



# Quality Self-Assessment Tool

FOR SPORTS PROGRAMS



## QUALITY SELF-ASSESSMENT TOOL FOR SPORTS PROGRAMS

Some after-school programs recognize the excellent potential of sports programs to help youth have fun, be healthy and learn life lessons. These programs commit to much more than free play with sports equipment, or a few weeks of trying a sport. This tool is designed to be used by adult-supervised sports programs taking place outside of school time. These programs range from team sports such as soccer and basketball to physical arts such as Jujitsu and African dance. Regardless of the activity, quality sports programs share four areas of commitment; a strong program design with a team of youth who are practicing and working towards a common goal; skilled, caring coaches who teach, connect and mentor; a commitment to equity and inclusion for all youth; and a connection between sports participation and youth development, educational and/or health outcomes for youth.

### HOW TO USE THIS TOOL

This tool can be used as a stand alone piece, or in conjunction with the more comprehensive After School Program Quality Self-Assessment Tool developed by the California Afterschool Network. [www.afterschoolnetwork.org](http://www.afterschoolnetwork.org)

This tool is meant to support a reflective process in which program staff and stakeholders explore their own programs and work collaboratively to develop strategies to enhance policies, procedures and practices. The QSA tool will help program staff and stakeholders assess their program and identify their challenges. The QSA tool should not be used as an external evaluation measure.

## PERFORMANCE LEVELS

The QSA Tool uses the following rating system to assess the degree to which each quality indicator is evident in the program

**LEVEL 1:** Our program is just beginning to work in this area and has an urgent need to address this practice. Our program can be much better at this than we are currently.

**LEVEL 2:** Our program has done some work in this area but will need targeted support to move to the next level. Our program is making progress, but can improve further.

**LEVEL 3:** Our program has achieved a high level of proficiency in this area and needs only a little additional work to be exceptionally proficient. Our program is very good at this practice.

**LEVEL 4:** Our program is exceptionally proficient in this practice and can demonstrate this in observable ways. This is an area of quality practice where our program can serve as an example for others.

**DON'T KNOW:** I am not familiar enough with this aspect of the program to rate performance on this indicator or am just not sure how to rate it at this time.

After school programs should strive to meet Level 3 or 4 for each indicator to demonstrate overall program quality. Assistance and support should be sought for areas scoring as Level 1 or Level 2.

There is space next to each indicator for respondents to note what the practice looks like at their site or in their organization. This can help to inform the team's discussion of the results.

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Organization: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

In Our Program:		Level 1-4, DK	Examples of this indicator in our program
<b>Strong Program Design</b>			
1	Adult to youth ratio is 1:20 or better (the best programs have ratios of 1:10)		
2	Community volunteers help to coach and reduce adult to youth ratios		
3	A consistent group of youth participate as a team or cohort		
4	Sports program occurs a minimum of 3 times a week		
5	Sports program 'season' lasts at least 10 weeks		
6	Each session lasts a minimum of 1 hour, including 30-60 minutes of moderate to vigorous physical activity		
7	Staff coordinate with school day programming to ensure that youth receive 60 minutes of physical activity each day		
8	There is access to enough of the right equipment, supplies and space to run sports programs		
9	Demonstration opportunities exist for youth to showcase learning and skill—games, tournaments, public performances etc.		
10	A supervisor provides vision, leadership and support for the sports program		
<b>Skilled, Caring Coaches</b>			
11	The program has a functioning strategy to recruit quality coaches		
12	The program ensures that coaches have experience in the sport, cultural competency, and group management skills		
13	The program has strong training, mentorship and feedback systems in place for coach development		
14	Coaches give feedback, support and equal attention to all team members (regardless of ability or behavior challenges)		
15	Coaches stay for multiple seasons or years; <20% of coaches leave between seasons		
16	Staff & coaches role model healthy eating and physical activity		
17	Youth are not punished by barring sports participation		
<b>Equity and Inclusion</b>			
18	In 6th grade and above, girls have their own sports teams		
19	The program actively recruits female coaches, especially for girls' activities		
20	In co-ed programs, 50% of sports participants are girls		
21	The program selects and adapts sports to meet the needs of all students, including those with physical disabilities or special learning needs		
22	Parents and caregivers are encouraged to play active roles such as volunteering as coaches, organizing special events or attending games		
<b>Youth Development, Educational and Health Outcomes</b>			
23	Retention: the majority of available youth return each season		
24	The emotional climate of the program is positive, characterized by mutually respectful, supportive, and relaxed interactions		
25	Youth demonstrate improved skill and fitness levels over time		
26	Program uses a research-based curriculum to teach wellness or life lessons		
27	Coaches talk to youth about school and school success		
28	Staff monitor and support progress of youth in school		
29	Youth have age-appropriate opportunities for choice and leadership, such as picking drills or serving as team captain of the week		