



## Overview

Below are some aspects of a high-quality afterschool program that staff can look for when evaluating the strength of their programming.

## Space, Equipment, and Transport

- The space is clean and safe.
- The space is well-organized.
- Equipment (books, pens/pencils, racquets, etc.) is in good working condition.
- The space is decorated with positive messaging such as expectations, rules, and inspiration (taking into consideration limitations by site).
- Spaces are prepared for youth before their arrival (i.e. instructions written on whiteboards or court glass, balls and classroom materials are ready for the session, snack is prepared, etc.).
- Space is well-utilized (filled with students).
- Students have a safe means of transportation to/from the facility.

## Activities

- Activities begin promptly.
- There are enough materials and supplies for the number of youth participating.
- Activities are free from interruptions / distractions.
- Youth are engaged, on-task and focused (90-100% are engaged and on-task).
- The activity is appropriately challenging.
- The activity is part of an ongoing series or curricular unit designed to promote specific skills/concepts over time.
- Youth help select, lead or contribute to the running of the activity as appropriate.
- Youth have opportunities to work collaboratively in pairs, groups, or as part of a team as appropriate for the given activity.
- Volunteers are present, receive clear directions from staff, and are effectively engaged with youth.
- Transitions run smoothly and quickly; youth know what to do and move to next activity efficiently.

### Squash-Specific Activities

- Youth are appropriately dressed for physical activity.
- There is a mixture of games and drills to keep youth engaged.
- Staff promotes physical fitness (speed, stamina, strength, flexibility).
- Youth are moving and sweating more often than standing in lines and waiting.

## Staff in Activities

- Staff are energetic and enthusiastic.
- At the beginning of the activity, staff frame the activity and give clear directions.
- Staff are able to quickly and positively gain youth's attention and cooperation when needed.
- Staff give specific, constructive feedback to students.
- Staff are actively engaged in activities, and help sustain youth's interest / involvement throughout the activity.
- When youth ask for help, staff/volunteers respond in a timely manner and provide assistance.
- When providing assistance to youth, staff/volunteers help youth think through problems or questions themselves rather than offering answers.  
(academic-specific?)
- Staff clearly communicate when it is time for a transition and what they would like the youth to do.
- At the end of the activity, staff engage youth in a structured time for reflection on the activity.

## Staff Interactions

- Staff greet/acknowledge youth as they arrive and depart.
- Staff engage in friendly verbal exchanges with youth, and use informal time to check in with youth.
- Staff treat youth respectfully, and assume best intentions.
- Staff encourage individual youth with specific positive feedback.
- Staff exhibit appropriate, professional conduct around youth.
- Staff apply rules and limits fairly and consistently to students.
- When youth behavior is inappropriate, staff remain calm and address it by using simple reminders to redirect behavior.
- If inappropriate youth behavior continues or escalates, staff remain calm and use new strategies (pulling student aside to talk, assessing situation to understand cause of behavior and making adjustments as necessary).
- When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene to facilitate conflict resolution.
- Staff are respectful and supportive of one another.
- Staff acknowledge and engage in friendly verbal exchanges with families.

## Student Culture

- Youth know expected routines and follow them with minimal guidance or reminders from staff.
- Youth follow program rules and behavioral expectations.
- Youth appear in control of themselves.
- Peer interactions have a positive affective tone; youth appear to enjoy each other's company.
- Youth listen to each other.
- Youth cooperate with each other.
- Youth are kind and respectful of each other.
- Youth show interest in staff, seek out positive contact / interactions.
- Youth are cooperative with staff's requests or directions.
- Youth listen attentively to staff.
- Youth smile and appear to be having fun.
- Teams celebrate group and individual successes.
- When minor conflicts occur, youth are able to problem-solve together to resolve conflicts without adult intervention.