

# REMOTE PROGRAM QUALITY CHECKLIST



In the spring of 2020, the Learn All the Time (LATT) Quality Innovation and Improvement Systems (QIS) Workgroup conducted a group literature review to establish an active definition of a high quality out-of- school-time (OST) program. Through that effort, the workgroup identified three elements that serve as domains for the unified and narrowed definition that has become the focal areas for Central Texas. They include:

- (1) Opportunities for safe and supportive relationships and connections
- (2) A positive environment that fosters learning and growth opportunities academically and developmentally for students and staff
- (3) Opportunities for youth engagement through voice, choice, reflection, and leadership.

With the transition to remote out of school time programming being new terrain for many programs and staff, this list serves as a checklist of “must haves” and “should haves” to help you ensure that your program is aligned to K12 Blended/Online Learning Standards and OST best practices. Checklist indicators were derived from evidence-based tools and frameworks from the Aurora Institute, Institute for Technology Education (ISTE), and Quality Matters (QM). The checklist indicators were further informed by the Weikart Center’s Youth Program Quality Assessment tools (PQA and SEL PQA).

**\*Bold font represents structural level indicators for remote programs, which may not fall under the purview of the instructor/teacher.** To further support the development and implementation of quality remote youth programming with specific practices to include in your growth plan, please see the accompanying anchor guide.

## *3-easy steps to help you use the quality checklist*

**(1). Review the document in its entirety thinking through the context, scope, and goals of your OST program**

**(2). Select indicators that you will focus on during your next program session and reflect on ways to incorporate them into your lesson plan.**

**(3). After the session ends, review the checklist and make a note of which practices you were able to achieve. Repeat steps two and three for next time!**

*LATT relied heavily on contributions from several members of the LATT QIS Workgroup to complete this guide. Their input was invaluable and we want to take a moment to thank them. Contributors included (alphabetically): Joan Altobelli, Jessica Barclay, Adrian Cardona, Jonathon Haynes, Ian Hunter-Crawford, Jenny McClure, Mary Riggs, Sarah Rinner, and DeAna Swan.*

<b>REMOTE PROGRAM STRUCTURE</b>		YES (✓)	NO (✓)
1.	<b>There is a clearly articulated program overview, including program goals, scope, and sequence.</b>		
2.	<b>Youth and families are provided a program schedule.</b>		
3.	<b>Youth and their families have easy access to organizational contact information (e.g., administration), necessary links, and resources needed for participation.</b>		
4.	<b>Youth and their families are offered an orientation prior to the start of the online course/program. This should include guidelines for online safety and etiquette.</b>		
5.	<b>Materials explicitly state the minimum computer/technology skills and devices or systems needed to engage and multiple options are offered to gain access such as phone, tablet, and laptop.</b>		
6.	<b>Program expectations, communication protocols, and processes are clearly defined.</b>		
7.	<b>Technology support is available and materials clearly state how to obtain it.</b>		
8.	Instructors use collaborative tools to expand authentic real world learning experiences for youth by engaging with experts, teams, and students.		
9.	Instructors use technology to create, adapt, and personalize learning experiences that foster independent learning.		
10.	Instructors creatively incorporate programming into remote learning that is not strictly dependent upon technology (e.g., reading together, creating a hands-on project).		

<b>SAFE AND SUPPORTIVE RELATIONSHIPS AND CONNECTIONS</b>		YES (✓)	NO (✓)
1.	The climate of the session is positive and conducive to learning as evidenced by respect, teamwork, camaraderie, inclusivity, and an absence of harmful behaviors.		
2.	Youth are greeted individually and as a group.		
3.	The instructor uses a warm tone of voice, respectful language, and models social emotional learning (SEL) skills.		
4.	The instructor uses positive body language on camera which can include friendly gestures and/or smiles.		
5.	For synchronous meetings, youth are given opportunities to collaborate and work together.		
6.	The instructor demonstrates cultural competency and utilizes multiple languages (as needed) when communicating with youth, parents, and colleagues.		
7.	The instructor is flexible and demonstrates an awareness of youths' needs, making reasonable accommodations and modifying the lesson or activity to ensure equitable opportunities for all.		

<u>POSITIVE ENVIRONMENT THAT FOSTERS GROWTH</u>		YES (✓)	NO (✓)
1.	The session time is monitored and kept at an appropriate amount of time based on the age group and activity.		
2.	The session has a clearly articulated learning focus.		
3.	Instructors encourage youth to try new skills by posing periodic challenges or questions throughout the session.		
4.	Instructors provide clear instructions for all activities and models skills.		
5..	Instructors provide ways for youth to demonstrate competency and reflect on their learning using technology.		
6.	Instructors give youth explicit opportunities to affirm, appreciate, or show kindness to others.		
7.	Instructors provide formal opportunities to learn about, discuss, and value differences.		

<u>YOUTH ENGAGEMENT IN A VIRTUAL SPACE</u>		YES (✓)	NO (✓)
1.	The activities maintain an appropriate level of engagement based on the target age of youth.		
2.	Instructors offer an opportunity for youth input.		
3.	Instructors give youth an opportunity to get to know each other.		
4.	Instructors give youth more than one opportunity to make meaningful decisions among or within activities.		
5.	Instructors provide youth an intentional opportunity to reflect on the lesson.		
6.	For synchronous instruction, instructors provide leadership opportunities for all youth.		
7.	For synchronous instruction, youth have opportunities to practice group processing such as listening to each other, sharing ideas, contributing to discussion, taking turns, valuing others' ideas, etc.		