on the quality of a program. Who you assign to your team will depend on your unique circumstances.



However, we recommend that there be **at least one** designated team lead. This person helps to organize the process by recruiting people for the team, scheduling the meetings, and clarity and vision for the assessment process.

STEP 1: FORMING YOUR TEAM

MUST-HAVE TEAM MEMBERS

- **Site Director**
- **Front-Line Staff**

These are the people who are most responsible and most familiar with what happens in a program.

NICE-TO-HAVE TEAM MEMBERS

- **Program or School Administrators**
- **Teachers**
- **Support Staff (like custodians, front desk)**
- **Program Partners**
- **Youth**
- **Caregivers**

- **Program or School Administrators:** They see the “big picture” of how the program fits into the school or organization, understand policies and resources, and can help connect improvement ideas to long-term goals. Including them on the team may also increase buy-in.
- **Teachers:** They know the students’ academic strengths, needs, and learning styles, and can help link program activities to what’s happening during the school day.
- **Support Staff (like custodians, front desk):** They interact with students and families daily, notice details others might miss about how the program runs, and can offer a different perspective on safety, organization, and relationships.
- **Program Partners:** They bring outside expertise, resources, and community connections that can strengthen activities and support student growth.
- **Youth:** They are the ones experiencing the program every day, so their feedback helps ensure activities are fun, engaging, and meeting their needs.
- **Caregivers:** They see the impact of the program at home, can speak to how it supports their child and family, and often have ideas for improvement or new opportunities.

STEP 1: FORMING YOUR TEAM

Create Buy-In

We recommend keeping things positive. Anchor the decision to participate in The Quality Check as a way to show up for youth and families, and an opportunity for personal growth.

The Quality Check will highlight all the things the program is doing well and provide a vision for where to go next. Need help getting outreach started? Customize our sample message on the next page!



SAMPLE OUTREACH LETTER

Subject: Invitation to Join Our Program Quality Check Team



[Greetings]

I am reaching out because **[we're/program name]** putting together a team to help us take a closer look at the quality of our program. In a commitment to providing the best possible experiences for our youth and families, we want to find ways to make our program even stronger.

This team will:

- Review how the program is doing in different areas
- Celebrate what's working well
- Identify opportunities to make the program even better
- Help shape plans for future improvements

We are using The Quality Check Tool from the Virginia Partnership for Out-of-School Time (VPOST) to guide this process. We want a variety of voices at the table, including

[administrators/teachers/support staff/partners/youth/caregivers], because each of us sees the program from a different angle. Your perspective as **[role]** is important, and I think it would make our conversations and ideas much richer.

We'll meet **[number of times]** between **[start date]** and **[end date]**, and each meeting will last about **[length of meeting]**. If you're interested or have questions, please reply to this message by **[date]**. I'd be happy to share more details before you decide.

[Thank you/sign off]

STEP 2: COLLECTING YOUR THOUGHTS WITH DATA



Before you complete the Quality Check tool, it is helpful to look at different pieces of information related to the Standard. For example, in the *Active and Engaged Learning Standard* it outlines how staff introduce activities. In this case, *Collecting Your Thoughts* would recommend looking at lesson plans or notes from observations.

Start by looking at each Standard in Step 3, the Quality Check, that you want to focus on. Look at what's suggested under *Collecting Your Thoughts*. It's helpful to do this before filling out Step 3 because you may need time to request data, make copies for partner review, or remove identifying information of youth on sensitive documents.

We also have this listed on the next page, *Data Points to Collect Your Thoughts*



Data Points to Collect Your Thoughts

Quality Standard	Materials or Data
Active and Engaged Learning	<ul style="list-style-type: none"> • Program Schedules • Lesson Plans • Interest Surveys • Observations
Partnerships and Networking	<ul style="list-style-type: none"> • Events Calendars • Grant Agreements • Partner Agreements and Memoranda of Understanding/Agreement (MOU/MOA)
Inclusion and Belonging	<ul style="list-style-type: none"> • Records of relevant professional development and/or training • Relevant policies
Supporting Student Success	<ul style="list-style-type: none"> • Student Data (grades, standardized test scores, school attendance, behavior, etc.) • Program Content (lesson plans, schedules, etc.) • Grant Agreements • Agreements and Memoranda of Understanding/Agreement (MOU/MOA) with the School or Education Agency • Events Calendars
Leadership and Staff Development	<ul style="list-style-type: none"> • Employee Handbooks • Staff Evaluations • Meeting Minutes • Written Standard Operating Procedures • Strategic Plans or Logic Models

Quality Standard	Materials or Data
Relationships	<ul style="list-style-type: none"> • Record of professional or staff development • Staff surveys • Communications (newsletters, social media, etc.) • Recognition programs (staff and/or participant) • Positive Behavioral Intervention Supports (PBIS) or similar program outcomes
Continuous Improvement	<ul style="list-style-type: none"> • Quality Improvement Plans • Strategic Plans or Logic Models • Grant Agreements • Stakeholder Surveys (partners, families, staff, participants)
Health and Wellbeing	<ul style="list-style-type: none"> • Communications (newsletters, caregiver letters, flyers, social media, etc). • Staff Training (trauma-informed care, mental health, SEL, positive youth development) • Meals Menus
Safe Environments	<ul style="list-style-type: none"> • Childcare Licensure and Supporting Documents • Emergency Plans and Procedures • Program Registrations • Record of Staff Trainings (CPR, First Aid, Armed Intruder Response, Allergy, Mandated Reporter of Child Neglect and Abuse) • Safety Audit Records
Child and Youth Voice	<ul style="list-style-type: none"> • Youth Surveys from the Program • Municipal or State Youth Surveys • Meeting Minutes from Youth Advisory Councils • Notes from Youth Voice Events, such as: listening sessions like town halls, roundtables, or panel discussions

STEP 3: THE QUALITY CHECK

Complete the Quality Check

Individually or as a team, describe how you practice “What It Might Look Like” by filling out the column “What It Looks Like for Us”. Remember, clear is kind! Anything written here should be observable, not solely based on opinion. This will foster clearer communication when it comes time for group discussion of the results.



ACTIVE & ENGAGED LEARNING

Guiding Principle

Programming and activities are developmentally appropriate and serve the diverse needs and interests of participants of all abilities.

The Why

Participants who represent varying ages, backgrounds, and life experiences, and possess unique talents and abilities deserve responsive learning experiences.

Collecting Your Thoughts

- Program Schedules
- Lesson Plans
- Interest Surveys
- Observations

ACTIVE & ENGAGED LEARNING

What It *MIGHT* Look Like

- Staff identify the interests of children and youth to create appealing programming and experiences.
- Enrichment activities merge different learning subjects such as math in music or science of cooking.
- When beginning an activity, staff clearly describe to participants what they should be able to know or do as a result of participating.
- Staff ask participants questions that help them remember what they already know and encourage them to reflect and make decisions.
- Participants are given different choices on how to engage in an activity so they can decide what works best for their needs.
- Activities are hands-on and real-world based as much as possible.
- Children and youth are given opportunities to explore, experiment, imagine, and use creativity.

What It Looks Like For Us

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PARTNERSHIPS & NETWORKING

Guiding Principle

Program leaders network, build, and strengthen partnerships to leverage resources and create sustainability.

The Why

Each program has its unique strengths and assets. We are most effective when we work together towards the greatest collective impact. Sharing resources fosters increased collaboration, action, and results.

Collecting Your Thoughts

- Events Calendars
- Partner agreements and Memoranda of Understanding/Agreement (MOU/MOA)
- Grant Agreements

PARTNERSHIPS & NETWORKING

What It *MIGHT* Look Like

- Staff and Leaders respond to requests for info at local, regional, and state level such as participating in data collection surveys.
- If available, programs participate in regional networks and local stakeholder groups to allow for conversations that bring about change for the community and to serve the whole child and family.
- Stay engaged with VPOST.
- Ideal local and state networks conditions:
 - Multiple OST providers share training events and resources.
 - Local program leaders build a list of OST programs in the community to see gaps and overlap of service. They share this resource with all OST organizations.

What It Looks Like For Us

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INCLUSION & BELONGING

Guiding Principle

Programs ensure there are systems in place that support a welcoming culture inclusive of all backgrounds and abilities, fostering a sense of belonging.

The Why

All people have value and deserve opportunities to succeed while being seen for who they are.

Collecting Your Thoughts

- Records of relevant professional development and/or training
- Relevant policies

INCLUSION & BELONGING

What It *MIGHT* Look Like

- Staff training is provided on diversity, inclusion, and trauma-informed practices.
- Hiring practices are reflective of the communities served, wherever possible.
- Participants of all abilities, backgrounds, and cultures are given inclusive access to opportunities in the program.
- Consistently provide a physically and emotionally safe space that follows a predictable schedule.
- Staff and Leadership creates and maintains spaces that are accessible, trauma-informed, and sensory-friendly.
- Program staff monitor participation and try to re-engage with anyone that they notice not participating frequently.
- Staff ensure communication is accessible and inclusive, such as providing written communication in multiple languages or using plain spoken language, and using imagery that reflects the population it serves.

What It Looks Like For Us

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SUPPORT STUDENT SUCCESS

Guiding Principle

The program intentionally links afterschool activities and experiences to support and reinforce academic standards and the development of life skills.

The Why

Student success goes beyond the classroom. For children to thrive, programs and schools need to coordinate and communicate. We provide students with new academic and social learning experiences that support their success/learning during the school day.

Collecting Your Thoughts

- Student Data (grades, standardized test scores, school attendance, behavior, etc.)
- Program Content (lesson plans, schedules, etc.)
- SEL Skills Management (ex: Developmental Assets Profile)
- Grant Agreements
- Agreements and Memoranda of Understanding/Agreement (MOU/MOA) with the school or education agency
- Events Calendars



SUPPORT STUDENT SUCCESS

What It Might Look Like

- To the extent possible, program and school-day staff or administrators have a defined, agreed-upon communication plan. This allows them to collaborate on the needs and progress of the participants in the program or the community at large. This **may** include:
 - Afterschool staff and school staff share student data to inform programming and drive individual supports.
 - Local OST leaders are invited to participate in school district conversations that guide local policy.
 - Utilize public data, such as a school report card.
- Out-of-School Time programs provide services and activities that support school-day success.
- Staff provide family engagement opportunities that invite caregivers to be partners in their child's learning.

What It Looks Like For Us

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LEADERSHIP & STAFF DEVELOPMENT

Guiding Principle

The program leadership implements coherent policies and procedures that support quality and sustainability.

The Why

We know that quality staff practices lead to positive youth outcomes and a thriving workforce.

Collecting Your Thoughts

- Employee Handbooks
- Staff Evaluations
- Written Standard Operating Procedures
- Strategic Plans or Logic Models
- Meeting Minutes

LEADERSHIP & STAFF DEVELOPMENT

What It *MIGHT* Look Like

- Leadership provides the opportunity for front-line staff and program participants to have a voice in program development and policies.
- Program staff have a voice in their individual professional growth plan.
- All staff have opportunities for professional development and are recognized for advancing their growth.
- **Program** policies and procedures are clearly identified and communicated to staff and program participants, including their caregivers. Program-specific policies and procedures to consider are:
 - General Information
 - Local Regulations/Requirements
 - Enrollment & Attendance
 - Safety & Security
 - Behavioral Expectations
 - Communication
 - Program Activities
 - Health & Nutrition
 - Fees & Payments
 - Inclusion & Accessibility
 - Partner Agreements/Memoranda of Understanding

What It Looks Like For Us

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LEADERSHIP & STAFF DEVELOPMENT

What It *MIGHT* Look Like

- **Internal** policies and procedures are clearly identified and communicated to staff. Program-specific policies and procedures to consider are:
 - Employee & Code of Conduct
 - Training & Development
 - Child Safety
 - Program Implementation
 - Behavior Management
 - Communication
 - Confidentiality & Data Management
 - Professionalism & Accountability
 - Accessibility & Inclusion
 - Partner Agreements/Memoranda of Understanding
- Leadership serves as an advocate to create conditions that support a high-quality workforce, as defined by the National AfterSchool Association Job Quality Standards.
- Leadership creates a culture in the work environment that promotes employee wellness in areas such as mental health resources, work-life balance, professional & personal development, and recognition and rewards.

What It Looks Like For Us

RELATIONSHIPS

Guiding Principle

The program provides opportunities for positive connections and interaction among all staff, children and youth, families, and the community.

The Why

Positive relationships are foundational building blocks to creating successful participant outcomes.

Collecting Your Thoughts

- Record of professional or staff development
- Staff surveys
- Communication (newsletters, social media, etc.)
- Recognition programs (staff and/or participant)
- Positive Behavioral Intervention Supports (PBIS) or similar program outcomes

RELATIONSHIPS

What It *MIGHT* Look Like

- Open doors to organizations and community members to offer their talents to the program.
- Staff build in activities and routines that promote positive interactions and relationships at every level.
- Leadership provides staff with training for building positive, developmentally appropriate social skills.
- Staff ask participants their interests and needs, and offer modifications and adaptations as necessary.
- Leaders and staff communicate through various outlets (ex: newsletters, bulletin boards, social media) to celebrate participant achievements.
- Leadership facilitates a culture that values and encourages open and honest communication.
- Staff create opportunities to build relationships with the greater community.

What It Looks Like For Us

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CONTINUOUS IMPROVEMENT

Guiding Principle

Program staff regularly assess, plan, and implement improvements and review outcomes that engage all stakeholders to promote high-quality practices for service delivery.

The Why

Intentional reflection and response by staff promotes high-quality practices, which produce positive and measurable outcomes.

Collecting Your Thoughts

- Quality Improvement Plans
- Strategic Plans or Logic Models
- Grant Agreements
- Stakeholder Surveys (partners, families, staff, participants)

CONTINUOUS IMPROVEMENT

What It *MIGHT* Look Like

- Program leadership follows a continuous improvement process that has a cycle of assessment, planning, implementation, and review.
- Data is collected and analyzed on a regular basis.
- Leadership and staff have identified program goals, as well as staff development needs and measurable outcomes, which are reviewed regularly.
- Feedback is gathered from a variety of stakeholders, including youth and family participants.

What It Looks Like For Us

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HEALTH & WELLBEING

Guiding Principle

Program staff provide opportunities to promote and support the physical, mental, and emotional health needs of staff, children and youth, families, and the community.

The Why

Physical, mental, and emotional needs are foundational to having the capacity to thrive.

Collecting Your Thoughts

- Communications (newsletters, caregiver letters, flyers, social media, etc.)
- Staff Training (trauma-informed care, Mental Health, SEL, Positive Youth Development)
- Meals Menus

HEALTH & WELLBEING

What It *MIGHT* Look Like

- Promote family wellbeing articles within communications, like monthly newsletters.
- Staff provide a safe (mental/physical) space for youth to share and thrive.
- Staff are trained on how to engage struggling participants.
- Staff receive training on mental health, trauma-informed care, and social-emotional learning (SEL).
- Allow for participants to set the pace to have their needs met.
- Integrate the SEL program with students and families.
This includes:
 - Staff modeling the ways families can have healthy social-emotional habits.
 - Staff teach and model self-regulating/self-reflection when engaging with children and youth.

What It Looks Like For Us

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HEALTH & WELLBEING

What It *MIGHT* Look Like

- Share information that helps families connect to service providers that may aid with their individual and family needs, such as the locations of community partners, clothes closets, ESL classes, etc.
- Provide opportunities for movement and education on the benefits of physical activity.
- When providing meals or snacks, include healthy options.
- Provide opportunities for nutrition education to children, youth, and families.

What It Looks Like For Us

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SAFE ENVIRONMENTS

Guiding Principle

Program staff prepare and maintain safe and secure environments that support the needs of diverse participants.

The Why

We create safe and secure environments for children to be ready to learn.

Collecting Your Thoughts

- Childcare Licensure and supporting documents
- Emergency plans and procedures
- Program registrations
- Record of Staff Trainings (CPR, first aid, armed intruder response, allergy, mandated reporter of child neglect and abuse)
- Safety Audit Records

SAFE ENVIRONMENTS

What It *MIGHT* Look Like

- Ensure that your program is in compliance with state requirements to be a licensed Child Day Center or exempted from Child Care Licensure.
- Conduct regular walk-throughs to make sure the facility meets the safety requirements of the organization and is accessible to all participants.
- Provide emergency and safety trainings such as CPR training, basic first aid, allergy response, and Mandated Reporter Training.
- Program registration includes the collection of safety information for each participant and is updated regularly.
- Emergency plans, procedures, and training are in place, such as fire drills, tornado drills, bus evacuations, and active shooter.
- Review safety plan and response after a safety incident occurs.
- Have a response plan in the event of a traumatic event.

What It Looks Like For Us

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CHILD & YOUTH VOICE

Guiding Principle

Children and youth have authentic opportunities to plan, implement, and provide feedback on programming.

The Why

Through authentic opportunities in programming, children and youth learn to engage with the world around them.

Collecting Your Thoughts

- Youth Surveys from the program
- Municipal or State Youth Surveys
- Meeting Minutes from Youth Advisory Councils
- Notes from youth voice events, such as listening sessions like youth town halls, roundtables, or panel discussions

CHILD & YOUTH VOICE

What It *MIGHT* Look Like

- Collect participants' interests and feedback. Use what you discover when planning and carrying out programming. Examples of ways to collect feedback include:
 - Surveys
 - Input from youth advisory board
 - Conducting participant focus groups
 - Provide youth opportunities for input into hiring practices.
- As developmentally appropriate, invite and allow participants to co-design the program and activities.
- Give youth the opportunity to lead their peers in open discussions or activities.
- Engage youth and adult participation with local, regional, and state advocacy.

What It Looks Like For Us

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STEP 4: UNPACKING YOUR QUALITY CHECK

Facilitating Group Conversation

Now that your team has completed the Quality Check, it's time to reflect on what you've learned together. This step is about turning results into meaningful insights by celebrating what's working and identifying where you can grow.

Planning Ahead for a Strong Conversation

- **Bring all the input together:** If multiple people completed the Quality Check separately, combine everyone's responses into one document. This gives you a full picture of the feedback.
- **Define the purpose:** Make sure everyone understands that the purpose of the discussion is for internal insight on areas of strength and growth. It is not to get anyone in trouble. It's about celebrating the wins and looking at possible growth.
- **Foster a culture of emotional safety:** True, honest reflection takes vulnerability. We suggest co-creating group norms on respectful dialogue, active listening, and confidentiality to set the tone.
- **Choose a facilitator:** Select someone to guide the discussion. If you can, ask someone outside the team to lead. A neutral voice can help keep the conversation balanced and open.
- **Choose a notetaker:** Select someone to take notes so you don't lose important ideas and questions that come up during the discussion.

STEP 4: UNPACKING YOUR QUALITY CHECK

Tips for Facilitating Reflective Conversation

- **Use Open-ended Questions:** We recommend using open-ended questions to spark the conversation around the results. We recommend using the suggested reflection questions for each Standard beginning on **page 41**.
- **Identify Your Grows and Glows:** Gain a consensus on the areas of strength, your Glows, and opportunities for Growth. We recommend filling this in the Grows and Glows table on **page 46**.
- **Encourage Engagement:** The facilitator should encourage quieter participants to share their thoughts.
- **Invite Curiosity:** Encourage follow-up questions to explore or clarify the perspectives offered by others.
- **Honor Different Perspectives:** Anchor any disagreements in the shared goal of understanding and reflection. Reinforce the need for multiple truths and perspectives. Record varying viewpoints for consideration during action planning.
- **Pause and Check in Often:** Regularly summarize the key points to keep everyone on the same page. Pause and ask if there are any questions or further thoughts.

SAMPLE QUESTIONS FOR FACILITATION

General Questions

- Were there any results that surprised you?
- Are there common themes or trends you are noticing?
- What are our biggest “glows”? What are we most proud of in our program right now?
- What are our biggest opportunities for growth?

Active and Engaged Learning

- How do we currently identify youth interests, and how often do we revisit or update that information?
- In what ways are we making learning hands-on, real-world, and creative? Are we seeing participants light up with curiosity?
- How do we support participants in reflecting on what they’ve learned, and what could we do to deepen that practice?

SAMPLE QUESTIONS FOR FACILITATION

Inclusion and Belonging

- Do all of our participants feel seen, welcomed, and valued? How do we know?
- Where might there be unintentional barriers to participation in our program?
- How do we ensure that our materials, communication, and spaces reflect the diversity of our community?

Support Student Success

- How are we reinforcing school-day learning in ways that feel engaging and relevant?
- What systems do we have in place to communicate with schools, and how effective are they?
- How do we support students who are struggling academically or socially?

SAMPLE QUESTIONS FOR FACILITATION

Leadership and Staff Development

- In what ways do staff have a voice in shaping the program? Are there areas where we can strengthen shared leadership?
- How do we ensure our professional development supports staff growth and is tied to the needs of the youth we serve?
- What are the biggest strengths in our staff culture? What challenges do we face?

Relationships

- What intentional strategies do we use to build strong relationships between youth, staff, families, and the community?
- How do we celebrate achievements and foster a sense of pride between youth and staff?
- What do our communication practices say about the culture of our program?

SAMPLE QUESTIONS FOR FACILITATION

Continuous Improvement

- How often do we reflect on our practice and make adjustments? What drives those decisions?
- What data or feedback has most surprised us recently, and how did we respond?
- Who is currently part of our continuous improvement efforts, and who else should be at the table?

Health and Wellbeing

- How are we creating space for participants and staff to express and manage their emotions?
- What practices are we using to promote mental and physical health for everyone in the program?
- Are our supports for wellbeing reactive or proactive? What would it take to shift toward more prevention?

SAMPLE QUESTIONS FOR FACILITATION

Safe Environments

- When was the last time we reviewed our safety procedures? What has changed since then?
- How confident are staff in their roles during an emergency? What training might increase that confidence?
- What does a truly trauma-responsive and physically accessible space look like in our context?

NAMING YOUR GROWS AND GLOWS

After you have reviewed the Quality Check, what stands out? Identify your strengths and opportunities for growth.

	Glow Where are we doing an AMAZING job? Why?	Grows Where do we want to grow? Why?
Quality Standard of Focus: (ex: <i>Active and Engaged Learning</i>)		
Quality Standard of Focus: (ex: <i>Active and Engaged Learning</i>)		
Quality Standard of Focus: (ex: <i>Active and Engaged Learning</i>)		

STEP 5: ACTION PLANNING

Now that you've taken time to reflect on your program and review your results, it's time to put what you've learned into action.

Choose Your Focus Areas

Take a look at your program's glows (what's going well) and grows (where there's room to improve). Ask yourself:

- What strengths can we keep building on?
- What areas could make the biggest difference if we focused on improving them?

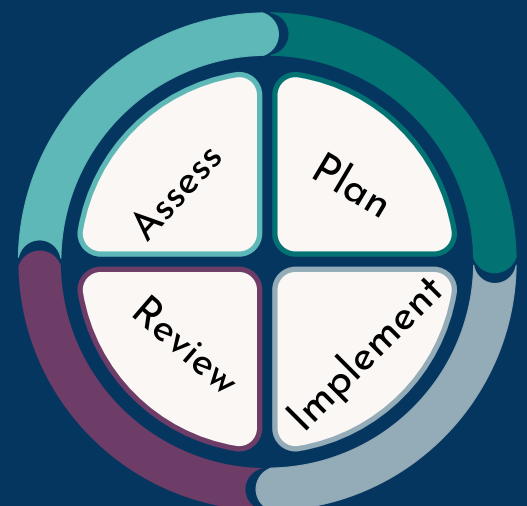
Keep this in mind: You don't need to fix everything at once. Choose one or two areas that feel the most important or most doable right now. Small, focused changes can lead to big impact over time.



Continuous Improvement Process

There are many Continuous Improvement Process models. Most of them follow a predictable pattern of the change process.

This Quality Check tool focuses primarily on **assessment** and **planning**. It takes you through examining your program as a whole, or in parts, unpacking those results, and then concludes with action planning.



ACTION PLAN TEMPLATE

Program Name:					Date:
Which Quality Standard are you focusing on?					
Goal:					
Activities or Actions	How is progress measured? Be as specific as possible	How does this produce positive outcomes for youth?	Timeline Beginning, Milestones, Ending	Who is responsible? Staff, Partners	Resources Necessary for Success Funding, Staff, Training

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