



## FY26 BOOST Grants Program Quality Intake Form

### Commitment to Quality

To improve program quality and achieve desirable youth outcomes, programs must commit to a quality improvement process that focuses on results. GSAN's Assess, Plan Improve framework employs various program assessment tools to guide programs in evaluating the state of their program and developing a plan to strengthen it.

### Purpose

The **Quality Intake Survey** is designed to help us understand your programmatic quality improvement priorities, challenges, and successes. By completing this survey, you help us:

- Understand your unique program needs
- Develop tailored recommendations that strengthen your quality efforts
- Create resources and tools that reflect the priorities of our community

Remember, there's no penalty or downside as a BOOST Grantee for having limited prior quality improvement experience or reporting areas needing growth. Your honest feedback only helps us better support you better.

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### Quality Improvement Point of Contact

Individual serving as key point of contact with GSAN's Quality Team and responsible for and committed to engaging, implementing and sharing training and quality supports offerings, information and resources throughout their organization.

#### Quality Improvement Contact

- First Name
- Last Name
- Email
- Phone
- Title

#### Additional Quality Improvement Contact (Optional)

- First Name
  - Last Name
  - Email
  - Phone
  - Title
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## PROFESSIONAL LEARNING AND QUALITY ASSESSMENT EXPERIENCE

*Instructions: Please select all options below that accurately reflect your organization's experience with quality standards improvement initiatives involving assessments and professional development.*

1. Please check all types of quality assessments that your organization has participated in:
  - Georgia ASYD Self-Assessment
  - Weikart's Youth Program Quality Assessment (YPQA)
  - Weikart's School-Age Quality Assessment (SAPQA)
  - Afterschool Program Assessment System (APAS)
  - Other:
  - None of the above None of the above [Please provide the name of quality assessments your organization has participated in that was not included in the list provided—100 words].
  
2. Please check all types of professional learning that your organization has participated in:
  - Youth Works Method training workshops
    - Homework Help
    - Youth Voice
    - Cooperative Learning
    - Active Learning
    - Intro to Active Participatory Approach
    - Building Community
    - Ask, Listen and Encourage
    - Structure and Clear Limits
    - Reframing Conflict
    - Planning and Reflection
  - ASYD Quality Standards Raising the Bar webinar
  - ASYD Quality Standards, 6 hour in-person training
  - Attended the ASYD Conference
  - Other
  - None of the above [Please provide the name of professional learning your organization has participated in that was not included in the list provided—100 words].

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## RATE YOUR QUALITY STANDARD(S) KNOWLEDGE AND IMPLEMENTATION

*Instructions: Answer choices are not arranged in any particular order. Please read each option carefully, reflect on your current organization, and select the one that best reflects your current practices.*

## PROGRAM QUALITY

### 1. Safe and Supporting Environment

- Most afternoons, staff greet youth as they come in, and the environment is usually tidy and welcoming. Emergency procedures are posted, but drills happen infrequently, and some youth are unsure what to do in an emergency. While some youth feel at home, others tend to stick to themselves and aren't always sure who to approach if they have a concern.
- The out-of-school time program begins with staff welcoming each youth by name as they arrive. Emergency exits are clearly marked, and regular safety drills are held. The space is clean and organized, with posters promoting inclusivity. Youth feel comfortable and are encouraged to share ideas during group time and know whom to turn to if they need help. There is a strong sense of community, and everyone feels valued and safe.
- Youth may enter the out-of-school time program without being acknowledged by staff. The space is cluttered, and emergency exits aren't marked or discussed. Safety procedures are not communicated, and there is little effort to make youth feel welcome. Many youth feel uneasy, rarely interact with staff, and may not feel a sense of belonging.

### 2. Supportive Relationships

- Each afternoon, staff greet every youth by name, ask about their well-being, and follow up on topics discussed the previous day. Staff maintain a dependable schedule, such as a community circle and afternoon check-in, and are always available to listen to concerns. Youth know they can approach any adult for help and trust staff to respond empathetically and consistently.
- Staff generally greet youth and show friendly interest but may not remember personal details or follow up regularly. Routines, like group meetings, occur on most days, but sometimes the schedule changes unpredictably. Staff are approachable but may occasionally be busy or distracted, so youth feel comfortable some of the time but may hesitate to seek support if unsure.
- Youth may start their day without a greeting. Routines are irregular, with schedules changing frequently and little warning. When youth try to approach staff, they are often unavailable or dismissive, leading to uncertainty and a lack of trust in the environment.

### 3. Youth Engagement and Voice

- Staff choose all activities for the week. Youth may be asked what they want to do, but their suggestions are rarely acted upon. During group discussions, only a few youth speak up while most remain disengaged.

- Staff offer a choice between pre-planned activities and invite youth to vote. Occasionally, youth are asked to suggest themes for special events, but those ideas are only sometimes used. Staff listen to youth ideas but do not always act on them.
- Youth form a leadership committee that meets weekly with staff to plan activities and discuss program improvements. Youth work alongside staff to plan activities and discuss program improvements. Staff facilitate sessions where all youth brainstorm ideas, vote on options, and take part in organizing events. Youth feedback is routinely implemented, and staff empower youth to take ownership of projects and activities.

#### **4. Programming and Youth Development**

- Activities are intentionally planned to be age-appropriate and include some variety, focusing on skill-building and holistic development. While some activities build on previous experiences, opportunities for deeper engagement and personal growth are inconsistent.
- Activities are scheduled and supervised, but they lack intentionality and variety. Most activities are generic, not tailored to different age groups or skill levels, and do not actively promote holistic development. Youth participation is passive, with limited opportunities for engagement or skill-building.
- All activities are intentionally designed to be holistic, age-appropriate, and varied, with a strong focus on skill-building. Youth actively participate in reflection on activities, and staff use the feedback to co-create experiences, ensuring activities build on youth interests and developmental needs. Programs foster creativity, leadership, and personal growth for all participants.

#### **5. Learning Acceleration & Linkages to the School Day**

- Communication with school personnel is minimal and sporadic. Out-of-school time programming operates mostly independently, with little effort to align activities to school-day learning or performance standards. Academic support is passive, and hands-on learning experiences are infrequent. There is limited focus on developing key academic skills.
- Ongoing, intentional collaboration with school personnel is a core practice. Out-of-school time programming is closely aligned with school-day learning and Georgia Standards of Excellence. Hands-on learning is integrated, academic support is both targeted and individualized, and key academic skills are systematically developed.
- Some collaboration with school staff occurs, such as periodic meetings or email updates. Program activities begin to reflect school-day learning objectives and incorporate Georgia Standards of Excellence. The program offers rotating hands-on activities—like science experiments or math games—connected to school day learning. Efforts are made to adapt activities to students' needs and foster skill development, though consistency may vary.

#### **6. Family and Community Engagement**

- There are strong, ongoing partnerships with families and the broader community. Open, two-way communication is the norm, and families play an active role in events and activities. Youth regularly engage in enriching, community-connected experiences (such as collaborative service projects, ongoing mentorships, and diverse field trips) that are co-created based on their interests and needs.
  - There is minimal engagement with families and the broader community. Communication is infrequent and typically one-way (such as newsletters or generic emails). Opportunities for youth to participate in community-related experiences are rare or limited to occasional events.
  - There is regular communication and some collaboration with families and community partners. Families are periodically invited to participate in events or provide feedback. Youth have access to a few community-based experiences, such as periodic field trips or service activities, but these are not systematically integrated into the program.
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## **STAFF DEVELOPMENT AND QUALITY IMPROVEMENT CULTURE**

### **7. Staffing and Professional Development**

- Staff have access to periodic professional development opportunities related to youth development. Training sessions occur a few times a year and may include some individualized support, but ongoing improvement is not systematically embedded.
- Staff receive an initial orientation on the out-of-school time program, but there are limited opportunities for further professional development. Training is infrequent and not tailored to individual needs.
- Staff routinely engage in ongoing, targeted professional development that is directly linked to youth development best practices. Professional growth is supported through coaching, peer learning, and regular reflection. Staff collaborate to set goals and share strategies for continual improvement.

### **8. Organizational Practices**

- The organization's mission, vision, values, and goals are clearly defined and communicated, with efforts to align them with program outcomes. Data is routinely collected, positive behavioral supports are established, and programmatic records are maintained. The budget is reviewed periodically, and reports are submitted on time.
- The organization's mission, vision, values, and goals are routinely reviewed and fully integrated into all aspects of program planning and evaluation. Data is systematically collected, analyzed, and used for continuous improvement. Behavioral supports are positive, transparent and restorative, and record-keeping is secure and up-to-date. Fiscal management is proactive, with regular budget reviews and adjustments informed by strategic goals.

- The program has a written mission statement and general goals, but they are not consistently aligned with specific outcomes or regularly communicated to staff and families. Data collection is inconsistent, and budgeting is reactive rather than strategic.

## 9. Evaluations & Outcomes

- The organization collects some data on program activities and outcomes, but analysis is infrequent or informal. Data is sometimes used for reporting, but not consistently to inform decision-making or program improvement.
- The organization embeds data-driven decision-making throughout all program operations. A variety of qualitative and quantitative data are continuously collected and analyzed. Program improvement is ongoing, with staff, youth, and families collaboratively reviewing outcomes and co-developing strategies for sustained success.
- The organization uses multiple methods to collect data on program outcomes, analyzing results periodically to identify areas for improvement. Staff are involved in reviewing data and making adjustments to programming based on findings.

## STRENGTHS & CHALLENGES

Rank the programmatic quality standards from 1 to 9 with one being your strongest area of best practice and 9 being your greatest area of opportunity for improved practice:

Quality Area	Rank
Safe and Supporting Environment	
Supportive Relationships	
Youth Engagement and Voice	
Programming and Youth Development	
Learning Acceleration & Linkages to the School Day	
Family and Community Engagement	
Staffing and Professional Development	
Organizational Practices	
Evaluations & Outcomes	

\*Please provide more details about your top 3 strength areas and top 3 opportunity areas and provide specific examples where applicable [Open Answer 200 words]:

## Staff Development and Quality Improvement Culture:

1. Number of full-time staff (not direct, youth serving staff)
2. Number of full-time staff (direct, youth serving staff)
3. Number of part-time direct service staff

4. In what ways does your organization support staff participation in quality and support training?
- No current practices and/or current discussions
  - We are exploring opportunities, and plans for implementation are being considered
  - Staff are encouraged to participate, and we are working toward compensating their time
  - Staff are encouraged to participate, and their time is fully compensated
5. *Optional:* What strategies does your organization use to support this commitment, and what challenges, if any, have you encountered?

Strategies (Select all that apply)

- Provide paid time for staff to attend training
- Offer flexible scheduling to accommodate training
- Integrate training into regular staff meetings or work hours
- Cover costs for external training or certifications
- Provide access to online or self-paced learning resources
- Encourage peer learning or mentoring programs
- Other (please specify): \_\_\_\_\_

\*Optional: In addition to the one listed, what other strategies has your organization used to support your quality improvement commitment? [150 words]

Barriers (Select all that apply)

- Limited budget for training
- Staffing shortages or coverage challenges
- Lack of time within work schedules
- Limited availability of relevant training opportunities
- Organizational priorities focused elsewhere
- Staff interest or engagement is low
- Other (please specify): \_\_\_\_\_

\*Optional: In addition to the ones listed, what other barriers challenge your quality improvement commitment? [150 words]

6. Please rank in the order of interest the modes of support you are most interested in:

Mode of Support	Rank
<a href="#">Toolkits and resource guides</a>	
<a href="#">Asynchronous online learning (pre-recorded videos and webinars)</a>	
Synchronous online learning (live webinars)	

In-person training and workshops	
Professional learning communities	
External program quality assessment	
Internal program quality assessment	
Coaching	
Other:	

7. List any topic area of need or interest to support strengthening your organization’s programmatic quality not previously listed above [100 words].

### Sustainability & Organizational Capacity

*\*While all of these opportunities may not be available to grantees at this time, they represent opportunities that can influence our long-term planning.*

3. Please rank in the order of interest the technical assistance topics you are most interested in:

Sustainability Topic	Rank
Budget management and accounting	
Grant writing, fundraising, and stakeholder engagement	
Data Collection, management, and storytelling	
Organizational sustainability	
Program & Curriculum: STEM/STEAM/STREAM	
Program & Curriculum: Literacy/ Literacy Based on The Science of Reading	
Program & Curriculum: Numeracy	
Program & Curriculum: Workforce Development	
Program & Curriculum: Enrichment & The Arts	
Program & Curriculum: Health & Physical Well-being	
Program & Curriculum: Health and Mental Well-being	