

CQI SIX QUALITY INDICATORS

(Continuous Quality Indicators)

DESCRIPTIONS

CULTURALLY RESPONSIVE DESIGN

1

STRONG SYSTEMS, STRUCTURES, AND CULTURE

Program and agency structures, processes, and culture support transformational management of programs and staff.

ADAPTIVE PROGRAMMING

Programs' capacity to respond to different circumstances and the extent to which their practices reflect values of diversity and inclusion of youth, staff, and families.

2

3

LIFELONG LEARNING

Program practices help to support youth's academic engagement and cultivation of a growth mindset.

SAFE AND SUPPORTIVE ENVIRONMENTS

Programs attend to the physical and emotional safety of participants and to cultivating a sense of belonging for youth and adults.

4

5

EMPOWERMENT

Programs promote youth agency, self-actualization, leadership, and liberation.

COLLABORATIVE PARTNERSHIPS

Programs develop strong relationships with school-day and community based partners, families, and other program stakeholders.

6

CQI SIX QUALITY INDICATORS

(Continuous Quality Indicators)

CULTURALLY RESPONSIVE DESIGN

1

STRONG SYSTEMS, STRUCTURES, & CULTURE

- Staff feel empowered to influence change and raise issues
- Programs and Agencies are purpose and values driven
- Programs have adequate budget and staffing to meet student needs
- Staff receive consistent PD support and are treated as respected and trusted professionals
- Programmatic and Administrative practices are consistent and reliable
- Programs engage in ongoing CQI process to ensure transparency of expectations and foster a culture of accountability, compliance, and assessment.

ADAPTIVE PROGRAMMING

- Differentiated services are provided to meet individual student and family needs
- Trauma informed practices are implemented
- Engage families and communities in shared decision making
- Inclusive, Responsive, and Culturally relevant services are provided
- Demonstrates capacity to adapt to shifting physical, environmental, and social contexts
- Program practices are informed by an opening cycle of reflection/action (praxis) at different levels

2

LIFELONG LEARNING: YOUTH...

- Engage in activities focused on nurturing fundamental habits for lifelong learning
- Demonstrate greater academic engagement, confidence, resilience, and joy of learning
- Participate in activities that promote mindfulness, movement, and healthy eating habits
- Participate in diverse enrichment programming

3

SAFE & SUPPORTIVE ENVIRONMENT

- Programs practice safety procedures
- Programs clearly articulate values and group agreements
- Programs integrate SEL and restorative practices into program activities
- Programs establish strong relationships & trust between staff, students, and families
- Youth feel safe and supported to be their whole selves
- Youth feel a sense of belonging
- Youth feel valued, seen, acknowledged & celebrated

4

EMPOWERMENT

- Programs provide opportunities for youth to own & share their stories and speak their own "truth"
- Programs celebrate youth interests, passions, and culture
- Programs provide opportunities for youth to lead & develop projects
- Programs encourage youth to consider multiple perspectives
- Youth are able to identify their strengths
- Youth engage in reflection and goal setting to determine their paths for growth

5

COLLABORATIVE PARTNERSHIPS

- Programs establish and maintain clear, open, and regular lines of communication with stakeholders
- Programs and their partners maintain clear and shared values around supporting & honoring youth
- Programs seek & respond to feedback and engage in active listening, and shared decision making and planning processes
- Programs & partners celebrate one another & the unique roles each plays in supporting youth.

6