



Ohio

**Quality Self Assessment
Tool (QSAT)**

Aligned to the Quality Guidelines
for Ohio's Afterschool Programs

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Introduction

Self-Assessing to Better Serve Children Grades Kindergarten – 12

SELF-ASSESSMENT IS IMPORTANT

As an afterschool professional, you have likely begun the self-assessment process to enhance and strengthen the quality of your program. In this QSAT tool, you'll find practical strategies gathered from the field to assist and support you as you formalize and build upon existing improvement efforts to assure better experiences for everyone involved.

MAKING TIME FOR QUALITY IMPROVEMENT IS ESSENTIAL

Research shows organizations that have linked the self-assessment process to decision making are more likely to meet goals and achieve success than those which do not. Using the QSAT promotes quality by engaging staff, children and youth, parents and other stakeholders* in authentic discussions about how to continuously improve your afterschool program.

USE WITH OTHER EVALUATION METHODOLOGY

The *Quality Self Assessment Tool (QSAT) Aligned to the Quality Guidelines for Ohio's Afterschool Programs* is meant to be used in concert with other formal and informal evaluation methods, such as youth, parent, and staff surveys, staff meetings, youth and parent focus groups, and external monitoring and evaluation. Each of these methods can help identify program strengths and areas in need of improvement.

For programs that already have an improvement process in place, the use of and findings from the QSAT can be integrated to help guide conversations.

OAN SUPPORTS INCLUSION

OAN supports afterschool programs' inclusion of all children and youth with Quality Guidelines applicable to all – regardless of abilities or backgrounds.



AVAILABLE ONLINE

This document can be duplicated or downloaded from the Ohio Afterschool Network website free of charge when it is being used for program evaluation.

www.ohioafterschoolnetwork.org



What is an afterschool program?

OAN defines afterschool broadly to include structured activities that take place in school and community-based settings that are offered before school, after school, and during summer and holiday breaks for children and youth grades K-12.

Creating a Culture of Reflection and Self-Assessment

INCREASING YOUR ODDS OF PROGRAM SUCCESS

Creating a culture of honest reflection and dialogue about program strengths and challenges that takes an active approach to improvement requires time and hard work. But this investment will reap significant rewards. Funders, parents, participants and community organizations will become more vested in your success and staff will be better equipped to work together to support program goals.

The process of reflection and self-assessment doesn't have a fixed beginning and end. And, it can't be done by one person alone. It's an ongoing team effort involving staff, youth participants, parents, and other stakeholders*.



WHAT IS SELF-ASSESSMENT?

Self-assessment provides a lens for understanding the overall quality of your program, how it has evolved, and where it needs to go. Ongoing self-assessment better prepares programs to communicate clear goals, promising practices, and measurable outcomes and to incorporate them into an evaluation design. Although it can inform and complement external evaluation efforts, self-assessment is free from the pressure of more formal monitoring systems.

COMPARING SELF-ASSESSMENT TO FORMAL EVALUATION

SELF-ASSESSMENT	FORMAL EVALUATION
<ul style="list-style-type: none"> ▶ Provides structure for comparing perceptions, voicing concerns, and identifying outcomes. 	<ul style="list-style-type: none"> ▶ Takes a formal approach to studying and assessing programs to determine how they work and what their outcomes are.
<ul style="list-style-type: none"> ▶ Strengthens communication between stakeholders. 	<ul style="list-style-type: none"> ▶ Is outcomes focused.
<ul style="list-style-type: none"> ▶ Helps build a collective vision of desired outcomes and what's needed to achieve them (e.g., staffing, activities, etc.). 	<ul style="list-style-type: none"> ▶ Uses gathered data for accountability and compliance with funder requirements.
<ul style="list-style-type: none"> ▶ Uses gathered data to inform practice and build capacity. 	<ul style="list-style-type: none"> ▶ Has higher stakes and less gray areas.
<ul style="list-style-type: none"> ▶ Is often facilitated by program staff and/or other stakeholders. 	<ul style="list-style-type: none"> ▶ Is often facilitated by an external observer.

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Instead of assessing all areas at once, start with the area that's most important to your program. Once you're satisfied with improvements in that area, start on the next.

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About the Quality Self Assessment Tool (QSAT)

PURPOSE

The Ohio Afterschool Network's *Quality Self Assessment Tool (QSAT) Aligned to the Quality Guidelines for Ohio's Afterschool Programs* is designed to help your afterschool program get the most out of the self-assessment process. It goes beyond the basics established in the *Quality Guidelines for Ohio's Afterschool Programs* by analyzing how well your program matches up to the original Guidelines, and by helping you make observations, reflect on strengths and areas in need of improvement, and brainstorm solutions to better serve children and youth grades kindergarten – 12.

STRUCTURE

Part 1 – Introduction: This section contains foundational information about the document's contents.

Part 2 – QSAT: Organized around the six essential areas of an effective afterschool program which come from evidence-based practices:

- | | |
|-------------------------------|----------------------------|
| • Programming and Curriculum | • Program Environment |
| • Interpersonal Relationships | • Health and Safety |
| • Professionalism | • Administrative Practices |

Programs assess their level of competence or mastery for each guideline indicator using this performance level rating system:

- 4 Excellent/Exceeds Program Quality Indicators – Is prepared to help and work with others.
- 3 Satisfactory/Meets Program Quality Indicators – Needs help to prepare staff to work with others.
- 2 Progressing/Approaching Program Quality Indicators – Could use additional focused assistance.
- 1 Unsatisfactory/No Evidence of Quality Indicators Being Met – Needs significant support.

Organizations should strive for a satisfactory performance level (3) on all quality indicators. Over time, programs should continue to work toward an excellent performance level (4). At this level of performance, organizations consistently show evidence of promising practices throughout all program areas, serve as a model for other afterschool programs, and develop and support staff such that they could serve as coaches and mentors for other practitioners.

Part 3 – Appendix: Definitions, tips, templates and more

- **GLOSSARY (page 96)** – Provides definitions for words used throughout the document. Words in glossary are indicated with an asterisk.
- **TAKING A CLOSER LOOK AT HOW TO ACHIEVE QUALITY (page 97)** – Includes suggested action steps for indicators scoring below a level 3. While not every indicator is included, quality improvement teams can see how a program could plan to address low scoring indicators immediately, within the program year and in the next program year.
- **SELF-ASSESSMENT PROFILE (page 106)** – This form can be used to quickly provide information on areas where programs score high and those needing attention, which can be helpful in prioritizing and setting short and long term goals.
- **QUALITY IMPROVEMENT ACTION PLAN TEMPLATE (page 109)** – This form can be used to rank priorities, plan and assign action steps and identify needed resources.
- **QUALITY IMPROVEMENT PROGRESS CHART (page 111)** – This form allows programs to track scores for each indicator over time.
- **PROGRAM QUALITY ASSESSMENT PARENT QUESTIONNAIRE (page 113)** – This is a sample questionnaire that can be used or adapted to collect parent perspectives and experiences.
- **AFTERSCHOOL AND THE COMMON CORE (page 118)** – Information about new state standards for English Language Arts and Mathematics implemented in 2014.
- **RESOURCES (page 119)** – Provides additional information to assist in the implementation of a program assessment and quality improvement planning process.

 **Words with an asterisk (*) are defined in the glossary on page 96.**

Using the Quality Self Assessment Tool (QSAT)

FOR AFTERSCHOOL PROFESSIONALS LIKE YOU

Full of practical, real-world strategies, tips, sample tools, and reflection questions to guide and support learning, this QSAT is designed to help programs initiate and support an evaluation process whether one is brand new to the Quality Guidelines or wants to extend one’s efforts. With six areas to complete, it’s a good idea to do them one at a time, resting between assessment periods.

A TEAM APPROACH WORKS BEST

It is recommended that a program quality improvement team be assembled to oversee implementation of the assessment and to develop a continuous improvement plan. Include program leadership, parents, representative(s) from the school(s) program participants attend, and other stakeholders* on the team. Team members – and all users – are encouraged to take notes, jot down ideas, and plan next steps in the spaces provided on this tool.



PROGRAM PLANNING AND IMPROVEMENT

Using the Quality Guidelines QSAT helps programs plan for improvement across the board by identifying areas of strength and those that need development, setting goals and timelines, finding resources, and assigning responsibility for strategies.

Prioritize Needs

The planning process helps teams generate a variety of ideas for enhancement and opportunities for growth. However, programs are urged to determine priorities rather than try to improve all areas at once. Select areas that have the lowest scores or have the greatest impact on participants’ health and safety. The Self-Assessment Profile on page 106 can help you easily discover which scores are the lowest.

Set Realistic Deadlines

Programs are also encouraged to think about making improvements in the context of appropriate, realistic timeframes:

Right Now	Area will be addressed prior to or at the start of program.
This Year	Area will be addressed during the program year.
Next Year	Area will be re-evaluated prior to the start of the next program year.

Turning Self-Assessment into Action Plans

After completing your self-assessment, the next step is for program quality improvement teams to develop a manageable action plan that is specific and realistic based on findings. This plan, or road map, is key to ensuring success. It helps keep teams on track by outlining the steps they should take to achieve program goals. See the Quality Improvement Action Plan Template on page 109 to get started.

HOW TO DESIGN AN ACTION PLAN

- Start with the end in mind.
- Determine goals* for the year.
- Discuss and prioritize specific quality indicators related to goals.
- Decide who will take the lead.
- Set realistic deadlines.
- Identify financial, technical, and human resources needed to achieve goals.
- Brainstorm specific next steps to achieve goals.

***Note:** Goals are what you hope to achieve. Outcomes are the tangibles that let you know the goals were achieved.

Continued on next page

Using the Quality Self Assessment Tool (QSAT) (continued)

THREE STEPS TO HELP YOU MANAGE THE ASSESSMENT PROCESS

1 PREPARE

- ▶ **Create a Message.** Understanding why program self-assessment is important and how it leads to quality improvement will help you craft your message!
- ▶ **Do One Area at a Time.** Try assessing a single area first. Then you can schedule the other areas as time permits.
- ▶ **Set Up for Success.** Work with program leaders and organizational supervisors prior to starting to determine how outcomes of the self-assessment process will be turned into actions.
- ▶ **Know the Big Picture.** Before involving others, the program leader should review the Quality Self Assessment Tool (QSAT). This helps to keep the big picture in mind as the group discusses each section.
- ▶ **Invite Them.** Send out a formal invitation that lets everyone know what to expect and what their role will be.
- ▶ **Plan Ahead.** Allow ample time for the process.

2 FACILITATE

- ▶ **Get Acquainted.** When meeting in person, consider beginning with team building activities or icebreakers.
- ▶ **Establish the Tone.** Refresh people's understanding of the QSAT and their role in the process. Ask them to brainstorm ground rules for working successfully as a group.
- ▶ **Keep Track.** Ask someone to take notes on feedback and suggestions.
- ▶ **Emphasize the Positive.** Identify the strengths of everyone involved and acknowledge their investment in the program's success.

3 FOLLOW-UP

- ▶ **Share.** Ask the group to share lessons learned and recommendations for enhancing the self-assessment process.
- ▶ **Appreciate.** Acknowledge everyone's contributions and successes.
- ▶ **Communicate.** If it's hard to get people together to debrief, consider putting information in an e-mail. Enabling everyone to discuss and reflect on the results is critical.
- ▶ **Take Action.** Follow-up on immediate steps as soon as possible while momentum around quality improvement is fresh and strong.



Continued on next page

Using the Quality Self Assessment Tool (QSAT) (continued)

THINKING ABOUT HOW

Having a committed leader is one of the most important factors in conducting a successful self-assessment. In collaboration with other staff and stakeholders*, this leader will determine who will be engaged in the assessment and continuous improvement process, how and when it will take place, who will facilitate discussions, how data and findings will be compiled and shared, and how to ensure the self-assessment process results in action planning and program improvement. The leader should possess the characteristics necessary to engage all stakeholders and create an atmosphere that is safe, comfortable, and empowering. The self-assessment leader may also serve as a discussion facilitator.

Often, site directors or supervisors assume the leadership role. However, staff, school personnel, volunteers, and parents may also be good candidates. In some cases, programs hire an external professional to lead the process and to offer a neutral voice in discussions.



A Good Facilitator:

- ...Taps into participants' existing knowledge and builds upon what they bring to the process.
- ...Provides opportunities for everyone to contribute ideas and suggestions.
- ...Actively listens and connects ideas and themes as they emerge.
- ...Adjusts and adapts to support the needs and learning styles of the participants.
- ...Is prepared to answer questions about policies and procedures.
- ...Avoids personalizing what is shared in the process.
- ...Remains non-judgmental.
- ...Helps bring consensus and closure to discussions.

Considerations for Leaders/Facilitators:

- What is the collective future that the program wants to create?
- How can you challenge and expand others' thinking?
- How can you help others embrace change as an opportunity for growth?
- How can you help others see gains and celebrate progress?

Using the Quality Self Assessment Tool (QSAT) (continued)

THINKING ABOUT WHO

Whether yours is a new program in the planning stages or a mature one striving for ongoing improvement, it's very important to involve a variety of stakeholders* when using the QSAT. Site directors, staff members, program participants, parents, school administrators and other stakeholders are crucial to the process – even if they feel some parts of it are unrelated to their role.

Youth

When young people agree to share their knowledge and experiences during the self-assessment process, they become involved. But being involved is much different than being engaged. To engage youth implies action – a take-youth-seriously stance that is crucial to quality programming.

Engaging young people in the process helps teach leadership skills and encourages them to become more invested in the program. It also assures that their input will be considered when creating a continuous improvement plan. Research demonstrates that youth involvement is key to program quality and, with older youth, to retention.

Supporting Youth Participation in the Self-Assessment Process

- Host a community meeting to explain why youth should participate in the self-assessment process.
- Administer a mini-survey to ask participants how they would like to contribute.
- Conduct focus groups or individual interviews with participants. Make sure to ask plenty of open-ended questions about the program that will encourage youth to elaborate.
- Have a written reflection as an opening activity to accommodate youth who do not feel comfortable sharing out loud.



Authentic Youth Involvement

Karen Pittman, Executive Director of Forum for Youth Investment, describes a paradigm shift taking place in youth work that moves us from “youth participation for youth development to youth and adult partnerships for community change.” Thinking of youth development work in this way can help organizations shift beyond being a “service provider” to being a partner.

Using the Quality Self Assessment Tool (QSAT) (continued)

Staff

Having positive relationships among staff members is essential for having a productive self-assessment, but it takes a lot of work. What will help?

Staff should:

- Have the chance to practice what they learn about quality.
- Be able to voice their opinions without negative consequences.
- Have opportunities to implement ideas coming out of the process.
- Understand how his or her work supports the organization's mission.
- Feel comfortable holding colleagues (including supervisors!) accountable for following through on action steps.

Supporting Staff Participation in the Self-Assessment Process

- Staff should be able to suggest how they would like to contribute. For example: they may wish to facilitate focus groups with young people or manage outreach efforts to parents.
- A description of how the self-assessment will be conducted and a schedule of meetings should be distributed. This minimizes surprises so everyone can be prepared.
- Program successes should be celebrated so staff will be more excited about the process.

Families

Strong partnerships with families are fostered and sustained through positive interactions with program staff. The same is true of engaging families as partners in a self-assessment. It isn't a one-time shot, it happens over time. According to Christenson and Sheridan in *Schools and Families: Creating Essential Connections for Learning*, meaningful connections occur when your organization regularly:

- Focuses on building positive relationships.
- Sees collaboration as an attitude, not an activity.
- Creates opportunities for a common vision for youth learning and development.
- Shares information and resources.
- Has meaningful and cooperative roles.

Supporting Family Participation in the Self-Assessment Process

- Reach out to families in multiple ways to ensure input from those who are able to visit the program site as well as those who cannot. See the sample Program Quality Assessment Parent Questionnaire on page 113.
- Administer surveys with questions that focus on specific elements of program quality. This will clarify the process and the intended outcomes.
- To gauge how welcoming your program environment is for families, have a staffer who is able to answer questions conduct a walk-through assessment with them.



Using the Quality Self Assessment Tool (QSAT) (continued)

THINKING ABOUT WHEN

There is no perfect time to conduct a self-assessment. Program leaders may choose to introduce the process prior to program start-up to strengthen relationships and begin building consensus around vision and program goals. However, engaging in the self-assessment process in the middle of the year can also be useful because it provides a means for stepping back and identifying what's working and what may need to change. Program leaders may also do a self-assessment at year's end to identify areas of expansion or improvement for the following year. Best practice dictates a continuous improvement process with an assessment conducted once or several times a year.



Assess at Your Own Pace

The self-assessment process can be conducted in one day or over the course of a whole year. Program leaders can focus on one element a month, or choose specific elements to focus on with particular groups of stakeholders*. Regardless of when it is done, the timing needs to complement what is happening at your site.

It's also suggested that programs schedule the six essential area assessments individually to keep the process manageable and productive.

Before Moving on to the Quality Self Assessment Tool (QSAT):

- 1 Thoroughly read this introduction.
- 2 Identify who will lead and facilitate the process and when it will start.
- 3 Communicate about the self-assessment process with program stakeholders.
- 4 Identify members of the continuous improvement team.



Supporting Staff Development Through the Quality Self Assessment Tool (QSAT)

ASSIGNING TASKS TOWARD IMPROVEMENT

After completing an action plan, continuous improvement teams will want to consider who will be implementing it. The self-assessment process can be particularly useful in getting a clearer picture of staff’s strengths and challenges. This will help determine each person’s role in making improvements. *Ohio’s Core Knowledge & Competencies for Afterschool Professionals, Ohio’s Early Childhood Core Knowledge & Competencies* and the *Ohio’s Core Knowledge & Competencies for Program Administrators* can be used to identify expertise and skills already in place, and those that need to be developed.

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AVAILABLE ONLINE

The Core Knowledge documents can be downloaded from the Ohio Child Care Resource & Referral Association (OCCRRA) website. <http://occrra.org/resources.php>

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INCREASING GROWTH OPPORTUNITIES

Workshops, delivered at conferences or on-site, are a common means of professional development. But improving staff’s capacity should not be limited to the presentation of “new skills.” Research shows that intentional, coordinated, high-quality professional development allows everyone to get on the same page, provides examples of promising practices, offers tools and resources for achieving program goals, and supports and builds a community of learners. Recommendations include:

- Program Observations
- Peer Mentoring/Coaching
- E-learning
- Supervision
- Staff Meetings
- Conferences
- Networking Events
- Higher Education Courses

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SPECIAL RECOGNITION FOR THEIR ROLE IN CREATING THE QSAT

Ohio Afterschool Network
This program of the Ohio Child Care Resource & Referral Association supports children, youth, families, and communities by advocating and building capacity with a unified voice for sustainable investments in safe, healthy, and nurturing afterschool experiences.

Ohio Child Care Resource & Referral Association (OCCRRA)
Enhancing the statewide system of early care and learning and afterschool services to achieve high quality experiences for Ohio children and families.

Continued on next page

Acknowledgments (continued)

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PART 2

QSAT

Things to Remember Before You Start

Assessing all six areas at once is often impractical due to time constraints. One approach is to select the areas that have the greatest impact on participants' health, safety and social emotional well-being and tackle these first before moving on to the areas dealing with administration and professionalism.

*** Words with an asterisk (*) are defined in the glossary on page 96.**

WHAT IS SELF-ASSESSMENT?

- An honest reflection and dialogue about program strengths and weaknesses. There is no beginning or end and it takes time and hard work.
- A structured process for collecting data from those who are involved in the program as participants, staff, funders or stakeholders.
- A tool used to create an action plan for planning and improvement. It identifies strengths and areas that need bolstered, sets goals and timelines, explores resources and assigns responsibilities to the appropriate people.

ELEMENTS OF A STRONG ACTION PLAN FOR PROGRAM IMPROVEMENT

- Starts with the end in mind. These are the goals you hope to achieve.
- Describes tangible measures that will let you know you have achieved your goals.
- Defines who will lead the process of creating the action plan from the self-assessment data and be responsible for its implementation
- Identifies financial, technical and staff needed to achieve the goals.
- Sets realistic timelines.

QUALITY GUIDELINES SELF-ASSESSMENT PERFORMANCE LEVELS

- 4 Excellent/Exceeds Program Quality Indicators – Is prepared to help and work with others.
- 3 Satisfactory/Meets Program Quality Indicators – Needs help to prepare staff to work with others.
- 2 Progressing/Approaching Program Quality Indicators – Could use additional focused assistance.
- 1 Unsatisfactory/No Evidence of Quality Indicators Being Met – Needs significant support.



Area 1: Programming and Curriculum

Individual(s) completing assessment (name and relationship to program): _____

Program: _____ Date: _____

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: **1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent.** List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.1
Programming/curriculum is child/youth-centered.

Indicator 1.1.1. Program staff members consider all children’s/youth’s ages, interests, needs, learning styles and abilities in planning the program/curriculum* and designing the environment.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Curricular/program activities are not selected based on children’s/youth’s ages, interests, needs, learning styles and abilities.	1	
2	Curricular/program activities are selected with some consideration of the children’s/youth’s ages, interests, needs, learning styles and abilities.	2	
3	Program staff members consider all children’s/youth’s ages, interests, needs, learning styles and abilities in planning the program/curriculum and designing the environment.	3	
4	Children/youth are formed into small activity groups so activities can be selected and tailored based on the children’s/youth’s ages, interests, needs, learning styles and abilities. Children/youth can always select from a number of activities that expose them to new concepts and skill-building opportunities.	4	

Indicator 1.1.2. Staff members engage children/youth in program/curriculum planning and decision making and provide children/youth with regular opportunities for feedback.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members select/plan the program/curriculum.	1	
2	Staff members plan the program with some input from youth.	2	
3	Staff members consult with children/youth throughout the year about activities they believe would be helpful, relevant, and meaningful, academic topics in which they need assistance, and other program/curriculum suggestions and concerns. Staff members then develop the program/curriculum based on these recommendations.	3	
4	Staff members develop the program/curriculum based on children/youth recommendations and regularly assess and revise the program/curriculum based on frequent feedback. All children/youth have the opportunity to lead or assist with implementing activities.	4	

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.1
Programming/curriculum is child/youth-centered.

Indicator 1.1.3. Staff members and children/youth work together to define and communicate program expectations and guidelines.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members develop program expectations and guidelines. Children/youth are told about expectations and guidelines and are expected to follow them.	1	
2	Children/youth are told about program expectations and guidelines, and sometimes the feedback they give to staff members is incorporated into the policies. Once policies and practices are in place, children/youth are expected to follow them.	2	
3	Children/youth work with staff members to create program expectations and guidelines. Once policies are in place, children/youth are expected to follow them.	3	
4	Children/youth work with staff members to create program expectations and guidelines. Staff members model positive behaviors and when necessary, help children/youth determine appropriate behavioral choices. Program expectations and guidelines are revisited several times throughout the year to ensure children/youth understand them and receive support to follow them.	4	

Indicator 1.1.4. All children/youth are provided opportunities to learn and practice skills in personal responsibility, independence, group process*, conflict management and leadership.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not provide children/youth with opportunities and support to learn or practice skills in personal responsibility, independence, group process, conflict management or leadership.	1	
2	Staff members support children/youth when situations arise in which they can learn and practice skills in personal responsibility, independence, group process, conflict management and leadership. Opportunities for learning and practicing these skills, however, are not intentionally planned.	2	
3	Staff members plan engaging opportunities and provide support for children/youth to learn and practice skills in personal responsibility, independence, group process, conflict management and leadership.	3	
4	Staff members involve children/youth in planning opportunities and providing peer support for learning and practicing skills in personal responsibility, independence, group process, conflict management and leadership. Progress in the development of these skills is documented and used for program planning.	4	

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.1

Programming/curriculum is child/youth-centered.

Indicator 1.1.5. Activities and experiences that promote youth leadership are incorporated into program components.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No consideration is given to developing youth leadership skills.	1	
2	Children/youth are assigned tasks that contribute to the operation of the program, such as feeding classroom pets or setting tables.	2	
3	Activities and experiences that promote youth leadership are incorporated into program components.	3	
4	Staff members are intentional about including opportunities for children/youth to learn and practice leadership skills. Participants plan and implement program activities and work with their peers to identify and solve problems in the program or larger community.	4	

NOTES:

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.2

Programming/curriculum is developed to meet the unique needs of all children and youth.

Indicator 1.2.1. Programming/curriculum* offers high quality, challenging activities for children/youth that reflect a variety of expanded learning opportunities (ELOs)*.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The programming/curriculum does not offer high quality, challenging activities for children/youth.	1	
2	The programming/curriculum offers some high quality, challenging activities for children/youth in one or more expanded learning opportunities (ELOs).	2	
3	The programming/curriculum regularly offers high quality, challenging activities for children/youth in one or more expanded learning opportunities (ELOs).	3	
4	Children/youth are able to choose from a variety of high quality, challenging activities in one or more expanded learning opportunities (ELOs). Several types of activities are sequenced over time and offered each day to appeal to all children/youth and build related knowledge and skills.	4	

Indicator 1.2.2. Programming/curriculum supports the development of the whole child/youth by addressing individual physical, cognitive, social, emotional, and language needs.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The programming/curriculum does not support the development of the whole child/youth by addressing individual physical, cognitive, social, emotional, and language needs.	1	
2	The programming/curriculum supports the idea of the development of the whole child/youth but only addresses some aspects of youth/child's individual physical, cognitive, social, emotional, and language needs.	2	
3	Programming/curriculum supports the development of the whole child/youth by addressing individual physical, cognitive, social, emotional, and language needs.	3	
4	Programming/curriculum supports the development of the whole child/youth by addressing individual physical, cognitive, social, emotional, and language needs. Activities are individualized based on student strengths and needs.	4	

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.2

Programming/curriculum is developed to meet the unique needs of all children and youth.

Indicator 1.2.3. Programming/curriculum* incorporates the diversity of all children/youth, families* and communities.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Programming/curriculum does not consider the diversity of all children/youth, families and communities.	1	
2	Program/curriculum are often planned with consideration for the diversity of the children/youth, families and communities. Barriers related to diversity, however, are not addressed.	2	
3	Programming/curriculum incorporates the diversity of all children/youth, families and communities.	3	
4	Programming/curriculum incorporates the diversity of all children/youth, families and communities. Activities are always planned with consideration for the diversity of all children/youth, families and communities. Where barriers exist, staff members address those barriers so children/youth never feel excluded.	4	

Indicator 1.2.4. Programming/curriculum supports school day instruction to bolster student success and supports state and local academic guidelines and benchmarks*, as appropriate.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Programming/curriculum does not align to school day instruction. Program activities are not planned in consideration of state and local academic guidelines and benchmarks.	1	
2	The programming/curriculum sometimes complements school day instruction. Academic guidelines and benchmarks are considered when program activities are planned. However, the program activities inconsistently support the standards.	2	
3	The programming/curriculum regularly complements school day instruction. Academic guidelines and benchmarks are used when program activities are planned. The program activities regularly support the standards. Program activities support goals identified in Individualized Education Plans (IEPs)* of children/youth with disabilities.	3	
4	The programming/curriculum supports school day instruction through active collaboration between afterschool staff and school day staff. The program activities regularly support academic guidelines and benchmarks. Program and school day staff share data to identify strengths and needs so that the afterschool program can effectively enhance school day instruction to bolster student success. Program staff members are involved in IEP meetings for individual children/youth with disabilities.	4	

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.2

Programming/curriculum is developed to meet the unique needs of all children and youth.

Indicator 1.2.5. A flexible schedule allows children/youth and staff members the security of predictability as well as the freedom to adapt to meet unanticipated needs or opportunities.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program schedule has no flexibility.	1	
2	The program has some flexibility in the daily schedule; children/youth and staff members have some freedom to adapt to meet unanticipated needs or opportunities.	2	
3	The program has a flexible schedule that allows children/youth and staff members the security of predictability as well as the freedom to adapt to meet unanticipated needs or opportunities.	3	
4	A flexible schedule is posted daily that allows children/youth and staff members the security of predictability as well as the freedom to adapt to meet unanticipated needs or opportunities. Staff members, children/youth, and families* are aware of which activities are taking place and where they are being held. Children/youth are able to choose which activities to participate in.	4	

NOTES:

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.3

Staff members are intentional about planning rich and meaningful experiences to enhance learning.

Indicator 1.3.1. The curriculum* incorporates evidence-based* and recommended practices and strategies.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The curriculum does not incorporate evidence-based and recommended practices and strategies.	1	
2	The curriculum sometimes incorporates evidence-based and recommended practices and strategies.	2	
3	The curriculum routinely incorporates evidence-based and recommended practices and strategies.	3	
4	To meet the changing needs of children/youth, a variety of evidence-based practices and strategies are regularly reviewed and evaluated by program staff for possible inclusion in the curriculum.	4	

Indicator 1.3.2. Opportunities exist for individual, small-group and large-group activities.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Opportunities do not exist for individual, small and large group activities.	1	
2	Opportunities sometimes exist for individual, small and large group activities.	2	
3	Opportunities are offered frequently for individual, small and large group activities.	3	
4	Staff members intentionally create daily opportunities for children/youth to select individual, small and large group activities.	4	

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.3

Staff members are intentional about planning rich and meaningful experiences to enhance learning.

Indicator 1.3.3. Staff members adapt curriculum* to accommodate the interests, abilities and levels of engagement and developmental level of individual children/youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not adapt curriculum to accommodate the interests, abilities and levels of engagement and development of individual children/youth.	1	
2	Staff members sometimes adapt curriculum to accommodate the interests, abilities and levels of engagement and development of individual children/youth.	2	
3	Staff members routinely adapt curriculum to accommodate the interests, abilities and levels of engagement and development of individual children/youth.	3	
4	Staff members intentionally adapt curriculum to accommodate the interests, abilities and levels of engagement and development of individual children/youth. Children/youth are divided into small activity groups so activities can be selected and tailored based on the children's/youth's interests, abilities, levels of engagement and development. Children/youth can always select from a number of activities that expose them to new concepts and skill-building opportunities.	4	

Indicator 1.3.4. Activities are thoughtfully sequenced* to enhance learning and are focused on defined objectives.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Activities are not thoughtfully sequenced to enhance learning and are focused on defined objectives.	1	
2	Activities are sometimes thoughtfully sequenced to enhance learning and are focused on defined objectives.	2	
3	Activities are thoughtfully sequenced to enhance learning and are focused on defined objectives.	3	
4	Staff members work together to plan and/or share with other staff activities that are thoughtfully sequenced to enhance learning and are focused on defined objectives.	4	

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.3

Staff members are intentional about planning rich and meaningful experiences to enhance learning.

Indicator 1.3.5. Opportunities are provided for children/youth to collaboratively create solutions to problems of concern to them and/or to engage in meaningful and authentic projects.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Opportunities are never provided for children/youth to collaboratively create solutions to problems of concern to them and/or to engage in meaningful and authentic projects.	1	
2	Opportunities are sometimes provided for children/youth to collaboratively create solutions to problems of concern to them and/or to engage in meaningful and authentic projects.	2	
3	Opportunities are provided for children/youth to collaboratively create solutions to problems of concern to them and/or to engage in meaningful and authentic projects.	3	
4	Opportunities are provided for children/youth to collaboratively create solutions to problems of concern to them and/or to engage in meaningful and relevant youth-driven community-based projects and activities. These opportunities are developed through partnerships between the program and community stakeholders*.	4	

Indicator 1.3.6. Staff members intentionally implement strategies for smooth transitions and routines, and provide stability without rigidity.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not implement strategies for smooth transitions and routines and provide stability without rigidity.	1	
2	Staff members sometimes implement strategies for smooth transitions and routines and provide stability without rigidity.	2	
3	Staff members intentionally implement strategies for smooth transitions and routines and provide stability without rigidity.	3	
4	Staff members intentionally implement strategies for smooth transitions and routines and provide stability without rigidity. Successful strategies are both obvious and effective and children/youth are active participants in the transition. Children/youth are able to teach new program participants the routine.	4	

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.3

Staff members are intentional about planning rich and meaningful experiences to enhance learning.

Indicator 1.3.7. Staff members seek out community resources and partners to extend and enhance the curriculum*.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not seek out community resources and partners to extend/enhance the curriculum.	1	
2	Staff members sometimes seek out community resources and partners to extend/enhance the curriculum.	2	
3	Staff members regularly seek out community resources and partners to extend/enhance the curriculum.	3	
4	Staff members regularly seek out community resources and partners to extend/enhance the curriculum. The program builds strong partnerships between staff and community organizations that develop and enhance programming for children/youth and their families*. These relationships develop opportunities that provide children/youth with new experiences and learning activities.	4	

NOTES:

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.4

Curriculum planning is informed by ongoing, appropriate assessment.

Indicator 1.4.1. Staff members use a variety of authentic assessment* strategies and tools (e.g., observation notes) to gauge the effectiveness of curriculum* activities in meeting objectives for children/youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not use assessment strategies and tools (e.g., observation notes) to gauge the effectiveness of curriculum activities in meeting objectives for children/youth.	1	
2	Staff members occasionally use assessment strategies and tools (e.g., observation notes), but are usually limited to informal conversations with children/youth, families, and other stakeholders*.	2	
3	Staff members use a variety of authentic assessment strategies and tools (e.g., observation notes) to gauge the effectiveness of curriculum activities in meeting objectives for children/youth.	3	
4	Staff members use a variety of authentic assessment strategies and tools (e.g., observation notes) to gauge the effectiveness of curriculum activities in meeting objectives for children/youth. Assessment results are used to modify program activities to better meet the needs of children/youth and families*.	4	

Indicator 1.4.2. Staff members are trained in the selection and appropriate use of informal and formal tools for assessing individual children/youth, the learning environment and materials, and individual curricular activities.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are not trained in the selection and appropriate use of informal and formal tools for assessing individual children/youth, the learning environment and materials, and individual curricular activities.	1	
2	Staff members have minimal training in the selection and appropriate use of informal and formal tools for assessing individual children/youth, the learning environment and materials, and individual curricular activities.	2	
3	Staff members are trained in the selection and appropriate use of informal and formal tools for assessing individual children/youth, the learning environment and materials, and individual curricular activities.	3	
4	Staff members are trained in the selection and appropriate use of informal and formal tools for assessing individual children/youth, the learning environment and materials, and individual curricular activities. The staff members use this knowledge to align appropriate assessments to program goals. Assessment results are then used to modify program activities to better meet the needs of children/youth and families.	4	

Area 1: Programming and Curriculum (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 1.4

Curriculum planning is informed by ongoing, appropriate assessment.

Indicator 1.4.3. Staff members routinely incorporate assessment information into curriculum* planning and decision making to ensure that program activities reflect current knowledge about each child/youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not incorporate assessment information into curriculum planning and decision making.	1	
2	Staff members sometimes incorporate assessment information into curriculum planning and decision making to ensure that program activities reflect current knowledge about each child/youth.	2	
3	Staff members routinely incorporate assessment information into curriculum planning and decision making to ensure that program activities reflect current knowledge about each child/youth. This includes assessment documentation that is part of the Individualized Education Plan (IEP)* of children/youth with disabilities.	3	
4	Staff members routinely incorporate assessment information into curriculum planning and decision making to ensure that program activities reflect current knowledge about each child/youth. Findings and feedback from assessments are shared with staff members and program stakeholders*, including school and community partners, to improve the quality of the program. In turn, the program staff and administration facilitate the regular sharing of school assessment information, including IEPs for children/youth with disabilities, for the purpose of coordinating individualized curricula across settings.	4	

Indicator 1.4.4. The gathering, storage, sharing and disposal of assessment documentation follow written procedures that ensure ethical standards* of confidentiality.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The gathering, storage, sharing and disposal of assessment documentation do not follow written procedures that ensure ethical standards of confidentiality.	1	
2	The gathering, storage, sharing and disposal of assessment documentation sometimes follow written procedures that ensure ethical standards of confidentiality.	2	
3	The gathering, storage, sharing and disposal of assessment documentation follow written procedures that ensure ethical standards of confidentiality.	3	
4	The gathering, storage, sharing and disposal of assessment documentation follow written procedures that ensure ethical standards of confidentiality. All information collected is stored in paper and electronic files to enable authorized personnel to review program progress over time.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships

Individual(s) completing assessment (name and relationship to program): _____

Program: _____ Date: _____

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: **1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent.** List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.1

Program staff members engage children/youth in positive ways and intentionally build individual relationships.

Indicator 2.1.1. Staff members respect and accept the languages, cultures and family* structures of all children/youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members disregard, are unfamiliar with, or are intolerant of the diversity of languages, socio-economic status, cultures, and family structures of children/youth.	1	
2	Staff members are somewhat aware of the languages, cultures and family structures of children/youth. However, staff members do not adapt programming to reflect the diversity of the children/youth or disregard cultural norms such as dietary restrictions.	2	
3	Staff members respect and accept the languages, cultures and family structures of all children/youth. Staff members generally understand cultural norms and ask questions to learn more. The program space, books, routines and activities reflect the diverse languages, cultures and family structures of participants and their families.	3	
4	Program staff and leadership recognize, value, and respect the diversity of children/youth. The program is designed to foster appreciation for diverse languages, cultural practices and perspectives, and family structures in all aspects so that every participant feels accepted and valued. Staff members speak the native languages of families in the program and provide written and verbal information in the language(s) spoken by families.	4	

NOTES:

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.1

Program staff members engage children/youth in positive ways and intentionally build individual relationships.

Indicator 2.1.2. Staff members intentionally create a physical and emotional environment that nurtures a sense of belonging in children and youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are unaware of and/or do not implement strategies for creating a sense of belonging for children/youth in the physical or emotional environment. Staff members do not intervene when a child or youth is excluded or rejected by peers.	1	
2	Staff members are aware of children's/youth's need to belong and are sensitive and responsive to children/youth who appear to be uncomfortable in the program environment or are excluded by others. Bullying or severe rejection of a child or youth is not permitted. However, few if any, proactive strategies are used to create a sense of belonging and community among the children and youth.	2	
3	Staff members model respectful, sensitive, inclusive interactions with children/youth and with one another. Program activities include team building exercises and activities specifically designed to create a stronger sense of community. Staff members use several strategies to insure that the individual interests, skills and temperaments of the children and youth are reflected in the physical environment (e.g., artwork is displayed) and in the program activities. Staff members invite children's/youth's opinions when appropriate and provide a variety of meaningful ways of contributing to the program community.	3	
4	Staff members place a high priority on creating a sense of community and camaraderie that includes every child/youth. Staff members are thoughtful about welcoming new children and youth into the program and encouraging shy or withdrawn children/youth to participate. A variety of grouping strategies are used to encourage opportunities for cooperation. Non-exclusive relationships are part of the program culture and participants new to the program are assigned a peer buddy. Staff members use a variety of strategies to encourage children/youth to take responsibility for the well-being of one another and for the group as a whole (e.g., creating a space that reflects them, creating and implementing program behavioral expectations). Staff members create or find opportunities for children/youth to become involved in the larger community.	4	

NOTES:

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.1

Program staff members engage children/youth in positive ways and intentionally build individual relationships.

Indicator 2.1.3. Staff members use positive techniques to redirect inappropriate choices.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not know how to redirect inappropriate choices using positive techniques. Discipline includes corporal punishment, public humiliation, or denying children/youth the ability to meet basic needs, such as toileting, food and water. Response to inappropriate behavior includes: ineffective use of rewards; inconsistency across staff members; inconsistency or bias across children/youth; and/or lack of follow-through.	1	
2	Program behavior expectations are developmentally appropriate for participants. Staff members sometimes use praise, encouragement and positive feedback to reinforce desired behaviors.	2	
3	Staff members consistently use positive techniques, including redirection and logical consequences*, to support appropriate behavior in children and youth. Children/youth participate in developing program rules. Behavior expectations and problem solving strategies are discussed with children/youth. Staff members intervene in conflicts only when necessary. When discipline is required, staff members hold private conversations with children/youth, discuss the situation with parents, and record and track children's/youth's progress over time.	3	
4	Staff members help children and youth to develop skills in identifying problems and developing strategies for making appropriate choices. Staff members help children/youth express their feelings in socially acceptable ways and recognize how their behavior affects others.	4	

Indicator 2.1.4. Staff members implement strategies to encourage children/youth to accept responsibility for their actions and to identify or negotiate positive solutions to conflict.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members make all decisions about the program such as activities, schedule, snacks and behavior expectations; children/youth are not given opportunities to develop responsible decision making skills.	1	
2	Staff members give children/youth some roles/responsibilities in the program and are given choices in daily routines, such as the choice of where to sit or which snack to eat.	2	
3	Staff members intentionally create an environment that promotes individual responsibility and coach children/youth through the process of resolving social conflicts when needed.	3	
4	Staff members regularly stimulate children's/youth's thinking and actions regarding personal responsibility within and outside of the program environment. Children/youth are provided opportunities to discuss and practice maintaining civility when conflicting views are communicated.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.1

Program staff members engage children/youth in positive ways and intentionally build individual relationships.

Indicator 2.1.5. Staff members engage with, listen to and respond to all children/youth in a warm, supportive and caring manner using specific, non-evaluative language*.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members communicate only to give direction or discipline; their tone of voice is harsh, sarcastic or dismissive. Staff members rarely converse with children/youth during routines and activities, choosing instead to supervise in silence or converse with other staff.	1	
2	Staff members sit with children during activities and meals and sometimes engage them in conversation. Staff members responses to children/youth are a mix of personal opinion (i.e. evaluative) and prompting questions/comments (non-evaluative).	2	
3	Staff members frequently engage in one-on-one conversations with children/youth. Staff members are careful to frequently interact in meaningful ways with each child/youth and to avoid showing favoritism. Staff members' verbal and nonverbal communication conveys caring and interest toward children/youth, regardless of the perspective that the child/youth is expressing.	3	
4	Staff members consistently look at children/youth when speaking to them, listen carefully, and respond with interest. Staff members have frequent reciprocal conversations with children/youth about school, friends, family*, events and other topics of interest to children/youth and ask open-ended questions to allow them to expand on their thoughts.	4	

Indicator 2.1.6. Staff members recognize their potential for influence on the children/youth with whom they work and act as responsible and appropriate role models and mentors.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not consider their potential for influence on the children/youth with whom they work and do not act as responsible and appropriate role models and mentors.	1	
2	Staff members attempt to serve as positive role models by avoiding inappropriate or offensive language, dressing appropriately, and not engaging in unhealthy behaviors, such as smoking, when children are present.	2	
3	Staff members acknowledge their responsibility as role models and mentors and intentionally demonstrate respect toward their own bodies and toward others. Staff members model positive communication, interactions, empathy, cooperation and respectful conflict resolution.	3	
4	Staff members highly value their responsibilities as role models and mentors to the children/youth and hold themselves and one another to a high standard of behavior. Staff members and administrators regularly discuss ways in which they can more effectively carry out that responsibility with each child/youth.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.1

Program staff members engage children/youth in positive ways and intentionally build individual relationships.

Indicator 2.1.7. Staff members maintain physical, emotional and social boundaries appropriate to the age, gender, culture and preferences of each child/youth and are mindful of other factors that would dictate appropriate boundaries, such as individual history and program protocols.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are unaware of the concept of physical/emotional/social boundaries and the role of boundaries in interpersonal communication. Staff members are unaware that there are individual differences in expectations for appropriateness regarding boundaries.	1	
2	Staff members demonstrate awareness that children/youth, parents and others communicate their individual physical, emotional and social boundaries primarily through nonverbal behaviors (i.e., backing away, averting gaze) and respond by respecting those boundaries.	2	
3	Staff members maintain physical, emotional and social boundaries appropriate to the age, gender, culture and preferences of each child/youth and are mindful of other factors that would dictate appropriate boundaries, such as individual history, program protocols, etc.	3	
4	Staff members work together to plan and/or share with other staff strategies to maintain physical, emotional and social boundaries appropriate to the age, gender, culture and preferences of each child/youth and are mindful of other factors that would dictate appropriate boundaries, such as individual history, program protocols, etc.	4	

Indicator 2.1.8. Staff members actively supervise and engage with children/youth throughout the program day.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	During program hours, staff members' time is spent with job-related functions, such as setting up activities, cleaning or paperwork, and/or in pursuing personal interests, to the exclusion of interacting with and adequately supervising children and youth.	1	
2	Staff members supervise children/youth during program hours but rarely interact with them in meaningful ways.	2	
3	Staff members balance supervision of the group and engagement with individual children/youth.	3	
4	Staff members actively supervise and engage children in program activities and learning by providing direction and encouragement, asking questions, and participating in activities with children/youth. Youth/children are trained as leaders and facilitators and co-lead activities with staff members.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 2.1

Program staff members engage children/youth in positive ways and intentionally build individual relationships.

Indicator 2.1.9. Staff members respect the perspective of each child/youth and invite the contribution of children/youth in planning activities, setting behavioral expectations and consequences, and solving conflicts.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members assume all responsibility for planning activities, setting behavioral activities and consequences, and solving conflicts, with no input from children/youth.	1	
2	Staff members consider modifying activities and/or behavioral expectations and consequences in response to feedback from children/youth and are responsive to children/youth during conflicts. However, children's/youth's input is not intentionally sought when activities, behavior policies/practices, or the resolution of conflicts are initially being planned.	2	
3	Staff members frequently invite children/youth to contribute their perspectives during activity planning, during discussions about behavioral expectations/ consequences, or when resolving a conflict.	3	
4	Staff members intentionally provide all children/youth with opportunities to: a) plan, lead, and implement program activities; and b) engage in meaningful dialogue with peers and staff during discussions about the program; c) influence decisions about behavioral expectations/consequences; and d) participate in group problem-solving when conflicts arise.	4	

NOTES:

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.2

Opportunities are provided for children/youth to learn, practice and strengthen appropriate social skills and to build a sense of community.

Indicator 2.2.1. Staff members plan a variety of opportunities for children/youth to learn and practice cooperation and negotiation with others.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not include opportunities for children/youth to learn and practice essential social competencies*, such as cooperation and negotiation.	1	
2	Staff members identify cooperation and negotiation among children/youth when it happens in the program and acknowledge and reward it.	2	
3	Staff members recognize the importance of cooperation and negotiation skills for children/youth and periodically create opportunities for children/youth to learn and practice them during the program day.	3	
4	Staff members include the development of cooperation and negotiation skills throughout program planning. Staff members receive training and information on the development of social competencies and evidence-based strategies* for supporting skills such as cooperation and negotiation during the program day.	4	

Indicator 2.2.2. Staff members support children/youth in making informed, responsible choices that result in positive outcomes.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are unaware that they can support children/youth in making informed, responsible choices that result in positive outcomes.	1	
2	Staff members sometimes support children/youth in making informed, responsible choices that result in positive outcomes by providing opportunities for them to plan and make decisions about the program.	2	
3	Staff members regularly include opportunities for children to make decisions, engage in program planning and to demonstrate their growing leadership skills in visible ways, such as leading activities or group meetings.	3	
4	Staff members allow children/youth to gradually become more responsible for program planning, and implementing and leading activities. Staff members help children/youth weigh possible outcomes stemming from different decisions and, after the decision has been implemented, engage them in reflection evaluating its effectiveness.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.2

Opportunities are provided for children/youth to learn, practice and strengthen appropriate social skills and to build a sense of community.

Indicator 2.2.3. Staff members guide and encourage children/youth to respect the diversity of all people.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	There is no evidence in the physical or emotional environment that staff guide and encourage children/youth to respect the diversity of all people.	1	
2	Staff members sometimes expose children/youth to the diversity of cultures, abilities or beliefs. The environment includes pictures, books, music, toys or celebrations that reflect diversity.	2	
3	Staff members create a physical and emotional environment that reflects, values and respects diversity of cultures, abilities, and belief systems. Staff members model respectful ways to interact with one another and encourage friendships between all children and youth in the program with diverse backgrounds.	3	
4	Staff members communicate a high value for diversity through informal conversations and interactions as well as planned activities and discussions. Staff members consistently reflect this value in both private and public behavior and speech. Classroom physical and emotional environments and programming are designed to provide children and youth with opportunities to learn about, foster respect for and experience a variety of cultures, abilities and belief systems. Children/youth are given opportunities to connect and engage with individuals and groups outside of the program who have a different cultural identity than the majority of children/youth in the program. Program welcomes children and youth with different abilities and includes them in activities and programming.	4	

Indicator 2.2.4. Staff members cultivate, model and support positive peer relationships among children/youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are involved in children's/youth's relationships with one another only if there is a conflict, at which point they focus on ending the conflict and carrying out any necessary disciplinary action. Staff members have negative interactions with their colleagues, supervisors or other adults in front of children/youth or talk disparagingly about them when not present.	1	
2	Staff members ask children/youth to resolve their conflicts and intervene only when they are unsuccessful. Staff members have generally positive and constructive relationships with their colleagues and supervisors.	2	
3	Staff members encourage positive peer relationships among children/youth. Staff members intentionally model social competence* and mutual respect toward colleagues and supervisors.	3	
4	Staff members intentionally cultivate positive, respectful, caring peer relationships among children/youth, taking care to demonstrate in their adult relationships the social competencies they hope to build in children/youth.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.3

Positive relationships are expected and supported among all people involved with the program to meet the needs of their children/youth.

Indicator 2.3.1. Effective communication is modeled and encouraged among children/youth, program staff, families* and stakeholders*.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	There is little or no meaningful communication between and among children/youth, program staff, families and stakeholders.	1	
2	Communication among children/youth, program staff, families and stakeholders is primarily to provide direction or to inform rather than to invite dialogue.	2	
3	Communication among children/youth, program staff, families and stakeholders is characterized by responsiveness, sharing of ideas, and openness to multiple perspectives.	3	
4	Communication among children/youth, program staff, families and stakeholders is characterized by the sharing of ideas, listening to multiple perspectives and modalities, and openness to the ideas of others, and is responsive and timely. The program engages in strategies to teach effective communication to children/youth, program staff, families and stakeholders.	4	

Indicator 2.3.2. Positive relationships are established and maintained through mutual respect, cooperation and effective conflict resolution.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Relationships are characterized by disrespect, lack of cooperation, and/or unresolved conflict.	1	
2	Relationships are sometimes characterized by mutual respect, cooperation and effective conflict resolution.	2	
3	Positive relationships are established and maintained through mutual respect, cooperation and effective conflict resolution.	3	
4	Positive relationships are established and maintained through mutual respect, cooperation and effective conflict resolution. Adults positively and cooperatively work through their conflicts and are respectful of one another and encourage similar behavior among children/youth.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.3

Positive relationships are expected and supported among all people involved with the program to meet the needs of their children/youth.

Indicator 2.3.3. Diversity of perspectives, abilities, experiences and preferences is acknowledged, accepted and valued.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	There is no evidence that diverse perspectives, abilities, experiences and preferences are acknowledged, accepted or valued. Dissenting opinions or unique perspectives or experiences may be dismissed, ridiculed or disapproved.	1	
2	Diverse perspectives, abilities, experiences and preferences are acknowledged and allowed, but are not overtly highlighted or valued.	2	
3	Diverse perspectives, abilities, experiences and preferences among individuals are acknowledged, accepted and valued. This attitude toward individual differences is often reflected in the physical environment, personal interactions, and planned curriculum*.	3	
4	The program intentionally and strategically creates an environment in which diverse perspectives, abilities, experiences, and preferences are considered assets and are actively encouraged and celebrated. This respect for the uniqueness of individuals is reflected in the physical environment, personal interactions, and planned curriculum.	4	

Indicator 2.3.4. Effective collaboration among all stakeholders* is recognized and pursued as being necessary to achieving the program’s vision and goals for children/youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	There is no evidence that collaboration among individuals or entities is valued or pursued.	1	
2	Collaborations that involve children/youth, staff, parents, and/or community members occur spontaneously and are viewed positively, but intentional collaboration is not supported as an essential social skill for children/youth or as a necessity among staff, administrators, and community stakeholders in fulfilling the program’s vision or goals.	2	
3	Effective collaboration is valued and supported among and between children/youth, parents/families*, staff, administration, and community stakeholders. Collaboration is recognized as a valuable social skill for children/youth to develop and is viewed as an essential skill for adult stakeholders to use in fulfilling their goals for children/youth and their vision for the program.	3	
4	Effective collaboration is recognized as a highly valued social skill that is essential for positive, interpersonal relationships and to the successful achievement of the program’s goals and mission. As such, effective collaboration is taught, modeled, supported, and affirmed wherever appropriate among all stakeholders.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 2.3

Positive relationships are expected and supported among all people involved with the program to meet the needs of their children/youth.

Indicator 2.3.5. Staff members communicate with families* concerning their children/youth with sensitivity, respect and confidentiality.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members' communication with families concerning their children/youth is often negative or disrespectful. Staff members violate families' right to confidentiality by discussing a family's situation or concern with other children, parents, staff members, friends, etc., who are not entitled to know.	1	
2	Staff members are aware of the need to maintain each family's right to confidentiality regarding their children/youth and their family concerns but may not consistently adhere to confidentiality standards. Staff members' daily communication with families is generally positive but does not consistently reflect sensitivity to an individual family member's perspective of or potential response to an issue concerning his/her child.	2	
3	Staff members' communication with families concerning their children/youth is typically characterized by sensitivity to and respect of each individual family member's perspective and potential response. Confidentially about staff-family conversations regarding individual children is valued and maintained.	3	
4	Staff members demonstrate sensitivity and respect when communicating with families about their individual child/youth. Staff members take responsibility for ensuring that confidentiality is maintained and support one another in maintaining communication with families that is characterized by sensitivity and respect.	4	

NOTES:

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.4

The program consistently and globally reflects a high value for positive relationships.

Indicator 2.4.1. The program encourages and facilitates the development of positive relationships among staff and children/youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not encourage or facilitate the development of positive relationships between staff and children/youth. Frequent negative interactions occur between staff members and children/youth.	1	
2	Positive interactions between staff members and children/youth frequently occur but are haphazard rather than an intentional goal of the staff member. Building positive relationships with each child/youth is not identified as an essential competency for staff members.	2	
3	The program encourages the development of positive relationships between staff and children/youth. The program facilitates the building of positive relationships by modeling positive relationship skills for staff member and children/youth and by intervening when conflicts between staff members and children/youth occur.	3	
4	The program is intentionally designed to teach, encourage and recognize positive relationships between staff and children/youth.	4	

Indicator 2.4.2. The program encourages and facilitates the development of positive relationships between families* and staff by offering a wide variety of opportunities for meaningful family involvement that take into account the diversity among families.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not plan opportunities for families to be involved. Families may participate in events or contribute to the program but such involvement is not facilitated by the program.	1	
2	The program plans opportunities for families to be involved but these opportunities tend to be initiated and directed by program/staff and are not sensitive to the diverse needs and circumstances of families (e.g., availability to attend events, cost of participation, transportation).	2	
3	The program plans frequent and meaningful opportunities for families to be involved in a variety of ways that take into account the diverse needs and circumstances of families. The program regularly announces opportunities for family involvement.	3	
4	The program collaborates with families to plan frequent, varied, and meaningful opportunities to be involved in many aspects of the program. Information is gathered about family members' interests, skills, expertise, and resources that they would be willing to share with the children/youth or program as a whole. Information is also gathered about family members' availability, preferences, and barriers related to being involved in the program; this information is used when planning involvement opportunities. The program actively and regularly communicates opportunities for family involvement using a variety of communication methods.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.4

The program consistently and globally reflects a high value for positive relationships.

Indicator 2.4.3. The program encourages and facilitates the development of positive relationships between program staff and school staff by initiating and maintaining multiple avenues of communication and, where applicable, collaboration.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Little or no interaction occurs between program staff and school staff.	1	
2	Relationships between program and school staff are generally positive but interactions are sporadic and lacking a mutual purpose and therefore do not result in cooperative efforts on behalf of children, youth and families*.	2	
3	Program staff and school staff schedule meetings in advance and on a regular basis. These meetings address program curricula, individual student needs, rising challenges, collaborations and celebration of successes. The program encourages and facilitates the development of positive relationships between program staff and school staff by initiating and maintaining multiple avenues of communication and, where applicable, collaboration.	3	
4	Program and school staff utilize multiple avenues of communication including face-to-face meetings. Meetings between program and school staff are regularly scheduled, structured, and collaborative in nature. They address program curricula, individual student needs, rising challenges, and the celebration of successes. Formal and informal structures are in place between the school and program staff to regularly communicate information and strategies to support the needs of the children/youth and their families.	4	

Indicator 2.4.4. The program encourages and facilitates the development of positive relationships among all stakeholders* by encouraging and acknowledging each one's contribution to the development, implementation and evaluation of the program.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Stakeholders are not invited to contribute to the development, implementation or evaluation of the program.	1	
2	Stakeholders are selectively invited to contribute to the development, implementation or evaluation of the program.	2	
3	The program periodically invites stakeholders to contribute to the development, implementation and evaluation of the program.	3	
4	Formal and informal structures and processes are in place to invite all stakeholders to be meaningfully involved in the development, implementation and evaluation of the program.	4	

Area 2: Interpersonal Relationships

Area 2: Interpersonal Relationships (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 2.4

The program consistently and globally reflects a high value for positive relationships.

Indicator 2.4.5. The program respects and supports the important role of the family* in each child/youth's life; encourages positive relationships between children/youth and their families; and provides support for building positive family relationships by connecting families to community resources and services when appropriate.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Program staff do not perceive their role to include building positive relationships between children/youth and families or connecting them with community services.	1	
2	Some program staff would like to help build positive relationships between children/youth and families or connect them with community services but do not feel supported or know how to go about doing so.	2	
3	The program hosts regular parent events and refers families to community organizations for services such as health and mental health services, social services and support groups when necessary.	3	
4	The program plans regular, varied and meaningful events that help parents and guardians strengthen relationships and communications with their children/youth, staff and other parents. Events address a wide variety of needs and interests including parenting skills, computer classes for parents or speakers on topics of interest. Events are scheduled for times and days that allow parents to make wise use of their limited time. The program director is aware of community resources and services, seeks out others when new needs arise and helps families to access them.	4	

NOTES:

Area 3: Professionalism

Individual(s) completing assessment (name and relationship to program): _____

Program: _____ Date: _____

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: **1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent.** List any short and long term goals you may have for each guideline indicator.

GUIDELINE 3.1

Program practices guarantee that staff members and volunteers are highly qualified.

Indicator 3.1.1. Staff members are hired based on competence to perform assigned duties.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are not asked to supply information about their experiences or education. The administrator does not know which staff members have competencies and skills in applicable program areas.	1	
2	Staff members are asked to tell the administrator about their professional experience and education when they are hired. The administrator sometimes assigns staff members to tasks and activities based on their skills and knowledge in applicable program areas.	2	
3	Staff members are asked to tell the administrator about their professional experience and education and provide documentation during the hiring process. Staff members are hired based on program needs. The administrator assigns staff members to tasks and activities based on their skills, knowledge, experience, and education.	3	
4	All staff members must be able to display knowledge of child/youth development and commitment to asset development* of children/youth during the application and interview process. Staff members are asked to tell the administrator about their professional experience and education and to provide documentation during the hiring process. Staff members are hired based on program needs. The administrator assigns staff members to tasks and activities based on their knowledge, experiences and education.	4	

NOTES:

Area 3: Professionalism (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 3.1

Program practices guarantee that staff members and volunteers are highly qualified.

Indicator 3.1.2. Staff members and volunteers are required to participate in orientation sessions that address the program goals, the developmental and individual needs of children/youth, and appropriate strategies for supporting all program children and youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	There are no orientation sessions for staff members or volunteers.	1	
2	An orientation program for new staff exists and focuses on organization policies and procedures. If volunteers are used, orientation is available.	2	
3	An orientation program exists and new staff members and volunteers are required to participate. These sessions address program goals, policies and procedures, developmental and individual needs of children/youth, and appropriate strategies for supporting all program children/youth.	3	
4	An orientation program exists and all staff members and volunteers (new and existing) are required to participate in periodic and regularly occurring sessions that address the program goals, policies and procedures, the developmental and individual needs of children/youth, and appropriate strategies for supporting all program children/youth.	4	

NOTES:

Area 3: Professionalism (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 3.1

Program practices guarantee that staff members and volunteers are highly qualified.

Indicator 3.1.3. The performance of staff members and volunteers is assessed on a regular basis, ongoing supervisory feedback is integrated into daily work, and participation in training is required and facilitated as appropriate.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The administrator infrequently observes staff members' performances and may provide verbal feedback.	1	
2	The administrator utilizes a method for assessing staff performance. The method uses a one-way assessment (i.e. observation) and is implemented irregularly. The administrator may or may not share the information collected with staff members. Sometimes the information is used to inform modifications in program management and operations.	2	
3	The administrator, with input from staff members, utilizes a method for assessing staff performance. The method uses both one-way assessment (i.e. external observation) and two-way assessment (i.e. self-assessment) and occurs regularly. The administrator shares the information collected with staff members. The information is used to inform staff members' goals for the coming year, to inform future professional development opportunities, and to inform modifications in program management and operations.	3	
4	The administrator, in collaboration with other staff members and program stakeholders*, utilizes a defined, clearly articulated method for assessing staff performance. The method uses several types of assessment (i.e. observation, self-assessment, etc.) and occurs regularly. The administrator shares the information collected with staff members verbally and in writing, and asks them to reflect on their own performance. The information is used to inform staff members' goals for the coming year and to inform future professional development opportunities. If a staff member receives a negative review, a corrective action plan is developed, implemented and monitored by the administrator. All information collected is stored in files to enable the administrator to review individual and program progress over time.	4	

NOTES:

Area 3: Professionalism (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 3.1

Program practices guarantee that staff members and volunteers are highly qualified.

Indicator 3.1.4. Staff members are supported in identifying professional development goals and in pursuing opportunities that support attainment of those goals.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are not encouraged to seek education and training related to their jobs. There is no opportunity for career progression. Staff development opportunities are offered infrequently and are not guided by the needs of staff. If a staff member is interested in professional development, they must pursue it on their own time and with their own resources. The program experiences a high staff turnover rate.	1	
2	Limited staff development opportunities are offered throughout the year on an irregular schedule. The administrator selects training and workshop topics. Staff members are encouraged to seek additional education and training related to their jobs but it is not provided through the workplace. There is little opportunity for career progression. Some staff members are promoted into a limited number of leadership positions as they become available.	2	
3	Staff development opportunities are offered regularly throughout the year. The administrator selects training and workshop topics with input from individual staff members. The administrator works one-on-one with staff members to create individual staff development plans. Staff members are encouraged to seek education and training related to their jobs and time/resources are provided by the organization. The administrator promotes learning by holding trainings for staff and distributing information about other educational opportunities. There is opportunity for career progression. Successful staff members are groomed to be group leaders and directors; there is opportunity to be promoted into leadership positions as they become available. Staff members who are ready and qualified for higher-level work are supported by the administrator as they transition into new positions.	3	
4	Staff development opportunities are offered regularly throughout the year. The administrator and staff members meet to select training and workshop topics together. Trainings and workshops are sequenced* and build upon one another. The administrator creates a staff-wide development plan that addresses the needs of the entire staff as well as the needs of individual staff members. Staff members are encouraged to seek education and training related to their jobs and time/resources are provided by the organization. The administrator promotes learning by holding trainings for staff, and distributing information about other educational opportunities. A line item in the budget supports professional development. There is opportunity for career progression. Successful staff members are groomed to be group leaders and directors, and are promoted into leadership positions as they become available. The program has several levels within each job title (i.e. apprentice, assistant, associate, etc.), allowing staff members to receive more frequent promotions. Staff members who are ready and qualified for higher-level work are supported by the administrator as they transition into new positions.	4	

Area 3: Professionalism (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 3.2

The program engages staff members as active partners.

Indicator 3.2.1. Staff members are treated as professionals and are provided opportunities for meaningful engagement in decision making, planning and evaluation of all aspects of the program.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Program staff members do not participate in staff meetings. The organization does not have clear expectations for staff performance. Staff members are reprimanded but are not acknowledged for accomplishments and contributions. An employee handbook and job descriptions are unavailable.	1	
2	Staff meetings occur irregularly and/or infrequently. There is little awareness of expectations; issues of concern are discussed, but there is no follow through or planned solutions. Written job descriptions and an employee handbook exist but are not shared with staff members.	2	
3	Staff meetings occur regularly. Staff members are engaged when discussing issues and brainstorming solutions about the program. The administrator and other staff take action to follow-up on these discussions and brainstorming sessions. Written job descriptions and an employee handbook exist and are shared with staff members. Program leaders are accessible to staff members.	3	
4	Staff meetings are scheduled in advance and occur on a regular basis. Written job descriptions and an employee handbook exist and are shared with staff members. The administrator coaches staff members; he/she meets regularly with each staff member to discuss programming. Supervisory staff members, including the administrator, participate in training to develop team building, consensus building, and other skills to support staff members' work.	4	

Indicator 3.2.2. Staff members are encouraged to share their knowledge and skill with other staff members and/or with the larger afterschool professional community, as appropriate.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not share their knowledge and skills with others.	1	
2	Some staff members are encouraged to share their knowledge and skills with other staff and occasionally do so on a person-to-person basis.	2	
3	Staff members are encouraged to share their knowledge and skills with other staff and/or with the larger afterschool professional community as appropriate. Staff meeting time is allotted for sharing and professional discussion.	3	
4	Staff members are expected to share their knowledge and skills with other staff and with the larger afterschool professional community as appropriate. Staff meeting time is scheduled for sharing and professional discussion.	4	

Area 3: Professionalism (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 3.3

Staff members support and fulfill the mission and goals of the program.

Indicator 3.3.1. Staff members are aware of the mission and goals of the program and can identify their roles in fulfilling them.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are not aware of the program’s mission and goals.	1	
2	Staff members are informed of the program’s mission and goals during or following the hiring process. Staff members are asked to support the mission and goals.	2	
3	The administrator clearly defines and explains the program’s mission and goals during the hiring and training process and provides a written copy in the employee handbook. Staff members are regularly reminded of the importance of understanding and supporting the mission and goals. Staff members are expected to incorporate the mission and goals into their daily work. Professional development, supervisor support, and employee performance goals are clearly communicated and linked to the program mission and goals.	3	
4	The program’s mission and goals guide the recruitment and hiring processes. Staff members receive a copy of the mission and goals in the employee handbook. The mission and goals are posted throughout the program space. The administrator regularly communicates the importance of understanding and supporting the mission and goals. Staff members are expected to incorporate the mission and goals into their work, through daily performance, planned activities, and communications with youth, families*, staff members, and supervisors. Staff members were involved in the development of the program’s mission and goals.	4	

Indicator 3.3.2. Staff members articulate the characteristics and impact of high quality afterschool programming to children/ youth, families, other afterschool professionals and the greater community.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not clearly understand the characteristics of quality afterschool programming.	1	
2	Some staff members understand the characteristics of quality afterschool programming.	2	
3	Staff members articulate the characteristics and impact of high quality afterschool programming to children/youth, families, other afterschool professionals and the greater community.	3	
4	Staff members articulate the characteristics and impact of high quality afterschool programming to children/youth, families, other afterschool professionals and the greater community, and involve these stakeholders* in advocacy efforts to support quality out-of-school time programs. Staff members clearly communicate how the program’s practices are based upon current research on program quality.	4	

Area 3: Professionalism (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 3.4

The program reflects professional respect for staff.

Indicator 3.4.1. The program clearly identifies staff members as professionals to families*, volunteers and program visitors.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are not expected or allowed to make decisions. The program does not seek to know the professional qualifications or achievements of staff members.	1	
2	Staff members are asked for their input in decision making and it is sometimes taken into account. The professional qualifications and achievements of some staff are highlighted by the program in ways that may or may not be visible to stakeholders*.	2	
3	Staff members have autonomy in decision making within the framework of program policies and procedures. Staff members' professional qualifications and achievements are highlighted by the program in ways that are visible to all stakeholders. Staff members can be easily identified (i.e. name tags, program clothing).	3	
4	Staff members have autonomy in decision making within the framework of program policies and procedures. The accomplishments and professional qualifications of all staff are highlighted and celebrated by the program in ways that are visible to all stakeholders. Staff members can be easily identified (i.e. nametags, program clothing). Selected accomplishments are included in program communications to various stakeholders on a regular basis.	4	

Indicator 3.4.2. The program fairly compensates and publicly recognizes staff members for their contributions and achievements.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not have a salary/benefit structure for staff. Salary decisions are made based on informal criteria and positions are frequently created to conform to existing staff.	1	
2	The administrator uses a salary/benefit structure which is unwritten and rarely explained to staff. Salary decisions are often made according to this structure.	2	
3	The program has a written salary/benefit structure that is part of the program's policy. Salary/benefit decisions are always made according to this structure. The program's salary/benefit structure is based on knowledge of appropriate compensation and benefit structures as well as market rates to effectively recruit and retain qualified staff.	3	
4	The program has a written salary/benefit structure that is part of the program's policy. The salary structure outlines entry-level, middle management, and leadership position salaries, as well as the factors that may affect salary and increases (i.e. performance, level of schooling, years of experience). The program's salary/benefit structure is based on knowledge of appropriate compensation and benefit structures as well as market rates in order to effectively recruit and retain qualified staff. Salary decisions are always made according to this structure. Staff members are fully aware of this structure and are supported by administration to work toward salary increases. Salary decisions are based on formal criteria.	4	

Area 3: Professionalism (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 3.4

The program reflects professional respect for staff.

Indicator 3.4.3. The program space reflects a professional attitude toward the staff (e.g., separate, designated workspace and restroom for staff members; adult-sized furnishings available; storage for personal belongings).

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program space does not adequately meet the needs of program staff. Separate workspace for staff, storage for personal belongings, and staff restrooms are not considered when allocating program space.	1	
2	The program space meets some, but not all, of the needs of program staff. Some consideration is given to providing separate workspace for staff, storage for personal belongings, and staff restrooms if room is available.	2	
3	The program space reflects a professional attitude toward the staff. Space includes separate, designated workspace for staff; adult-sized furnishings; restroom for staff that is separate from program children and youth; and storage for personal belongings.	3	
4	The program space is designed with input from staff and reflects a professional attitude toward the staff including: separate, designated workspace for staff; adult-sized furnishings available; restroom for staff separate from program children and youth; storage for personal belongings.	4	

Indicator 3.4.4. The program makes resources and equipment readily available for staff members to carry out their professional responsibilities (e.g., current curriculum* resources and professional periodicals; access to functioning office equipment).

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Resources and equipment are not readily available to program staff.	1	
2	Some appropriate resources and equipment are available to program staff (i.e. some are outdated and some are current) but may not be readily accessible.	2	
3	The program makes resources and equipment readily available for staff members to carry out their professional responsibilities, including current curriculum resources and professional periodicals and accessible, functioning office equipment. Program resources are readily accessible.	3	
4	The program makes resources and equipment readily available for staff members to carry out their professional responsibilities. This includes electronic resources, state of the art equipment, recently published curriculum resources and professional periodicals to support best practices.	4	

Area 3: Professionalism (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 3.5

The program encourages and supports staff participation in a professional community.

Indicator 3.5.1. The program makes information about and from professional associations readily available to staff.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not support staff involvement in professional associations.	1	
2	The program makes information about professional associations available to some staff members.	2	
3	The program makes information about professional associations readily available to staff and encourages staff members to access the information.	3	
4	The program encourages staff to participate in professional associations and provides work time and resources for staff members to engage in these activities.	4	

Indicator 3.5.2. The program supports staff members in their participation in professional activities such as advocacy events in the community, professional association meetings, and collaborative projects that support the field (e.g., paid time off, paid registration fees).

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The organization does not allow staff participation in professional activities such as advocacy events in the community, professional association meetings, and collaborative projects that support the field during work hours.	1	
2	The program allows some staff to participate in professional activities such as advocacy events in the community, professional association meetings, and collaborative projects that support the field. Selected staff members are allowed to participate during work hours.	2	
3	The program supports staff members in their participation in professional activities such as advocacy events in the community, professional association meetings, and collaborative projects that support the field. Staff members are provided resources and paid work time to participate.	3	
4	The program encourages and supports staff members in their participation in professional activities such as advocacy events in the community, professional association meetings, and collaborative projects that support the field. Staff members are provided resources and paid work time to participate. Staff members are expected to share information upon returning to the workplace.	4	

Area 3: Professionalism (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 3.5

The program encourages and supports staff participation in a professional community.

Indicator 3.5.3. The program encourages and supports staff members in attending professional conferences; those who attend are encouraged to share the knowledge and resources they gained with other staff members.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not provide opportunities for staff members to participate in professional conferences.	1	
2	The program encourages staff members to attend professional conferences but does not provide support for attendance.	2	
3	The program encourages and supports staff members in attending professional conferences. Those who attend are asked to share the knowledge and resources they gained with other staff members. Time is allotted at staff meetings for sharing.	3	
4	The program encourages and supports staff members to attend and present at professional conferences including providing work time to engage in these activities. Those who attend are expected to share the knowledge and resources they gained with other staff members. Time is allotted at staff meetings for sharing.	4	

Indicator 3.5.4. The program includes in its budget planning sufficient financial resources to support staff participation in professional activities.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not have a budget for staff development.	1	
2	The program includes minimal funds for staff development in its budget.	2	
3	The program budget includes sufficient financial resources to support staff participation in professional development activities.	3	
4	The program budget includes sufficient financial resources to support staff participation in professional development that addresses knowledge and skills identified in individual staff members' professional development plans.	4	

NOTES:

Area 4: Program Environment

Individual(s) completing assessment (name and relationship to program): _____

Program: _____ Date: _____

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: **1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent.** List any short and long term goals you may have for each guideline indicator.

GUIDELINE 4.1

The program environment, space and equipment are designed to meet the development of and learning goals for children/youth.

Indicator 4.1.1. The environment is emotionally and physically welcoming to children/youth and reflects the diversity of the population served.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members make little or no effort to establish a personal connection with children/youth or to provide opportunities for children/youth to voice questions or concerns. Staff members do not encourage children/youth to join in activities, leaving youth disinterested and disengaged.	1	
2	Staff members attempt to greet children/youth and listen to children/youth when approached, however, no formal method for participants to voice questions or concerns is in place. Staff members lead activities, but do not encourage disinterested children/youth to participate.	2	
3	Staff members regularly greet and/or check in children/youth; space is welcoming with signs and posters. Disengaged children/youth are encouraged to participate in staff-facilitated activities, but are also offered other options.	3	
4	A designated staff greeter provides appropriate support to children/youth as they check in and find an activity in which they wish to join. A staff member is assigned to explain activities and engage those who might want to join. Disinterested youth are encouraged to join or provided with variations on the activity. The program provides a comfortable, well decorated program space. Children/youth have formal and informal opportunities to provide input about activities and program environment.	4	

NOTES:

Area 4: Program Environment (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 4.1

The program environment, space and equipment are designed to meet the development of and learning goals for children/youth.

Indicator 4.1.2. The environment showcases individual children’s/youth’s work, frequently changing displays to offer multiple opportunities for each participant to have his or her work exhibited.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No work is showcased at the program site. Space is not available to display artwork and/or staff has no interest in showcasing artwork.	1	
2	Work is sporadically showcased at the program site. Children/youth can request to staff that their projects be on display.	2	
3	Projects are regularly showcased at the program. Children/youth are encouraged to leave completed projects for display before taking home.	3	
4	Projects are always showcased, encouraging children/youth to complete projects for display year-round. Families* and other community members are invited to see displays.	4	

Indicator 4.1.3. Space, equipment and materials are sufficient to support a variety of concurrent individual and collaborative pursuits and are arranged in a way that facilitates individual ownership and respect for the activities and work of others.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Space, equipment and materials for activities are inadequate, severely affecting the program’s ability to offer a full menu of engaging and enriching activities for children and youth.	1	
2	The program is adequately equipped for the number of activities offered. Space is available for limited activities, but may not be fully equipped with the materials needed. The activity menu* varies slightly but is dictated by space and material restraints instead of enrichment or engagement of students.	2	
3	Space allows for staff to run activities that require varied spaces and types of materials/equipment. Activities can be added to the program without concerns of space or supply limitations. Activity menus are regularly updated, incorporating new materials and equipment.	3	
4	A variety of activities using varied spaces and types of materials and equipment are used. Dedicated space for specific activities is available and well stocked with materials. The activity menu is frequently updated using new materials and equipment.	4	

Area 4: Program Environment (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 4.1

The program environment, space and equipment are designed to meet the development of and learning goals for children/youth.

Indicator 4.1.4. Equipment and materials are intentionally selected and incorporated into the curriculum* based on their utility in supporting the objectives and goals set for program participants.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Materials and equipment are either selected by someone outside of the program or the selection does not incorporate the objectives and goals of the program. The program does not follow a curriculum or, if in place, staff members do not make an effort to understand the curriculum or include the appropriate equipment and materials.	1	
2	Staff members select and incorporate equipment and materials that loosely support the program's objectives for children/youth. Program curriculum exists, but staff members are not fully aware of it and may not have the expertise to select the appropriate equipment and materials to fully support the objectives and goals of the program.	2	
3	Staff members intentionally select and incorporate equipment and materials into the curriculum based on the objectives and goals established for the program. Equipment and materials selected are age appropriate and meet the individual goals of participants. Staff members are familiar with the curriculum and how to select the correct equipment and materials.	3	
4	On a daily basis, staff members review the curriculum and select the equipment and materials needed for that day's activities. Not only are the equipment and materials selected and incorporated into the curriculum to support the objectives of the program, but individual goals are set for children/youth.	4	

NOTES:

Area 4: Program Environment

Area 4: Program Environment (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 4.1

The program environment, space and equipment are designed to meet the development of and learning goals for children/youth.

Indicator 4.1.5. Equipment and materials foster many types and levels of skills and interests to accommodate the current skills and interests of participants, as well as anticipated growth and change.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program has limited or no materials for children/youth. Available materials and equipment are in poor condition or incomplete. Materials and equipment are not stimulating or age or developmentally appropriate. The children/youth's skills and interests are not considered when choosing materials and equipment.	1	
2	Some equipment and materials are available that meet the skill levels of the children/youth. Available materials are in good condition and complete. Staff members have an awareness of children/youth's interest and skill level when choosing equipment and materials.	2	
3	The program offers many, varied, and accessible equipment and materials meeting the skills and interests of children/youth. Staff members intentionally choose equipment and materials that foster the broad range of needs and interests of children/youth. Staff members engage in informal assessment to determine children's/youth's interests and skill levels.	3	
4	The program provides abundant and varied materials that meet and exceed the needs of each child/youth's current skills and interest. Staff members intentionally choose and rotate equipment and materials based on formal observation and assessment of child/youth's skills, growth and interest.	4	

NOTES:

Area 4: Program Environment

Area 4: Program Environment (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 4.2

The program environment reflects respect for families.

Indicator 4.2.1. The program facilities are welcoming to families* and are designed to encourage positive interactions among families and program staff members.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program facilities are not family-friendly. Features of the facilities create barriers to warm, positive interactions between families and program staff members.	1	
2	The program facilities are structured in a way that allows for interactions between staff members and families, although accommodations for confidential conversations may not be available. The environment is physically appealing, although there are few overt attempts to communicate positive, welcoming messages to families.	2	
3	The program facilities include features that communicate the message that families are welcome and respected. Areas for both public and private conversations between staff and families are provided.	3	
4	The program facilities are thoughtfully and intentionally designed, with family input, to communicate the message that every family is welcome and respected. Written and visual elements in the environment reflect the diverse languages and cultures of the families that are enrolled. Comfortable, convenient areas are available for both public and private conversations.	4	

NOTES:

Area 4: Program Environment (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 4.2

The program environment reflects respect for families.

Indicator 4.2.2. The program environment reflects the cultural and linguistic diversity of families*.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	There is no exposure to the diversity of people in positive ways through books, pictures, toys, materials or interactions. Family members who are not native-English speakers are not given an opportunity to talk to staff members in their own language.	1	
2	There are some materials, books, pictures or toys that expose children to positive diversity of cultures. Family members who are not native-English speakers are only given an opportunity to talk to staff in their own language when there happens to be a staff member who understands their language or when there is a problem with their child.	2	
3	Children/youth can see their own particular culture reflected in the environmental setting. They are exposed to similarities and differences of people in positive ways through books, pictures, toys and materials. The program administrator hires staff members who are bilingual whenever possible so that family members who are not native-English speakers can talk to staff members, as well as develop program materials in multiple languages.	3	
4	Children/youth see their own culture reflected in the environment. They are exposed to the diversity of people in a variety of books, pictures, toys, materials and interactions with guests invited to the program. The program administrator hires staff members who are bilingual whenever possible so family members who are not native-English speakers can talk to staff members, and so they can develop program materials in multiple languages. If a family member speaks a language not spoken by any staff member, the program administrator locates a translator to facilitate dialogue.	4	

NOTES:

Area 4: Program Environment

Area 4: Program Environment (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 4.2

The program environment reflects respect for families.

Indicator 4.2.3. A private, comfortable meeting area is available for meetings between families* and staff members.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not have a separate space for meetings between families and staff members. All meetings must take place in the same space used by the children/youth.	1	
2	The program has space available for meetings with family members and staff, but it is not solely dedicated to the program. The space is also not equipped with enough adult-size furnishings. The space is not private and may have other staff and children/youth walking through.	2	
3	The program has a private, comfortable meeting area to hold meetings with families and staff members. The space is separate from the area used by the children/youth. Sufficient adult furnishings, including chairs and a table, are available.	3	
4	The program has a dedicated, private space for families and staff to meet. The space includes parent resources and information. The space has multiple adult-size furnishings making it a more welcoming environment.	4	

NOTES:

Area 4: Program Environment

Area 4: Program Environment (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 4.3

The program environment provides for individual and personal needs.

Indicator 4.3.1. The expectation is clearly and consistently communicated that each person is responsible for contributing to and maintaining a clean, safe and pleasant environment.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not maintain the environment. If responsibilities do exist, those expectations are not clearly communicated to each person responsible for maintaining the environment. Therefore, the environment is not clean, safe or pleasant.	1	
2	The program has established expectations for contributing to the cleanliness of the space, however they are poorly communicated. Staff either does not care to contribute because expectations are not enforced or they are unclear of their responsibilities due to the lack of order and communication of responsibility. Staff members who do contribute to maintaining the environment do so when children/youth are present, taking attention away from the children/youth.	2	
3	Expectations are clearly and consistently communicated. Each staff member is aware of his/her responsibility and completes tasks when children/youth are not present. The program sets expectations so that all staff members work as a team to ensure maintaining a clean, safe and pleasant environment.	3	
4	Staff members take ownership of program and its appearance. Staff members ensure that expectations are completed regularly regardless of individual staff assignment. Staff members receive paid dedicated time to complete expected tasks after children/youth are gone.	4	

Indicator 4.3.2. Storage for supplies and materials is sufficient and designed for ease of use.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not have dedicated storage place for supplies. Supplies are disorganized, inaccessible or inadequate for program needs.	1	
2	The program has space to store supplies and materials, but supplies are difficult to access or infrequently organized for greatest ease of use.	2	
3	The program has sufficient space to store supplies and materials. Supplies are stored in an organized manner that makes them easy to locate, access, and inventory.	3	
4	The program has established a formal inventory check that is done regularly to ensure supplies have been ordered. Supplies and materials are stored in a dedicated space. Supplies are easily accessible and organized for maximum ease of use. Staff members take responsibility for maintaining organized storage of supplies.	4	

Area 4: Program Environment

Area 4: Program Environment (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 4.3

The program environment provides for individual and personal needs.

Indicator 4.3.3. Staff members and children/youth have access to adequate personal storage and bathrooms and sinks.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program space does not have personal storage for staff members or children/youth. Bathroom facilities are inadequate (e.g., staff members share a bathroom with the children/youth, bathrooms cannot be accessed independently).	1	
2	Staff members have individual space for their personal belongings. The children/youth each have a small bin for personal storage. Children/youth have access to adequate bathrooms in building. Staff bathroom facilities are adequate but not optimal (e.g., shared by both genders).	2	
3	The program has adequate, dedicated space for personal storage for children/youth. Staff members have individual, secured space for personal belongings. Separate bathrooms are available for staff members and children/youth. Bathrooms have a sufficient number of stalls and sinks so that waiting is minimal.	3	
4	Staff members can store their personal belongs in a secure, individual storage space that is in a separate space from children/youth. Children/youth have dedicated, ample space for their storage. Storage for both staff members and children/youth takes into consideration seasons and school materials. Separate, appropriately-sized bathrooms are available for both staff members and children/youth. Sinks are available in the classroom, as well as the bathrooms, for multiple uses.	4	

NOTES:

Area 4: Program Environment

Area 4: Program Environment (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 4.3

The program environment provides for individual and personal needs.

Indicator 4.3.4. When space is shared with another program or user, staff members and children/youth are expected and encouraged to show courtesy and respect in maintaining the environment, particularly at the end of the program day.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No consideration is shown by staff members or children/youth for host site*. Staff members demonstrate or communicate a lack of respect for the space/host. Staff members do not assume responsibility for maintaining the environment. At the end of the program or day, shared space is not returned to its original order or made ready for the next user. Communication between the program and site host is minimal or contentious.	1	
2	There is no mutual understanding of expectations between the host site and the program. Staff members are inconsistent in maintaining the environment or showing respect for those using the space. Staff members and children/youth are inconsistent in preparing the space for the next user. Communication between program and host is positive but informal and/or infrequent.	2	
3	Staff members and children/youth receive adequate supervision to ensure courtesy and respect in maintaining the environment. The program has established a memorandum of understanding (MOU) with the host to ensure expectations are met. Children/youth are encouraged to clean up after themselves; staff members model expectations for use and clean-up of the shared environment.	3	
4	Staff members ensure space is left in as good or better shape than found at the end of the program time. Host facilities post schedules to assure full awareness of use of space. Constant and good communication has been established between the host and program. There is a strong collaboration between the host and program to ensure maintenance of space. The program culture encourages courtesy and mutual respect for all involved.	4	

NOTES:

Area 5: Health and Safety

Individual(s) completing assessment (name and relationship to program): _____

Program: _____ Date: _____

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: **1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent.** List any short and long term goals you may have for each guideline indicator.

GUIDELINE 5.1

Program policy and staff practices support wellness and the prevention of disease and harm.

Indicator 5.1.1. The program promotes and encourages habits among staff members and children/youth that foster health (e.g., ensuring that clean drinking water is available at all times; teaching and encouraging recommended hand-washing procedures; encouraging and modeling physical activity).

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Little or no regard is shown throughout the program for sanitation, personal hygiene, and healthy habits.	1	
2	Staff members provide instructions on proper hygiene and healthy habits (i.e. proper hand-washing).	2	
3	Staff members model and encourage appropriate healthy habits (e.g., no outside food/soda, staff have proper hygiene); staff members use proper sanitation equipment and materials. Children/youth show evidence of practicing healthy habits.	3	
4	Healthy habits are included in the curriculum*. The program utilizes community resources and makes referrals when appropriate. Learning about health and wellness is extended at home through parent involvement, resources, information and activities.	4	

Indicator 5.1.2. Snacks and meals are provided for children/youth in sufficient quality and quantity to meet recommended guidelines and in a manner that encourages and models healthy eating habits.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Snacks and meals are not provided to the children/youth.	1	
2	Snacks and meals are provided to the children/youth on a daily basis, but in insufficient quantity and of questionable nutritional quality.	2	
3	Snacks and meals are provided to the children/youth in sufficient quantity and quality. Proper nutritional recommendations are considered when choosing foods.	3	
4	The program provides snacks and meals to children/youth. Children/youth are able to access as much food as they need. Children/youth are educated on proper nutrition choices and health and wellness are integrated into the curriculum.	4	

Area 5: Health and Safety (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 5.1

Program policy and staff practices support wellness and the prevention of disease and harm.

Indicator 5.1.3. Staff members are aware of the physical safety of the environment and take measures to maintain safety for every child/youth (e.g., provide supervision according to participants’ ages, abilities, needs and activities; frequently scan the environment for hazards).

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Children/youth are not supervised and there is no regard for the physical safety of the environment. No system is in place to monitor children’s/youth’s whereabouts. The facility is not properly secured.	1	
2	Some security measures exist, but may not be enforced, maintained and/or function as intended. Staff members have no control over the physical environment and its safety or appropriateness. (ex. Park in the neighborhood, workout room in the recreation center) Children/youth are loosely supervised. Monitoring system in place but loosely followed.	2	
3	Security measures are in place, functioning properly, and utilized by staff, as well as communicated to parents. Staff members are aware of the physical safety of the environment and take measures to maintain the safety for every child/youth. Age appropriate materials and equipment are available and consistently maintained and replaced as needed. Method for monitoring children established and used effectively.	3	
4	Security measures are strictly enforced; parents must use a unique identifier* for program access. Supervision is adjusted for the age and developmental appropriateness for each child/youth. Daily checks of the physical space are conducted. The program has a plan for the replacement of items that become damaged or aged. A monitoring system ensures that all staff members are aware of the whereabouts of all children/youth.	4	

NOTES:

Area 5: Health and Safety (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 5.1

Program policy and staff practices support wellness and the prevention of disease and harm.

Indicator 5.1.4. Relevant medical and health information about each child/youth is updated regularly and is shared with program staff in a manner that maintains ethical standards* of confidentiality and ensures that staff members have the information needed to reduce the risk of illness or harm.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	There is no regard for children's/youth's medical and health concerns. The program is unaware of each child's/youth's physical and mental health history and needs.	1	
2	All medical and health information is kept in the child's/youth's file in the office. There is no system for knowing when information needs to be updated by the parents and physician. Staff members discuss child's/youth's concerns in front of other parents and/or the children/youth. Substitutes are not trained in the needs of the children/youth in the classrooms in which they work.	2	
3	Children's/youth's files and medical information are available in the child's/youth's classroom for all appropriate staff members to access. Staff members maintain the confidentiality of all children/youth through private meetings with parents away from the children/youth. The program has a system to ensure that information is updated on a regular basis.	3	
4	The program has implemented policies and procedures that ensure the health and well-being of all children/youth. Staff members are trained and supported in regard to policies. Consistent review and updating of policies are discussed at staff meetings. Staff members are involved, when asked, in support of parents and children/youth (referrals, IEP meetings, curriculum* and skills support).	4	

NOTES:

Area 5: Health and Safety (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 5.2

Program policy and staff practices ensure an effective and timely response to health or safety concerns.

Indicator 5.2.1. Staff members are aware of common signs of mental, emotional and physical illness or abuse among children and youth and respond according to program policies and procedures that protect privacy and ensure that children/youth and families* are connected to community service providers, if necessary.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program has no policies or procedures that address responding to mental, emotional or physical illness or abuse concerns or staff members are unaware of existing policies and procedures. Staff members are unaware of services in the community related to physical and mental health and safety.	1	
2	Staff members are aware of policies and procedures that address recognizing and responding to mental, emotional or physical illness or abuse, but need support or training in implementing them. Staff members have a basic familiarity with services available in the community related to physical and mental health and safety.	2	
3	Staff members are aware of and implement policies and procedures that address recognizing and responding to mental, emotional or physical illness or abuse, providing documentation as required. Staff members are comfortable speaking with parents and making referrals to relevant community service agencies as appropriate. Staff members attend trainings addressing current child/youth health or safety concerns as well as changes in regulations, recommended practices, or available services as appropriate.	3	
4	The program facilitates collaboration among all stakeholders* (parents, teachers, etc.) to become familiar with supports (such as IEPs* and counseling) to better meet needs of children. Staff members seek out and attend additional trainings to support the physical and mental health and safety of children and youth.	4	

NOTES:

Area 5: Health and Safety (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 5.2

Program policy and staff practices ensure an effective and timely response to health or safety concerns.

Indicator 5.2.2. The administration and storage of medications follows recommended practice and written policy.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No recommended practice or written policy is in place for the administration and storage of medications.	1	
2	Staff members are aware of recommended practices and written policies for administration and storage of medication but are inconsistent in following them.	2	
3	Written policies for the administration and storage of medication that follow state rules and requirements are in place and reviewed on a regular basis. All staff members are trained on the policies and consistently follow the recommended practice.	3	
4	The staff receives annual training on the administration and storage of medication. The written policies for administering and storing medication are shared with the parents in the parent handbook and explained to the families* during the program orientation.	4	

Indicator 5.2.3. Staff members are aware of and follow a procedure for contacting parents, guardians or designated alternative adults in case of illness, accident or emergency.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No procedures exist, or staff members are unaware of procedures, for contacting parents, guardians or designated alternative adults in case of illness, accident or emergency.	1	
2	Policies and procedures for contacting parents and/or alternative adults in case of illness, accident or emergency exist; but implementation by staff members is inconsistent. Parents have limited or no awareness of policies/procedures. Contact information is not updated on a regular basis.	2	
3	Staff members know and have been trained in the program's policies and procedures for contacting parents or appropriate adult in case of illness, accident or emergency and implement them appropriately. Program procedures are reviewed and updated on a regular basis. Parents/guardians are aware of the policies/procedures. All contact information is current.	3	
4	Staff members are knowledgeable about and implement the procedures for contacting parents or the appropriate adults in case of illness, accident or emergency. This is done in a timely and sensitive manner for all concerned. Policies are reviewed, with staff and parent input, on a regular basis; staff members and families are informed of changes. All contact information is current and a system is in place to ensure that contact information is updated as needed.	4	

Area 5: Health and Safety (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 5.2

Program policy and staff practices ensure an effective and timely response to health or safety concerns.

Indicator 5.2.4. An emergency preparedness and response plan is written, communicated to families*, and regularly rehearsed by program staff and participants.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No emergency preparedness and response plan exists.	1	
2	The program has a written emergency plan. Staff members have practiced the plan with the children/youth.	2	
3	The program has an emergency preparedness and response plan written and posted in all of the classrooms. The plan is in the parent handbook. The staff is trained on the plan and practices the emergency plan with the children monthly.	3	
4	The written emergency preparedness and response plan is explained to the families during orientation and included in the parent handbook. The staff receives training on the emergency plan annually. The written emergency plan is posted in each classroom and practiced with the children monthly.	4	

Indicator 5.2.5. Adequate medical supplies and equipment are available for emergency use.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No medical supplies or equipment are available for program staff to use in an emergency.	1	
2	The program has minimal medical supplies and equipment (e.g., a first aid kit in the office), but they are not easily accessible by all program staff, or staff members are not trained in their use.	2	
3	The program has all of the necessary medical supplies for their first aid kits, which are available in every room and easily accessible to program staff. The program has a functioning fire alarm, fire extinguisher and telephone. Emergency numbers are posted in each classroom. Staff members have been trained in the location and use of all supplies and equipment.	3	
4	The program checks the medical supplies and equipment regularly and keeps extra supplies and equipment for first aid kits. Each classroom has a functioning fire extinguisher and fire alarm. All classrooms have telephones and emergency numbers are posted.	4	

Area 5: Health and Safety (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 5.3

Health and wellness practices are sensitive to the diversity of children and families.

Indicator 5.3.1. Health and nutrition information, including program policies, is provided to children/youth and families* in a variety of ways, with consideration given to overcoming communication barriers.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program has no policies or procedures for informing children/youth and families about health and nutrition.	1	
2	Health and nutrition information is provided to families and children/youth in only one or two ways (newsletter, bulletin board). Families' native language or disabilities affecting communication are not considered.	2	
3	Health and nutrition information is provided in a number of ways. The program is aware of families' native language, disabilities, or special needs to ensure that information is provided to all in the most effective way.	3	
4	Family needs are assessed to help determine what the program's health and nutrition programming should be focused on. Families and children/youth help plan and develop health and safety programming and information. The program is aware of, is sensitive to, and incorporates all cultures of the families served.	4	

Indicator 5.3.2. Staff and administrators work with families to accommodate the individual health needs and practices of children/youth and families (e.g., food preferences or allergies, cultural dietary or health practices).

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The health needs and practices of the children/youth and families are not considered by the program.	1	
2	Staff members are aware of and accommodate the food allergies of the children/youth.	2	
3	The program administrator and staff members work with the families to meet the individual health needs of all the children/youth. The children's/youth's allergies are posted in each classroom. Staff members accommodate health practices and cultural diet restrictions of the children/youth.	3	
4	The program administrator and staff members meet with each family during the enrollment process to learn about each child's/youth's food preferences, allergies, and health practices. Allergies are posted in each classroom and every staff member and volunteer is aware of them. Staff members learn about each family's cultural diet and use this information when planning menus and food-related activities for the program.	4	

Area 5: Health and Safety (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 5.3

Health and wellness practices are sensitive to the diversity of children and families.

Indicator 5.3.3. Accommodations are made for children/youth with disabilities and special needs including mental, developmental and physical health concerns.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No accommodations are available for children/youth with special needs. The program refuses to accept children/youth with special needs.	1	
2	Limited accommodations are made available for children/youth with disabilities, such as structural modifications (i.e. ramp into building). Some activities are inclusive and/or modified as appropriate to enable children/youth with special needs to participate.	2	
3	Adequate accommodations are available, including additional staff to support needs of child/youth. Most activities are inclusive and/or modified, as appropriate, to allow children/youth to be successful. The building is completely handicapped accessible. Staff members encourage interaction among all peers.	3	
4	One-on-one support is provided by staff for children/youth with special needs. All activities are inclusive and/or modified, as appropriate, to enable success and participation with peers. Parents and teachers are consulted to ensure program staff are fully aware of child's/youth's needs. Staff members receive additional training as needed. The program culture respects similarities and differences of all children, youth and adults.	4	

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Area 6: Administrative Practices

Individual(s) completing assessment (name and relationship to program): _____

Program: _____ Date: _____

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: **1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent.** List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.1

The program is guided by a coherent vision/mission and a strategic plan.

Indicator 6.1.1. The program has a written statement of mission and goals that is intentionally embedded in all aspects of the program (e.g., staff orientation, curriculum* development, financial planning).

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not have a written statement of mission and goals or the majority of stakeholders* are unaware of it.	1	
2	The program has a written statement of mission and goals but it is not clearly communicated to or understood by and/or shared with all stakeholders and, therefore, has no impact on program planning or activity.	2	
3	The program has a clearly written and articulated mission and goals. The program's mission and goals are shared regularly with staff members and stakeholders. Staff members demonstrate understanding of the program mission and goals. Activities and lesson plans reflect the program mission. Professional development and curriculum are targeted toward attainment of the program goals. The program's mission and goals are posted at the program site.	3	
4	The program mission serves as the foundation for all aspects of the program. Professional development and curriculum are targeted toward attainment of the program goals and financial decisions are guided by the mission and goals. Activities and lesson plans reflect the program mission. Staff members are encouraged to explain the mission to children/ youth and connect the mission to program activities. The program has a clearly written mission statement with directly aligned goals to achieve it. The program's mission and goals are posted at the program site, and are printed on all program materials such as posters and brochures. The program implements a process where the program mission and goals are periodically revisited and amended as necessary.	4	

Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 6.1

The program is guided by a coherent vision/mission and a strategic plan.

Indicator 6.1.2. Participants, families*, staff and board members are involved in long-term decision making and strategic planning efforts.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Administrative staff members do not engage in long-term decision making and planning.	1	
2	Administrative staff members engage in long-term decision making and planning. The program administrator occasionally involves other stakeholders* in informal conversations around program planning and decision making.	2	
3	The program administrator is committed to shared decision making, long-term planning and strategic planning with a team approach. Training is provided to stakeholders to assist them with their roles. Staff members are encouraged to contribute to the strategic planning process. Staff members, youth, families, and board members or executive staff members are viewed as resources in this process. Stakeholders are invited at multiple points to reflect, plan, and participate in the decision making process.	3	
4	The program administrator is committed to shared decision making, long-term planning and strategic planning with a team approach. Training is provided to stakeholders to assist them with their roles. Staff members are encouraged to contribute to the strategic planning process. Staff members, youth, families, and board members or executive staff members are viewed as resources in this process. Stakeholders are invited at multiple points to reflect, plan, and participate in the decision making process. Planning and reflection occur on a regular basis and the plan is continually assessed.	4	

NOTES:

Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 6.1

The program is guided by a coherent vision/mission and a strategic plan.

Indicator 6.1.3. A comprehensive, effective marketing strategy is used to promote the agency, its programs, and its value to youth and the community.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program advertises its services on an ad hoc basis. Most publicity is received through word of mouth. There is no public information about the program's achievements.	1	
2	The program regularly advertises its services using one or more of these strategies: brochures, posters, word of mouth, a program website. There is some public information about the program's achievements, but it is not recent or updated information.	2	
3	The program has a strategic plan for how to market itself. The program regularly advertises its services using multiple strategies including, but not limited to: word of mouth, a program website, open houses, brochures, press releases, events, and service opportunities. There is public information about the program's achievements which is shared with program stakeholders* annually.	3	
4	The program uses a strategic plan for marketing itself. The plan was created with significant input from staff, children/youth, families* and other stakeholders. The program regularly advertises its services using multiple strategies. There is public information about current program achievements that is shared regularly throughout the year with program stakeholders and with the broader community.	4	

NOTES:

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.2

Administrative practices reflect that competent staff members are highly valued.

Indicator 6.2.1. A plan for recruitment, hiring and retention of qualified staff is part of the program’s overall strategic plan and guides all decision making regarding staffing.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No plan exists for recruitment, hiring and retention of staff.	1	
2	A plan exists for the recruitment and hiring of staff.	2	
3	A plan for recruitment, hiring and retention of qualified staff is part of the program’s overall strategic plan and guides all decision making regarding staffing. Effort is made to recruit staff members who represent the diversity of the program’s participants.	3	
4	A plan for recruitment, hiring and retention of qualified staff is part of the program’s overall strategic plan and guides all decision making regarding staffing. Significant effort is made to employ staff members with the right knowledge, skills, and experience who represent the diversity and culture of the community. Stakeholders* are involved in the design and implementation of this plan.	4	

Indicator 6.2.2. Adequate resources are devoted to supporting ongoing knowledge and skill development of staff and volunteers.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program administrator does not assess the professional development needs of staff. Staff input is not used to determine what professional development is provided. The financial and time costs of holding trainings are often cited as a barrier.	1	
2	The program administrator informally asks staff members about their professional development needs. Some trainings are held as a result of these conversations. Trainings are held infrequently and irregularly. The financial and time costs of holding trainings are often cited as a barrier.	2	
3	The program administrator systematically asks every staff member about his or her professional development needs. Regular trainings are held as a result of these conversations. To reduce cost barriers, the site director seeks grants for training and works with staff members to identify time in their schedules that can be used for training.	3	
4	The program administrator speaks to each staff member one-on-one, and uses a professional development planning tool to collect information and assess staff needs. Regular trainings are held as a result of these conversations. The program looks for funding to support training and the budget includes funds to pay staff members to attend trainings. Trainings are sequenced* and build upon one another. Professional development is recognized and valued. The program administrator works with staff members to identify time in their schedules that can be used for training.	4	

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.2

Administrative practices reflect that competent staff members are highly valued.

Indicator 6.2.3. Staff members are provided with professional working conditions and appropriate supervision, support and feedback.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not have clear expectations for staff performance. Staff members are often reprimanded and are not acknowledged for accomplishments and contributions. An employee handbook and job descriptions are not available.	1	
2	Written job descriptions and expectations for staff performance exist and are shared with staff members during the hiring/orientation process but are not consistently used as the basis for regular feedback on job performance. Issues of concern are discussed as they arise but there is no systematic procedure for monitoring or evaluating progress or it is not consistently used by administrators.	2	
3	The program administrator is aware of knowledge, skills, or behaviors that each staff member wishes to acquire or has been asked to improve upon, and frequently provides informal, on-the-job feedback and support.	3	
4	The program administrator coaches staff members regularly; he/she meets with each staff member to discuss performance and to set individual professional development goals. There is a clear professional development plan; staff members attend trainings regularly and have opportunities to share strategies learned. Staff members seek out trainings that build skills beyond regulatory requirements and basic topics. Supervisory staff members, including the program administrator, participate in management training to develop skills to support other staff members' work.	4	

Indicator 6.2.4. Regular staff meetings are held; staff input is valued, including staff members' assessment of the effectiveness of staff meetings.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not have regular staff meetings. Staff members must take the initiative to ask questions or raise concerns with the administrator.	1	
2	The program has staff meetings when an issue arises. Staff meetings are led by the program administrator and all staff members are invited to participate.	2	
3	The program has staff meetings on a regular basis. Staff meetings are led by the program administrator and all staff members are required to participate. Staff members receive advance notice of the meeting to ensure their ability to participate. Staff members are periodically consulted about the effectiveness of staff meetings.	3	
4	The program has staff meetings on a regular basis. Staff meetings are led by the program administrator and all staff members are required to participate. Staff members are asked to contribute to meeting agendas and are encouraged to share their successes and challenges for discussion at the meeting. Staff members receive advance notice of the meeting to ensure their ability to participate. Staff members are periodically surveyed about the usefulness of staff meetings as well as topics for presentation.	4	

Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.2
Administrative practices reflect that competent staff members are highly valued.

Indicator 6.2.5. A system is in place for assessing staff performance that is unbiased and respectful; includes input from the individual being assessed; identifies strengths as well as areas for improvement; and results in a plan for acquiring focused professional development.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program administrator or supervisor occasionally observes staff members' performance and gives them verbal feedback.	1	
2	The program administrator or supervisor has created an internal method for assessing staff performance. The method uses a one-way assessment (i.e. observation) and is implemented irregularly. The program administrator or supervisor does not share the information collected with staff members. Sometimes the information is used to inform modifications in program management and operations.	2	
3	The program administrator, with input from staff members, has created an internal method for assessing staff performance. The method uses both one-way assessment (i.e. external observation) and two-way assessment (i.e. self-assessment) and is implemented regularly. The program administrator/supervisor shares the information collected with staff members. The information is used to inform staff members' goals for the coming year and to collect suggestions to create professional development opportunities.	3	
4	The program administrator, in collaboration with other staff and program stakeholders*, has created an internal method for assessing staff performance. The method uses several types of assessment (i.e. observation, self-assessment, etc.) and is implemented regularly. The program administrator/supervisor shares the information collected with staff members, and asks them to reflect on their own performance. The information is used to inform staff members' goals for the coming year and to collect suggestions to create professional development opportunities. If a staff member receives a negative review, a corrective action plan is developed. All information collected is stored in paper and electronic files to enable the program administrator to review program progress over time.	4	

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.2

Administrative practices reflect that competent staff members are highly valued.

Indicator 6.2.6. Excellence among staff is recognized and rewarded in meaningful ways.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members are not recognized or rewarded for performance.	1	
2	Staff members are occasionally but inconsistently recognized and rewarded.	2	
3	Excellence among staff is recognized and rewarded in ways that are meaningful to both the individual and the organization.	3	
4	Excellence among staff is an expectation and is recognized and rewarded in meaningful and public ways, including internal and external announcements and awards. The program administrator creates opportunities for staff members to showcase their work and accomplishments.	4	

Indicator 6.2.7. Staff discipline, grievance and dismissal policies and procedures related to staff are fair, consistently applied, and clearly communicated to staff.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No written discipline, grievance or dismissal policies or procedures are in place.	1	
2	Written discipline, grievance and/or dismissal policies and procedures are in place but they are not consistently applied or communicated.	2	
3	Written discipline, grievance and/or dismissal policies and procedures are in place, fair and consistently applied. Policies and procedures are clearly communicated to each staff member during new staff orientation and in the staff handbook. They are also communicated to parents in the parent handbook.	3	
4	Written discipline, grievance and/or dismissal policies and procedures are in place, fair and consistently applied. Policies and procedures are clearly communicated to staff and parents and are regularly reviewed, with input from all stakeholders*.	4	

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.3

Well-developed systems for program operation support program goals for children/youth.

Indicator 6.3.1. Program policies/procedures are clearly defined in handbooks for staff, volunteers, families* and board members (if applicable), and are regularly reviewed and updated with input from all stakeholders*.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No employee handbook exists. No formal policy review is done for staff. Policies and procedures are reviewed when an issue arises.	1	
2	An employee handbook outlining internal policies and procedures exists but is not complete and/or is not updated. The handbook is available at the program site for staff members to review. Staff members are not given copies or any formal review of the handbook.	2	
3	An employee handbook outlining internal policies and procedures is given to each new staff member. Staff members are encouraged to review the handbook. The manual is updated regularly and reviewed to ensure that it covers all relevant topics.	3	
4	An up-to-date, comprehensive employee handbook outlining internal policies and procedures is given to each new staff member during their orientation. Staff members are encouraged to review the handbook. The program administrator or other staff member formally reviews the handbook with new staff members and allows time for them to ask questions regarding policies.	4	

Indicator 6.3.2. Recruitment of participants is strategically designed to attract children/youth who are most likely to benefit from high quality programming.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not actively recruit children and youth for the program.	1	
2	The program engages in minimal recruitment of children/youth but does not target those most likely to benefit from its programming.	2	
3	Recruitment of children/youth is strategically designed to attract children/youth who are most likely to benefit from high quality programming.	3	
4	Recruitment of children/youth is strategically designed to attract children/youth who are most likely to benefit from high quality programming with involvement of families, children/youth and other stakeholders. Staff members meet with schools, businesses, and faith and community-based organizations to market programs and identify potential program participants. Program participants recommend other youth. The program hosts community forums with strategic partners to meet new parents and youth to share how the program can help them.	4	

Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.3

Well-developed systems for program operation support program goals for children/youth.

Indicator 6.3.3. Required documentation for program operation (e.g., health certificate, security clearance, insurance, etc.) is maintained, where applicable.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program administrator does not keep files current. Documents are not always renewed on time and may have expired. Staff members are not familiar with the required documents and are unaware of where the records are kept.	1	
2	The program administrator has all required documents and maintains files for each of them, although some files may be out of date. Documents are usually renewed on time. Some staff members are familiar with the required documents, but most are not informed of their location.	2	
3	The program administrator has all required documents and maintains up-to-date files for each of them. Documents are always renewed on time. Staff members are familiar with the required documents, know where they are kept, and they are generally able to answer questions about the documents if asked by families* or inspectors.	3	
4	The program administrator has all required documents and maintains up-to-date files for each of them. Documents are always renewed on time. Staff members are trained on what documents are required and why they are required to maintain program safety and to protect youth. Staff members always know where the documents are kept, and they are always able to answer questions about them if asked by families or inspectors.	4	

Indicator 6.3.4. A system for collecting and monitoring participant attendance is in operation.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No system is in place for the collection and monitoring of participant attendance data.	1	
2	A system exists for collecting and monitoring participant attendance data, but data are not regularly used or updated. Staff members are not trained in data collection; therefore records may be incorrect or out of date.	2	
3	A system exists for collecting and monitoring participant attendance data, and is regularly used and updated. Staff members are familiar with data collection methods, know where to find data, and use data for program planning and participant recruitment efforts.	3	
4	A system exists for collecting and monitoring participant attendance data, and is regularly and frequently used and updated. The system is continually reviewed with the staff. Staff members use the data when planning activities and recruiting children and youth. Data are also used to track participant attendance, and a plan is in place for children and youth who miss program days.	4	

Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 6.3

Well-developed systems for program operation support program goals for children/youth.

Indicator 6.3.5. Complete and current enrollment, registration and medical documentation for all participants is maintained and accessible to authorized individuals.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Children and youth are permitted to participate without formal registration. The program does not have an accurate enrollment list or complete information about participating children and youth. Medical records are incomplete or not current. Staff members are unaware of where records are filed or records are filed in a location that is inaccessible to staff members.	1	
2	Children and youth are required to complete registration materials. The program has an accurate enrollment list although some documents are incomplete. The program requires medical records for each participant. Forms are kept on file and most staff members know where to access them and are able to do so. Medical records and other forms are not regularly updated.	2	
3	Children and youth are required to complete registration materials. The program has an accurate enrollment list. The program has medical records for each participant on file. Staff members can access the records. Staff members periodically ask families* to update records.	3	
4	Children and youth are required to complete registration materials. The program has an accurate enrollment list. The program has medical records for each participant on file. Staff members can access the records. Staff members contact families who expressed interest in the program but never registered. If the forms are not returned, program staff members follow-up with the family and assist them with completion. Forms are kept in a filing system that maintains the records from each year for each participant. Staff members are told during staff orientation where the records can be accessed and what information is in them. Staff members ask families to share updates several times during each program year.	4	

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Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.3

Well-developed systems for program operation support program goals for children/youth.

Indicator 6.3.6. A well-defined and effective system of communication with all stakeholders* is in operation.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program staff works independently of organizations in the community, including schools. Meetings with community stakeholders happen on an ad hoc basis or when there is a crisis. Local schools and the program do not share information about students. Community stakeholders are unaware of the resources and services of the program; staff members are unaware of resources available within the community.	1	
2	The program administrator initiates regular meetings with community stakeholders. Discussions about collaborations occur, but plans are not put into place. Staff members may or may not be aware of resources available within the community.	2	
3	The program administrator has regularly scheduled meetings with the community stakeholders, including administrators of the schools attended by the program children and youth. The program and school administrators have meeting times scheduled for planning and sharing information and the program administrator is asked to participate in schools' planning meetings. Collaboration between program and school administrators and community stakeholders occurs regularly. Student data is shared between school and afterschool program. Discussions are held among the partners to support student progress. Community stakeholders are invited to Lights On Afterschool! or other program events.	3	
4	The program administrator meets frequently with local school administrators to reflect on program accomplishments and future directions. There are shared goals and expectations, and partners encourage students to enroll in the program. The program administrator is actively involved in school leadership teams. The program regularly receives attendance records and student information from schools and provides program information to schools, and staff members have mechanisms to share information on student issues and progress with school staff. If the program wishes to access school building facilities, there is a system for sharing facilities among stakeholders. Community stakeholders are invited to Lights On Afterschool! or other program events and receive ongoing, targeted information. Program administrator meets with community stakeholders to explore ways in which they can collaborate.	4	

Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.3

Well-developed systems for program operation support program goals for children/youth.

Indicator 6.3.7. Guidelines for family* and community involvement are developed, reviewed and regularly updated.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	No plan for family involvement exists. Therefore, if family involvement occurs, it is not a deliberate aspect of the program's design.	1	
2	A plan for family involvement was created by the program administrator. The plan provides a few opportunities for families to participate, such as attending a program orientation. The plan has not been updated since the program began. Staff members are asked to implement the plan whenever possible.	2	
3	A plan for family and community involvement was created by the program administrator, staff members, and family members of children and youth. The plan includes several types of opportunities for families to participate, such as attending a program orientation, facilitating activities, and volunteering. Opportunities for community members and organizations include program referrals, volunteering and field trips. The plan is updated periodically and staff members are expected to implement the plan whenever possible.	3	
4	A comprehensive plan for family and community involvement was created by the program administrator, other staff members, and family members. The plan includes several types of opportunities for families to participate, such as attending a program orientation, facilitating activities, volunteering, and participating in continuous improvement efforts such as regular self-assessment. Program administrator conducts outreach to community organizations to explore opportunities for regular and episodic collaboration such as service learning, mentoring and resource sharing. The plan is regularly updated to respond to community needs and staff members are trained during orientation on the importance of implementing the family and community involvement plan and are expected to implement it.	4	

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Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.3

Well-developed systems for program operation support program goals for children/youth.

Indicator 6.3.8. Policies and procedures are in place that ensure that only appropriate, qualified staff and volunteers are responsible for participants.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program administrator is unaware of regulations that apply to staff and volunteer qualifications.	1	
2	The program administrator is aware of regulations that apply to staff and volunteer qualifications. Staff members are expected to attain qualifications independent of the workplace but program administrator does not track trainings attended by staff members. Not all staff members meet requirements.	2	
3	The program director is aware of the regulations that apply to staff and volunteers in the program and shares this information with staff. The program director tracks the trainings attended by staff members. Several trainings are held for the entire staff, and some are pursued by staff members based on program needs. Training occurs on paid work time.	3	
4	The program director is aware of the regulations that apply to staff and volunteers in the program and shares this information with staff. The program director tracks the trainings attended by staff members. All required trainings are held for the entire staff or otherwise paid for from the program's budget. Staff participate in additional trainings based on a formal needs assessment tied to both program goals and individual professional development plans.	4	

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Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

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GUIDELINE 6.3

Well-developed systems for program operation support program goals for children/youth.

Indicator 6.3.9. Written guidelines are in place regarding use and maintenance of facility, including agreements for shared use between host* and program, when applicable.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Guidelines do not exist regarding use and maintenance of the facility. The program space is rarely or never cleaned. Facilities, furniture, and other materials are not checked to ensure that they are safe and free from hazards. The program administrator and program host are unclear as to who is responsible for facilities maintenance.	1	
2	Written guidelines regarding use and maintenance are in place but are not followed. The program space is cleaned when staff members have the time to do so. Facilities, furniture, and other materials are checked for safety on an ad hoc basis. The program administrator and program host are not clear as to who is responsible, but make an informal effort to maintain facilities.	2	
3	Written guidelines are in place regarding use and maintenance of the facility and the program administrator is aware of them. The program space is regularly cleaned both by program staff and professional janitors or cleaning staff. Facilities, furniture, and other materials are routinely checked and maintenance is performed when necessary. The program administrator and program host are clear as to who is responsible for the maintenance of the space.	3	
4	Written guidelines are in place regarding use and maintenance of the facility and they guide decision making. The program space is regularly cleaned at the end of each day. Facilities, furniture, and other materials are frequently checked and maintenance is performed when necessary. The administrator routinely conducts a walk-through of the program space and uses a facilities checklist to ensure that all aspects of the space are clean and safe. A partnership agreement between the program administrator and program host clearly states who will handle the cleaning and maintenance of the space, and these partners are aware of and abide by the agreement.	4	

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Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.4

Sound fiscal management systems enable the program to meet its goals and fulfill its vision for children/youth.

Indicator 6.4.1. An approved budget that is sufficient to meet the needs of quality programming is adhered to and regularly reviewed and revised.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program administrator does not track expenses and revenues, and does not have access to budget information. The organization’s fiscal staff does this independently. No system of accountability exists related to budget issues.	1	
2	The budget is created and approved by the program’s fiscal oversight body with input from the program administrator. The administrator tracks expenses and revenues using a budget template. The budget is updated once or twice each year. Staff members and stakeholders* do not review the budget.	2	
3	The budget is created and approved by the program’s fiscal oversight body in consultation with program administrator. The administrator tracks expenses and revenues using a budget template. The budget is updated quarterly. The program administrator reviews the budget with staff members and stakeholders.	3	
4	The budget is created and approved by the program’s fiscal oversight body in consultation with program administrator. The site administrator seeks input from staff and stakeholders in creating the budget. The program administrator tracks expenses and revenues using a budget template. The budget is updated at least monthly, and includes updated expense and revenue projections. The program administrator periodically reviews the budget with staff members and stakeholders and points out line items that directly affect staff decisions about the program.	4	

Indicator 6.4.2. A system is in place for accurate inventory of supplies and materials and for timely replenishment.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Supplies are not regularly maintained or ordered. Staff members often run out of what they need. Supplies are kept in a variety of locations and are sometimes locked in areas where staff members do not have access.	1	
2	Supplies are ordered throughout the year, but no formal inventory method is established. The program often ends up with too much or too few of some item. Supplies are kept in a number of accessible areas; staff members generally can find what they need.	2	
3	A supplies inventory check is conducted several times throughout the year and supplies are ordered as needed. Staff members have the supplies they need for each activity. Supplies are organized so they are always accessible to all staff members.	3	
4	An up-to-date supplies list is maintained; supplies are replenished as needed. A formal inventory check is done several times throughout the year to ensure all items are organized and accessible. Staff members use program plans to determine what supplies they will need ahead of time and prepare supplies in advance each day.	4	

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.4

Sound fiscal management systems enable the program to meet its goals and fulfill its vision for children/youth.

Indicator 6.4.3. Adequate capacity for the financial management of the program is addressed in the program’s business and strategic plans.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not have a current business or strategic plan. Policies concerning financial management do not exist.	1	
2	The program has current business and strategic plans, but they do not guide financial management of the program. Policies exist for the financial management of the program but are not closely followed.	2	
3	The program has current business and strategic plans that guide the financial management of the program. Staff members responsible for fiscal management of the program are knowledgeable in this area and are guided by generally accepted accounting principles.	3	
4	The program has current business and strategic plans that guide decision making. These plans are reviewed and updated periodically. Staff members responsible for fiscal management of the program are knowledgeable in this area and are guided by generally accepted accounting principles.	4	

Indicator 6.4.4. The program’s strategic plan addresses the need for long-term financial sustainability.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not intentionally plan for the financial sustainability of the program using sound fiscal strategies.	1	
2	The program has short-term strategies for increasing the stability of financial resources throughout the fiscal year.	2	
3	The program has a business plan that outlines multiple strategies for sustaining the financial viability of the program across multiple years.	3	
4	The program has a long-term sustainability plan using a multi-year funding cycle. The program relies on multiple large and small sources of income. The program administrator regularly seeks and often secures funds for general and/or specific purposes. The program uses marketing and advocacy to proactively enhance future funding sources.	4	

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.5

The program has a system for accountability and continuous improvement.

Indicator 6.5.1. Measurable program goals and objectives have been developed that align with the organizational mission and identified needs of the community and the children/youth and families* served.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program goals and objectives do not exist or are unclear, inappropriate or unable to be measured. They do not align with organizational mission and/or community needs. Staff members are unaware of the program goals and objectives.	1	
2	Broad program goals and objectives generally relate to the organization's mission and/or community needs. Goals and objectives are vague and difficult to measure. Staff members are aware of the program's goals and objectives but are not clear how their work contributes to achieving them.	2	
3	Program goals and objectives are developed based on the needs of children and youth and are aligned with the organization mission and identified community needs. Goals and objectives are specific and measurable. Staff members meet to discuss the goals and objectives of the program and how program activities achieve them.	3	
4	Program goals and objectives are developed based on the identified strengths and needs of program children and youth. Goals and objectives are specific, measurable, achievable, relevant, and time-bound (SMART), and are clearly aligned with the organization's mission and identified community needs. Activities are designed to support both short- and long-term goals. Staff members, children/youth, families, and other stakeholders* are actively engaged in developing, assessing, and evaluating goals and objectives.	4	

Indicator 6.5.2. Objective data are used to measure participants' progress toward identified goals.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Child/youth assessment data are not collected.	1	
2	Child/youth assessment data are collected but are only used to inform decisions about supporting individual children's progress and/or activity planning.	2	
3	Child/youth assessment data are collected and summarized on a regular basis for the purpose of informing decisions about curriculum*, staff support, and/or resources.	3	
4	Child/youth assessment data are systematically and intentionally collected, summarized and considered in all relevant program decisions and strategic planning.	4	

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.5

The program has a system for accountability and continuous improvement.

Indicator 6.5.3. Evaluation summaries are available to stakeholders*.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The evaluation summary is not made available, or no evaluation has been conducted.	1	
2	The program administrator alerts some program stakeholders through informal conversations when an evaluation is conducted. The evaluation summary is available upon request.	2	
3	The program administrator alerts all program stakeholders when an evaluation is conducted through a formal method of communication, such as an e-mail or newsletter. The evaluation summary is posted and copies are available upon request.	3	
4	The program administrator alerts all program stakeholders when an evaluation is conducted through multiple methods of communication such as e-mail, meeting minutes, and newsletters. The evaluation summary findings, including both strengths and challenges, are communicated to stakeholders. The evaluation summary is posted and copies are available upon request.	4	

Indicator 6.5.4. Promising practices in the program are identified and shared internally and externally.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program administrator and staff members do not meet to discuss their work and do not participate in professional development events so they are unaware of what practices are effective.	1	
2	The program administrator and staff members meet occasionally to plan and discuss the program planning activities. Promising practices and related information are shared informally and irregularly. The program administrator and staff members occasionally participate in professional development events.	2	
3	The program administrator and staff members meet regularly to discuss their program planning and activities. Staff members track and share promising practices, both internal and external, so they can be replicated. Staff members share these practices among themselves and occasionally with colleagues from other sites. The program administrator and staff members regularly participate in professional development events.	3	
4	The program administrator and staff members meet regularly to discuss their program planning and activities. Staff members track and share promising practices, both internal and external, so they can be replicated. Staff members share these practices among themselves and frequently exchange ideas with colleagues from other sites. The program administrator and staff members regularly participate in professional development events.	4	

Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.5

The program has a system for accountability and continuous improvement.

Indicator 6.5.5. Procedures for program evaluation are implemented that include gathering both qualitative and quantitative data to be used for continuous program improvement.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Program evaluation occurs but is not a planned process; instead, evaluations are informal and occur irregularly. Evaluations are not consistent over time. Therefore, there is no comparable data to use in reviewing progress.	1	
2	The program administrator develops a plan for program evaluation. The plan includes collecting only qualitative or only quantitative data. The collection methods used are informal, and the site director is solely responsible for gathering data.	2	
3	The program administrator develops a plan for program evaluation with input from staff and stakeholders*. The plan includes collecting both qualitative and quantitative data, and includes all data necessary to report to funders, parents, and other stakeholders. The site director and other staff members use surveys, observations and other methods to collect data. The evaluation plan includes a system for using evaluation results, which includes reviewing results prior to and during program planning and while shaping management and operational practices.	3	
4	The program administrator partners with staff members and stakeholders to develop a plan for ongoing program evaluation. The plan includes collecting both qualitative and quantitative data, and includes all data necessary to report to funders, parents, and other stakeholders. The program administrator and other staff members use surveys, observations, self-assessments and other methods to collect data. Data is stored in electronic or paper files. The evaluation plan includes a system for using evaluation results to improve the program and inform program decisions, including management and operational practices.	4	

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Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.6

Partnerships are sought and maintained to support program goals.

Indicator 6.6.1. Positive relationships and effective, regular communication between program staff/ administrators and school faculty/ administrators are encouraged and facilitated with the goal of supporting positive outcomes for children/youth.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Program and school staff members operate independently and do not share information about children and youth's progress.	1	
2	Program staff members communicate individually with school staff members concerning problems children and youth are having as well as their progress.	2	
3	Program and school staff members regularly communicate to share the strengths, progress, and challenges of children and youth. Discussions and information-sharing focuses on supporting the child/youth's growth and related strategies that are promising, working, or need to be changed to best assist the child/youth.	3	
4	Formal and informal structures are in place between the school and program for program and school staff to regularly communicate in multiple ways and share the strengths, progress, and challenges of children and youth. Ongoing discussions and information-sharing focus on supporting the child/youth's growth and related strategies that are promising, working, or need to be changed to best assist the child. The participant and his/her family* member(s) are often part of the conversations with all partners working together to support the participant's growth and success.	4	

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Area 6: Administrative Practices

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.6

Partnerships are sought and maintained to support program goals.

Indicator 6.6.2. Program staff and leadership collaborate with community partners to: expand learning opportunities* for children/youth; increase organizational capacity; maximize limited resources and support sustainability; and advocate for increased quality and availability of afterschool programming.

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	Staff members do not have established relationships with schools and community organizations. Resources from other organizations are rarely shared with children, youth and their families*. Relationships with local businesses and institutions are undefined or non-existent.	1	
2	Some staff members have informal relationships with schools and community organizations. These relationships are mostly based on the program administrator's or staff's personal contacts. Resources from other organizations are shared with children, youth and their families occasionally, but not consistently, when staff members are aware of them. The program administrator attempts to build or maintain relationships with one or more local businesses or institutions. Resources from these organizations are small, one time, or occasional.	2	
3	Staff members have relationships with several local schools and community organizations. Several staff members maintain these relationships; relationships are not lost during staff transitions. Resources from other organizations are shared with children, youth and their families regularly. The program and other organizations share staff members as appropriate (i.e. specialists, nurses). The program administrator and some staff members build and maintain relationships with several local businesses and institutions. Resources and support from these organizations are occasionally offered to the program. The program administrator coordinates an annual campaign to seek goods, services, support, and financial support from these organizations.	3	
4	Staff members have relationships with most local schools and community organizations. Several staff members maintain these relationships; relationships are not lost during staff transitions. Many of these relationships have established partnership agreements that outline how the relationship will benefit the program and its partner(s). Resources from other organizations are shared with children, youth and their families regularly. The program and other organizations share staff members as appropriate (i.e. specialists, nurses). The program utilizes community volunteers to serve as tutors, mentors, and group leaders. The program administrator and other staff members maintain strong, ongoing relationships with most local businesses and institutions, clearly communicating the relationship between community support, afterschool programming, youth success, and workforce preparation. Resources from these organizations are targeted to specific, agreed upon need areas with progress and results clearly communicated back to the provider. In addition, the site director coordinates several campaigns each year asking local organizations for goods, services, and/or financial support.	4	

Area 6: Administrative Practices (continued)

Instructions: Read the four performance level characteristics for each indicator. Decide which one best matches your program. Circle the corresponding performance level number: 1=Unsatisfactory, 2=Progressing, 3=Satisfactory, 4=Excellent. List any short and long term goals you may have for each guideline indicator.

GUIDELINE 6.6

Partnerships are sought and maintained to support program goals.

Indicator 6.6.3. Community and business leaders are recruited to contribute to strategic planning and program decision making (e.g., board or advisory council member).

PERFORMANCE LEVEL CHARACTERISTICS		PERFORMANCE LEVEL (CIRCLE ONE)	LIST ANY SHORT & LONG TERM GOALS
1	The program does not have an up-to-date strategic plan. The program administrator's relationship with potential afterschool advocates in the community is undefined or non-existent.	1	
2	The program does have a strategic plan but it is not used to direct program operations. The plan was shared with community and business leaders upon completion, but no updates are provided. The program is connected with a few community leaders, businesses, elected officials, or other advocates.	2	
3	The program has a current strategic plan that is used to direct program operations. Business and community leaders were included in the development of the strategic plan. The plan was shared with community and business leaders upon completion, and updates are shared with these community leaders on an annual basis. The program is connected with several community leaders, businesses, elected officials, and other advocates. The program administrator and other staff members maintain regular relationships with advocates and regularly communicate information on program strengths, achievements, needs, and concerns. A few community and business leaders sit on the program advisory council and/or board.	3	
4	The program has a current strategic plan that is used to direct program operations. Business and community leaders played a critical role in the development of the strategic plan. The plan was shared with community and business leaders upon completion, and updates are shared multiple times per year. The program is closely connected with many community leaders, businesses, elected officials, and other advocates. The program administrator and other staff members maintain regular relationships with advocates and regularly communicate information on program strengths, achievements, needs, and concerns. Multiple community and business leaders sit on the program advisory council and/or board.	4	

NOTES:



PART 3

Appendix

Glossary

ACADEMIC GUIDELINES AND BENCHMARKS – Ohio’s Academic Content Standards are clearly defined statements and/or illustrations of what all students, teachers, schools and districts are expected to know and be able to do. The Academic Content Standards for English Language Arts and Mathematics will be replaced by the Common Core in school year 2014 - 2015. <http://www.ode.state.oh.us>

ACTIVITY MENU – A program’s daily or weekly program schedule.

ASSET DEVELOPMENT – Positive characteristics and factors that form the foundation of the healthy development of children and adolescents. An organization engaged in asset development for youth is committed to identifying assets that are lacking, and to working to provide them. The Search Institute (SI) of Minneapolis, Minnesota identified what it believes are 40 crucial developmental assets. <http://www.search-institute.org>

AUTHENTIC ASSESSMENT – A form of assessment in which individuals are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

CURRICULUM – A planned, sequenced, developmentally appropriate program structure linked to program mission and participants’ needs. Curriculum may be purchased or self-developed based on research, developmental domains, Ohio’s Academic Content Standards or a combination.

ETHICAL STANDARDS – Standards of conduct for afterschool professionals. See the National AfterSchool Association Professional Code of Ethics. <http://www.naaweb.org>.

EVIDENCE-BASED – Interventions, practices, and/or information identified as true, valid, and reliable through expert consensus or an analytical process.

EXTENDED/EXPANDED LEARNING OPPORTUNITIES (ELOs) – The range of learning and enrichment programs and activities that occur beyond regular school hours, including afterschool and summer programs.

FAMILY/FAMILIES – A social unit of two or more people who share goals and values, have long-term commitments, and often, but not always, live together. A family may include children and adults living in the home, adults who are responsible for the long-term care and well-being of a child, a child’s legal guardian, and/or parents who may not live in the same household.

GROUP PROCESS – Procedures through which a group effectively approaches, assesses, and solves a common problem. Group problem-solving has predictable phases that require particular social and communication skills.

HOST/HOST SITE – The organization that owns the property in which the afterschool program operates when it doesn’t own its location.

IEP – Individualized Education Programs (IEPs) are personalized goals set by teachers, parents, school administrators, related services and, when old enough, the student him or herself, during the school year, plus any special support needed to help achieve them. Each child receiving special education and related services must have an IEP. It is a legally binding document.

LOGICAL CONSEQUENCES – Implemented following a child or youth’s inappropriate behavior that help them face the outcome. Consequences must be realistic, related to the inappropriate behavior, and explained in a respectful manner. Example: when a child doesn’t clean up from an art activity, the afterschool professional explains to her that the paint brushes become dried out and unusable. The logical consequence is that she loses access to the art supplies until she cleans the paintbrushes.

NON-EVALUATIVE LANGUAGE – Communication that is free of moral or value judgments.

SEQUENCED/SEQUENTIAL ACTIVITIES – A series of experiences that build concepts and/or skills in a cumulative manner.

SOCIAL COMPETENCIES – The social, emotional, and intellectual skills and behaviors needed to succeed as a member of society.

STAKEHOLDERS – A person, group or entity who affects or can be affected by the actions of an organization. Typical stakeholders for an afterschool program include, but are not limited to: program staff and administration, currently enrolled children/youth, their families, board members, school partners, funders, community leaders and partners, local officials, and potential program participants.

UNIQUE IDENTIFIER – A label, usually numeric, assigned to one and only one individual for the purposes of recordkeeping.

Taking a Closer Look at How to Achieve Quality: Area 1

AREA 1: PROGRAMMING & CURRICULUM

Suggestions for programs scoring below level 3 on indicators focused on children’s/youth’s personal responsibility and leadership.



TAKING ACTION

Right Now: Addressed within the First 30-60 Days of Assessment

- 1 A staff meeting is scheduled to identify leadership roles that children/youth could have and/or could be provided and to discuss barriers that may have inhibited staff from encouraging more responsibility and independence in children/youth.
- 2 Trainings are developed/identified to assist staff members in the planning of activities and the use of specific strategies that promote personal responsibility, independence, conflict management and leadership.

This Year: Addressed by the End of the Program Year

- 1 Staff members participate in ongoing trainings to provide the tools and skills needed to empower children/youth to creatively resolve conflicts.
- 2 Staff members participate in ongoing trainings to learn how to plan sequential activities* that develop personal responsibility, independence and leadership in children/youth.
- 3 Staff members meet on a regular basis to share promising practices and to determine new strategies for creating opportunities for children/youth to take personal responsibility, be independent, and become leaders.

Next Year: Addressed at the Beginning of the New Program Year

- 1 Staff and children/youth meet to build on what has worked from the prior year and determine child/youth leadership roles for current year.
- 2 Children/youth will be given additional leadership roles, a voice in program planning, and additional choices in offered program activities.



TIPS FOR SUCCESS

- Encourage children/youth to push beyond their present comfort level.
- Use well-organized, age appropriate activities that offer opportunities for children/youth to learn and grow new skills, problem solve, and build community.
- Provide children/youth with opportunities to reflect on their experiences.
- Allow them to tap into their individual strengths and talents.



TRY THIS

“Share the Power”

To ensure mutual respect, give children/youth, not just adults, opportunities to communicate and demonstrate their expertise and knowledge. One idea is to create rotating schedules where adults and children/youth switch leadership roles. Example: allow a child or youth to create and present activities and/or lead a program meeting (i.e. circle time).

Afterschool programs are a joint endeavor. Children and youth are not silent partners. Everyone should contribute!

Taking a Closer Look at How to Achieve Quality: Area 2

AREA 2: INTERPERSONAL RELATIONSHIPS

Suggestions for programs scoring below level 3 on indicators focused on building positive relationships with children/youth.



TAKING ACTION

Right Now: Addressed within the First 30-60 Days of Assessment

- 1 A staff meeting discussion focuses on identifying current practices that support positive relationship building and opportunities that are being missed.
- 2 Leadership selects strategies around mutual respect and positive communication that will be presented and discussed at staff meetings.

This Year: Addressed by the End of the Program Year

- 1 Staff meeting agendas include time to discuss strategies for building mutual respect and positive communications in day-to-day program interactions.
- 2 Staff members regularly have opportunities to share both successes and challenges in building positive relationships with children/youth, families* and community.
- 3 Program activities are designed to engage children/youth in developing strategies to build positive relationships.

Next Year: Addressed at the Beginning of the New Program Year

- 1 The program continues its emphasis on building positive relationships among staff, children/youth, families and community.



TIPS FOR SUCCESS

- Encourage staff to model cooperation and respect toward children/youth's growth and potential.
- Use positive language that supports children/youth's growth and potential.
- Interact with child/youth on a one-on-one basis.
- Organize activities that promote positive communication.



TRY THIS

"Make a Personal Connection"

Reflect on your interactions with the children and youth in your program. Is there someone you have a difficult time connecting with? Challenge yourself to create a plan to develop a better relationship.

Questions to Consider

- What actions can I begin to take?
- What actions can I try to stop?
- What is already working that I want to keep?
- What will be a sign that this relationship is improving?

Taking a Closer Look at How to Achieve Quality: Area 3

AREA 3: PROFESSIONALISM

Suggestions for programs scoring below level 3 on indicators focused on **building staff members' knowledge and skill.**



TAKING ACTION

Right Now: Addressed Within the First 30-60 Days of Assessment

- 1 The administrator meets with each staff member to identify areas of strength and those in need of development.
- 2 The administrator schedules a staff meeting to share findings of staff strengths and gaps in knowledge and skills.
- 3 A group training is scheduled to build skills and establish a common vision and sense of community.

This Year: Addressed by the End of the Program Year

- 1 Job descriptions are available and accessible.
- 2 A clear staff development plan is created. In-house and external training resources are identified to support the plan.
- 3 Staff members attend trainings throughout the year that align with identified individual goals.
- 4 The administrator and each staff member meet quarterly to assess progress and check in on what is working and what else needs to be in place to support their professional development.

Next Year: Addressed at the Beginning of the New Program Year

- 1 A staff retreat is held to revisit goals, celebrate progress, and identify training areas of priority for the current program year.
- 2 An orientation is held for new and returning staff members with the goals of building community, sharing expectations, agreeing on a training plan and quality standards, and establishing a shared vision.
- 3 Opportunities are created for staff members to showcase their work through peer learning sessions. Accomplishments will be acknowledged with announcements and awards.



TIPS FOR SUCCESS

- For trainings that are required by regulation or by program leadership, ensure that staff members are informed of the purpose, content and linkage to program improvement goals beforehand.
- Have at least two staff members – including supervisors – participate in most professional development opportunities when possible. This increases institutional knowledge and ability to share learning with others in the program.
- Create an annual professional development plan for each staff member. Ensure that resources for professional development are set aside in the program budget.
- Create a system to track the time and content of staff members' professional development.



TRY THIS

“Each One, Teach One”

To maximize staff participation at professional conferences, workshops, networking events, and other forums that highlight best practice in the field, ask staff to bring back information and resources gathered at these events. Give them time to share what they've learned with colleagues one-on-one and during regular staff meetings. This will save both time and money, and everyone will benefit from events attended by any staff member.

Taking a Closer Look at How to Achieve Quality: Area 4

AREA 4: PROGRAM ENVIRONMENT

Suggestions for programs scoring below level 3 on indicators focused on an **environment that supports positive development for children/youth.**



TAKING ACTION

Right Now: Addressed Within the First 30-60 Days of Assessment

- 1 Program supplies are inventoried.
- 2 Broken or damaged equipment is replaced.
- 3 Orders are placed based on current needs.
- 4 Staff members establish a prioritized “wish list” of items needed and/or desired.
- 5 Staff members work in partnership with young people to organize program space and begin to assess the interests of children/youth.

This Year: Addressed by the End of the Program Year

- 1 Staff members discuss how program activities offer children/youth opportunities to take initiative and explore their interests.
- 2 Staff members share promising practices with others.
- 3 Staff members and children/youth reflect on program improvement and accomplishments throughout the year.

Next Year: Addressed at the Beginning of the New Program Year

- 1 Staff meets at the beginning of the year to plan activities. Staff members reflect on program environment and identify opportunities to engage young people as leaders creating intentional venues for children/youth to share feedback.
- 2 Children/youth are recruited to join a youth council which works with staff to conduct program observations and lead site activities.
- 3 The inventory of program supplies will be completed and supplies will be ordered quarterly.
- 4 Children/youth are acknowledged for their leadership and ongoing contributions to the program.



Area 4 continued on next page

Taking a Closer Look at How to Achieve Quality: Area 4 (continued)

AREA 4: PROGRAM ENVIRONMENT

Suggestions for programs scoring below level 3 on indicators focused on an **environment that supports positive development for children/youth.**



TIPS FOR SUCCESS

- Keep in mind that physical, emotional, and social space should always support positive child/youth development and encourage positive interactions among peers and adults.
.....
- Establish specific ways to welcome children and youth into the program such as holding orientation, organizing a buddy system, creating a welcome committee, etc.
.....
- Involve children and youth in creating program guidelines.
.....
- Make the space child/youth-friendly. Display young people’s work in the program spaces, display magazines and books of interest, play music, or decorate with comfortable and colorful furniture.
.....
- Give young people a voice and opportunities for healthy self-expression through hands-on activities such as poetry, drama, dance, rap performance, sports, etc.
.....



TRY THIS

“Youth as Resources”

Prepare young people to walk-through the program space and give their feedback about everything from the way staff members greet them to the art on the walls. You might create a checklist of questions to help guide their observations and document their feedback.

Mapping Project

- Ask the group to draw a map of the program (artistic talent not required) and then color the spaces where they feel most comfortable.
- Use the maps as a jumping-off point for discussion about what makes a space comfortable and welcoming.
- Use the information gathered to create comment cards so that other young people and adults can give feedback about the spaces.
- Bring your group together after a walk-through to share observations and brainstorm solutions for areas of improvement. Discuss what action the group may need to take to change the environment.

Taking a Closer Look at How to Achieve Quality: Area 5

AREA 5: HEALTH & SAFETY

Suggestions for programs scoring below level 3 on indicators supporting health and safety.



TAKING ACTION

Right Now: Addressed Within the First 30-60 Days of Assessment

- 1 Staff work in partnership with administrators to review policies to support wellness and prevention of disease and harm.
- 2 Health and wellness practices are reviewed for sensitivity to the diversity of children and families*.
- 3 Staff members become aware of children's' history and needs.

This Year: Addressed by the End of the Program Year

- 1 Staff and administrators adjust, create, and/or update policies as needed to ensure the health and well-being of children and families.
- 2 Staff members and children/youth are trained on emergency preparedness and response plan.
- 3 Staff members and children/youth reflect on program improvement and accomplishments throughout the year.

Next Year: Addressed at the Beginning of the New Program Year

- 1 Quarterly reviews of health and wellness policies/procedures are scheduled.
- 2 Periodic training and practice of emergency procedures during program hours are scheduled.

Area 5 continued on next page



Taking a Closer Look at How to Achieve Quality: Area 5 (continued)

AREA 5: HEALTH & SAFETY

Suggestions for programs scoring below level 3 on indicators supporting **health and safety**.



TIPS FOR SUCCESS

Strategies to help you maximize **health and safety** in your program.

- Understand that until children/ youth have their physical and emotional needs met, they are not likely to succeed in activities that require concentration, memory or higher thinking skills.
.....
 - Be vigilant in addressing risks that may harm children.
.....
 - Serve nutritional snacks in a timely manner.
.....
 - Have young people help plan health and wellness practices. Examples: snack menus, personal hygiene, physical fitness, adequate sleep.
.....
 - Ensure that staff model positive health and wellness practices for children and parents.
.....
- Maintain a safe environment. Involve both staff and children/ youth in performing a daily scan of program space(s) to ensure that no hazardous elements exist.
.....
 - Give young people a voice and opportunities to explore similarities and differences among peers. Establish a culture of respect for all.
.....
 - Include parents in program health and wellness efforts such as providing bulletin boards, articles on health and wellness in newsletters, cooking activities, meetings on the topic, etc.



TRY THIS

“The Week of the Young Cook”

Create an empowering experience for young people where they can exchange ideas, explore different cultures, and discover the benefits of health and nutrition. Let them help with cooking activities including:

- Becoming familiar with the USDA daily nutrition requirements for afterschool snacks and meals.
- Establishing a budget for a week of snacks. Assign work groups.
- Planning the snack menu, preparing a shopping list, and reviewing grocery advertisements and coupons.
- Shopping for necessary items.
- Measuring ingredients and preparing snacks.
- Eating and enjoying.
- Cleaning up.
- Surveying and graphing results to determine whether each snack was a good, nutritious, economical choice.

Taking a Closer Look at How to Achieve Quality: Area 6

AREA 6: ADMINISTRATIVE PRACTICES

Suggestions for programs scoring below level 3 on indicators focused on strategic planning.



TAKING ACTION

Right Now: Addressed Within the First 30-60 Days of Assessment

- 1 Establish a planning committee made up of staff, participants, families*, and board members.
- 2 Assign a point person to monitor progress and keep the committee on task.
- 3 Revise program documents to include program goals.

This Year: Addressed by the End of the Program Year

- 1 Find an experienced facilitator to guide and coach the organization through a strategic planning session.
- 2 Schedule leadership trainings for the site administrator and other program leaders.
- 3 Have committee identify realistic benchmarks for achieving goals and ways to measure them.
- 4 Schedule ongoing staff meetings to share lessons learned and to revisit the plan.
- 5 Provide decision making, leadership, and communication trainings to stakeholders* in preparation for strategic planning conversations.

Next Year: Addressed at the Beginning of the New Program Year

- 1 Hold formal orientation to revisit program plans and to accommodate the changing needs of participants, families, and the organization.
- 2 Develop formal mechanisms to encourage feedback from all stakeholders including staff.
- 3 Identify a designated check-in time as a vehicle to empower stakeholders and staff to inform the process, share concerns, and make revisions to the program plan as needed.



Area 6 continued on next page

Taking a Closer Look at How to Achieve Quality: Area 6 (continued)

AREA 6: ADMINISTRATIVE PRACTICES

Suggestions for programs scoring below level 3 on indicators focused on **strategic planning**.



TIPS FOR SUCCESS

Strategies to Ensure a Solid Organizational Structure

- Set up a schedule with deadlines for completing all necessary program reports and procedures documentation.
- Get to know your community and potential partners such as schools, businesses, and faith-based organizations. Be aware of barriers to establishing collaborative relationships.
- Create, distribute, and review an employee handbook that outlines policies and procedures.
- Make sure that staff, parents, schools, and other stakeholders* are aware of your mission and program goals. Display them centrally at your site such as on a bulletin board.

Strategies Toward Program Sustainability

- Remember, it's not simply about generating new dollars. It requires cultivating relationships, finding a niche, diversifying funding sources, and being adaptable to changing trends.
- Know that sustainability planning is team effort requiring a common vision and strategy.
- Build ongoing support among your constituents. Don't wait to contact them only when you need them!
- Increase program visibility through unique outreach efforts. Market to your community and key stakeholders such as school administrators, local elected officials, and other community leaders.
- Diversify funding and in-kind support by having a large pool of donors and volunteers.
- Be willing to invest in systematic changes, such as a new data management system or a strategic planning consultation.



TRY THIS

"Best Recordkeeping Practices"

- **Be Concise.** Notes on program participants should include only relevant information in appropriate detail. Example: The delivery of services for intended youth outcomes.
- **Be Accurate.** Information may be shared with other agencies so keep records legible and free from jargon (words that have a particular meaning to a select group of people but not to the general public). Direct quotes should be recorded whenever possible.
- **Be Up-to-Date.** Progress notes, crisis interventions, or incident reports should be written as soon as possible after an event to prevent loss of information due to time lapse.
- **Be Meaningful.** Notes should distinguish clearly between facts, observations, hard data, and opinions.
- **Be Internally Consistent.** Notes should be structured according to a pre-set format. Acronyms used should be meaningful to all within the organization.

Self-Assessment Profile

Use this form to get an overview of scores and to prioritize areas for improvement.

Program: _____ Date: _____

Area 1: Programming & Curriculum			
	INDICATOR SCORE	GUIDELINE AVERAGE	LIST ANY SHORT & LONG TERM GOALS
1.1.1			
1.1.2			
1.1.3			
1.1.4			
1.1.5			
1.2.1			
1.2.2			
1.2.3			
1.2.4			
1.2.5			
1.3.1			
1.3.2			
1.3.3			
1.3.4			
1.3.5			
1.3.6			
1.3.7			
1.4.1			
1.4.2			
1.4.3			
1.4.4			
AREA AVERAGE			

Area 2: Interpersonal Relationships			
	INDICATOR SCORE	GUIDELINE AVERAGE	LIST ANY SHORT & LONG TERM GOALS
2.1.1			
2.1.2			
2.1.3			
2.1.4			
2.1.5			
2.1.6			
2.1.7			
2.1.8			
2.1.9			
2.2.1			
2.2.2			
2.2.3			
2.2.4			
2.3.1			
2.3.2			
2.3.3			
2.3.4			
2.3.5			
2.4.1			
2.4.2			
2.4.3			
2.4.4			
2.4.5			
AREA AVERAGE			

Self-Assessment Profile (continued)

Use this form to get an overview of scores and to prioritize areas for improvement.

Program: _____ Date: _____

Area 3: Professionalism			
	INDICATOR SCORE	GUIDELINE AVERAGE	LIST ANY SHORT & LONG TERM GOALS
3.1.1			
3.1.2			
3.1.3			
3.1.4			
3.2.1			
3.2.2			
3.3.1			
3.3.2			
3.4.1			
3.4.2			
3.4.3			
3.4.4			
3.5.1			
3.5.2			
3.5.3			
3.5.4			
AREA AVERAGE			

Area 4: Program Environment				
	INDICATOR SCORE	GUIDELINE AVERAGE	LIST ANY SHORT & LONG TERM GOALS	
4.1.1				
4.1.2				
4.1.3				
4.1.4				
4.1.5				
4.2.1				
4.2.2				
4.2.3				
4.3.1				
4.3.2				
4.3.3				
4.3.4				
AREA AVERAGE				

Self-Assessment Profile (continued)

Use this form to get an overview of scores and to prioritize areas for improvement.

Program: _____

Date: _____

Area 5: Health & Safety			
	INDICATOR SCORE	GUIDELINE AVERAGE	LIST ANY SHORT & LONG TERM GOALS
5.1.1			
5.1.2			
5.1.3			
5.1.4			
5.2.1			
5.2.2			
5.2.3			
5.2.4			
5.2.5			
5.3.1			
5.3.2			
5.3.3			
AREA AVERAGE			

Area 6: Administrative Practices (continued)			
	INDICATOR SCORE	GUIDELINE AVERAGE	LIST ANY SHORT & LONG TERM GOALS
6.2.5			
6.2.6			
6.2.7			
6.3.1			
6.3.2			
6.3.3			
6.3.4			
6.3.5			
6.3.6			
6.3.7			
6.3.8			
6.3.9			
6.4.1			
6.4.2			
6.4.3			
6.4.4			
6.5.1			
6.5.2			
6.5.3			
6.5.4			
6.5.5			
6.6.1			
6.6.2			
6.6.3			
AREA AVERAGE			

.....

Area 6: Administrative Practices			
	INDICATOR SCORE	GUIDELINE AVERAGE	LIST ANY SHORT & LONG TERM GOALS
6.1.1			
6.1.2			
6.1.3			
6.2.1			
6.2.2			
6.2.3			
6.2.4			

Quality Improvement Action Plan Template

Individual(s) completing assessment (name and relationship to program): _____
 _____ Program: _____ Date: _____

Instructions: List indicators targeted for improvement **in order of priority/urgency**. For each indicator listed, complete an Action Plan Form. Reproduce these pages as much as needed.

TARGETED INDICATOR	CURRENT SCORE	TARGET SCORE & DATE	DATE OF ACTUAL ACHIEVEMENT

Quality Improvement Action Plan Template (continued)

Program Area/Guideline Number: _____ Indicator: _____

ACTION STEP	PERSON(S) RESPONSIBLE	DATE OF COMPLETION	RESOURCES NEEDED	NOTES

Quality Improvement Progress Chart

Program: _____

		DATE OF ASSESSMENT				
AREA	GUIDELINE	SCORES				
Area 1: Programming and Curriculum	1.1 Child/youth-centered					
	1.2 Individualized					
	1.3 Intentional, meaningful experiences					
	1.4 Assessment					
AREA 1 AVERAGE SCORE						
Area 2: Interpersonal Relationships	2.1 Relationships with children/youth					
	2.2 Social skills, community					
	2.3 Relationships among all stakeholders*					
	2.4 Value of positive relationships					
AREA 2 AVERAGE SCORE						
Area 3: Professionalism	3.1 Highly qualified personnel					
	3.2 Actively engaged staff					
	3.3 Support of mission/vision					
	3.4 Professional respect					
	3.5 Professional community					
AREA 3 AVERAGE SCORE						

Quality Improvement Progress Chart (continued)

Program: _____

AREA	GUIDELINE	DATE OF ASSESSMENT				
Area 4: Program Environment	4.1 Appropriate for developmental and learning goals					
	4.2 Respect for families					
	4.3 Individualized environment					
AREA 4 AVERAGE SCORE						
Area 5: Health & Safety	5.1 Wellness and prevention					
	5.2 Responsive to health and safety concerns					
	5.3 Sensitive to diversity					
AREA 5 AVERAGE SCORE						
Area 6: Administrative Practices	6.1 Vision, mission and strategic plan					
	6.2 Competency of staff members					
	6.3 Program operations					
	6.4 Fiscal management					
	6.5 Accountability and continuous improvement					
	6.6 Partnerships					
AREA 6 AVERAGE SCORE						

Program Quality Assessment Parent Questionnaire

Our program works to provide high quality learning and enriching experiences for children and youth. Your feedback is very important in helping us identify areas where we are meeting the needs of children and their parents, and areas in which our program can be improved.

We appreciate you taking time from your busy schedule to complete and return this questionnaire. Please complete to the best of your knowledge. All information provided will be kept confidential. Remember that this is not a test and there are no right or wrong answers. Our goal is to understand how you feel about your child’s afterschool program. Thank you for your assistance.

Please return by _____ to _____. If you have any questions, please contact _____ by calling _____ or e-mailing _____.

Instructions: Please read each statement and circle the number that best represents how strongly you agree with each.

GENERAL		STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
How much do you agree with each of the statements about the program overall?					
1	I understand and support the program’s purpose and goals.	1	2	3	4
2	The program is comfortable and accepting of diversity among children and families.	1	2	3	4
3	My child enjoys attending the program.	1	2	3	4
4	I’m pleased with the reputation that the program has in my community.	1	2	3	4
5	I am satisfied with the opportunities that are available for me to be involved in program activities and decision making.	1	2	3	4
6	Overall, I am satisfied with the program.	1	2	3	4
Comments:					

Program Quality Assessment Parent Questionnaire (continued)

PROGRAMMING & CURRICULUM ACTIVITIES		STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
How much do you agree with the following statements about the activities and programming planned for your child?					
1	Activities planned for my child are a good match for his/her abilities and interests.	1	2	3	4
2	My child learns and practices new skills in the program.	1	2	3	4
3	The staff ask for and use my child's ideas when planning for the program.	1	2	3	4
4	The program helps my child be successful in school.	1	2	3	4
5	I understand and support the program's behavior guidelines and discipline process.	1	2	3	4
6	The program gives my child opportunities to spend time alone and to be with other children.	1	2	3	4
7	The program is helping my child to develop responsibility, self-confidence and leadership.	1	2	3	4
8	The program makes good use of community resources such as the library, pool, community speakers, and field trips.	1	2	3	4
Comments:					

COMMUNICATION		STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
How much do you agree with each of the statements about communication from the program?					
1	I'm satisfied with staff members' communication with me about my child's daily activities and progress.	1	2	3	4
2	I'm satisfied with the methods that the program uses to communicate with me (e-mail, phone, in-person, etc.).	1	2	3	4
3	I'm satisfied with the information shared with me about how to support my child's development and learning.	1	2	3	4
4	The program does a good job of communicating with me about important events and time-sensitive information (ex: changes in schedule; program or community events; changes in policies).	1	2	3	4
5	I am satisfied with the opportunities available to me to communicate any concerns or questions related to my child's or my experience with the program.	1	2	3	4
6	I am satisfied with the level of communication and cooperation between program staff and my child's teacher(s) at school.	1	2	3	4
Comments:					

Program Quality Assessment Parent Questionnaire (continued)

RELATIONSHIPS How much do you agree with each of the statements about the relationships among children, staff and parents?		STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
1	My child feels safe and accepted in the program.	1	2	3	4
2	My child receives appropriate behavior guidance.	1	2	3	4
3	The program encourages my child to take responsibility for the consequences of his/her actions.	1	2	3	4
4	Staff members talk to my child in a warm and respectful manner.	1	2	3	4
5	Staff members are good role models for my child.	1	2	3	4
6	Staff members respect my privacy on sensitive issues about my child, me and my family.	1	2	3	4
7	I'm satisfied with staff members' supervision of the children.	1	2	3	4
8	The program helps children understand and respect the differences among people.	1	2	3	4
9	The program is a good place for my child to develop friendships.	1	2	3	4
10	Staff members know me and my child by name and always make us feel welcomed.	1	2	3	4
11	I'm satisfied with the interest that staff members show in my child each day.	1	2	3	4
12	I'm satisfied with the way that staff members deal with conflicts between children.	1	2	3	4
13	My child knows and understands the behavior expectations he/she must follow.	1	2	3	4
14	I believe that the program's behavior expectations and consequences are reasonable.	1	2	3	4
15	My child and I understand the consequences when the rules are broken.	1	2	3	4
Comments:					

Program Quality Assessment Parent Questionnaire (continued)

STAFF AND ADMINISTRATORS		STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
How much do you agree with each of the statements about the professionalism of the program administrators and staff?					
1	Program staff and administrators are generally professional in their attitudes, actions, communication and appearance.	1	2	3	4
2	My child's teacher seems to find his/her work enjoyable and satisfying.	1	2	3	4
3	I am confident that the staff and administrators have the professional knowledge and skills to meet the challenges of the job.	1	2	3	4
4	I am satisfied with staff's efforts to continue learning new knowledge and skills.	1	2	3	4
5	I am satisfied with the ability of staff to help me with issues related to my child and to refer me to community resources when additional help is needed.	1	2	3	4
6	I'm satisfied with the effort that program staff and administrators make to build a positive working relationship with me.	1	2	3	4
Comments:					

PROGRAM ENVIRONMENT		STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
How much do you agree with each of the statements about the physical environment of the program?					
1	The program's building and rooms feel safe and welcoming.	1	2	3	4
2	The program space is clean and pleasant.	1	2	3	4
3	There is enough space for my child's backpack, coat and other belongings.	1	2	3	4
4	I'm satisfied with the amount and type of toys, materials and equipment that are available to the children each day.	1	2	3	4
5	The space reflects the children in the program (ex: artwork is displayed, current photographs of children/activities are displayed).	1	2	3	4
6	Families of diverse cultures and backgrounds are welcomed in the program.	1	2	3	4
7	There is a private, comfortable space where I can discuss sensitive issues with my child's teacher or program director.	1	2	3	4
Comments:					

Program Quality Assessment Parent Questionnaire (continued)

HEALTH & SAFETY		STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
How much do you agree with the following statements about the programs efforts to keep children healthy and safe?					
1	The program does a good job of preventing the spread of germs and illness.	1	2	3	4
2	I'm satisfied with the quality and quantity of food that is available to my child.	1	2	3	4
3	I'm satisfied with the staff's efforts to prevent accidents, including poisoning.	1	2	3	4
4	I'm confident in the program's system for keeping my child's medical information up-to-date, secure and confidential.	1	2	3	4
5	I'm satisfied with the procedures that staff must follow if my child becomes sick or injured and am confident that they will follow them.	1	2	3	4
6	I'm confident in the staff's ability to respond quickly and appropriately in an emergency.	1	2	3	4
7	I am confident that staff members are aware of my child's allergies or other health concerns and are capable of preventing exposure to anything that is a danger to my child's health.	1	2	3	4
8	The program does a good job of meeting the needs of children with mental and physical disabilities.	1	2	3	4
Comments:					

ADMINISTRATIVE PRACTICES		STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
How much do you agree with the following statements about the administration of the program?					
1	I have been invited to be a part of program decision making and planning.	1	2	3	4
2	I am satisfied with the program's efforts to attract and keep good teachers/staff.	1	2	3	4
3	I have a copy of and am familiar with the parent handbook.	1	2	3	4
4	I'm satisfied with the program's system for tracking my child's attendance and whereabouts while he/she is there.	1	2	3	4
Comments:					

Afterschool and the Common Core

COMING SOON

In June 2010, the State Board of Education adopted the Common Core State Standards in English Language Arts and Mathematics as well as the revisions to Ohio's Academic Content Standards in science and social studies.

Ohio is one of over 40 states that have adopted the Common Core standards, which establish clear and consistent goals for learning to prepare our country's children for success in college and work. The standards will be effective in Ohio in the 2014-2015 school year.

Afterschool and summer learning programs are well suited to address the common core standards' "habits of mind," which describe knowledge, skills and dispositions that operate in tandem with the academic content in the standards. These include: understanding other perspectives and cultures, competence in using technology and media and perseverance in solving problems



AVAILABLE ONLINE

The Council of Chief State School Officers, a driving force in creating the Common Core, published *Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success.*

<http://www.ccsso.org/Documents/Connecting%20Expanded%20Learning%20Opportunities%20and%20the%20Common%20Core%20State%20Standards%20to%20Advance%20Student%20Success.pdf>

Resources

While this resource list is extensive, it is by no means comprehensive. Many excellent resources are being created continually. Readers are encouraged to seek them out through professional memberships and subscriptions. All websites were correct at the time of printing.

PROGRAMMING AND CURRICULUM

4-H, extensive resource listing and curricula, www.4-h.org

Asia Society, Expanding Horizons resources for afterschool program directors and school leaders, sites.asiasociety.org/expandedlearning/userguide

Coalition for Science Afterschool, afterschoolscience.org

Council of Chief State School Officers, Common Core, Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success, www.ccsso.org

Edutopia, numerous resources including social, emotional and project-based learning as well as informative blogs, articles, videos and other information, www.edutopia.org

National Aeronautics and Space Administration (NASA), numerous curricular resources for formal and informal educators, www.nasa.gov/offices/education/about/index.html

National PTA, Common Core States Initiative information, www.pta.org

Ohio Department of Education Academic Content Standards and Common Core information, www.ode.state.oh.us

SEDL National Center for Quality Afterschool, Afterschool Training Toolkit, www.sedl.org

The After School Corporation, Science After School: How to Design and Run Great Program Activities and Frontiers in Urban Science Resource Guide, www.tascorp.org

INTERPERSONAL RELATIONSHIPS

Collaborative for Academic, Social and Emotional Learning, Meta-Analysis of After-school Programs that Seek to Promote Personal and Social Skills in Children and Adolescents, casel.org/publications/a-meta-analysis-of-after-school-programs-that-seek-to-promote-personal-and-social-skills-in-children-and-adolescents

Harvard Family Research Project (HFRP), has extensive research and evaluation resources on parent, family and community engagement, www.hfrp.org

Kids Included Together, provides virtual and in-person training for community-based organizations committed to including children with and without disabilities, www.kitonline.org

National Institute on Out-of-School Time, Back to the Future: Engaging Older Youth, and Pathways to Success for Youth: What Counts in After-School, www.wcwonline.org

Ohio Department of Education Anti-Harassment, Intimidation and Bullying Resources, education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=431&ContentID=29364&Content=114600

Ohio Department of Education Parent and Community Engagement Resources, education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=5&TopicRelationID=428

Pennsylvania State University Department of Agricultural and Extension Education, After-School Programs Behavioral Issues Toolkit, cyfar.cas.psu.edu/PDFs/Behavioral_Toolkit_YET.pdf

Priority Schools Campaign, Family-School-Community Partnerships 2.0: Collaborative Strategies to Advance Student Learning, neapriorityschools.org/2011/11/07/family-school-community-partnerships-2-0

Search Institute, numerous publications, resources and trainings that promote healthy children, youth, and communities, including the 40 Developmental Assets, www.search-institute.org

The After School Corporation, Increasing Family and Parent Engagement in After-School, www.tascorp.org

Resources (continued)

PROFESSIONALISM

Association for Child & Youth Care Practice, Inc., is a membership organization of state and regional associations, child and youth care agencies, and professionals committed to improving the field of child and youth care and the promotion and development of professional competencies. It oversees a national certification program, the National Professional Child and Youth Care (CYC-P) Credential, <http://www.acycp.org/index.htm>

Charter Oak State College, offers a distance learning Credential in After School Education, www.charteroak.edu/current/programs/credentials/afterschool.cfm

National AfterSchool Association, the national membership for afterschool professionals. Ohio AfterSchool Association is the state affiliate. State trainings and a national conference, as well as a code of ethics for the field, www.naaweb.org

Ohio Professional Registry, owned and operated by the Ohio Child Care Resource & Referral Association, is an online profile registry and training system for early childhood and afterschool professionals. Professionals can track their career growth and search and register for training opportunities offered throughout the state. Once the training is complete, the professional's profile and career pathway levels are automatically updated, <https://login.ocrra.org>

The After School Corporation, Afterschool Professional Development: Resources, Outcomes and Considerations, www.tascorp.org

You for Youth, U.S. Department of Education website with professional development technical assistance and other resources for 21st Century Community Learning Centers and afterschool programs, www.y4y.ed.gov

PROGRAM ENVIRONMENT

National Institute on Out-of-School Time, A Place of Their Own: Designing Quality Space for Out-of-School Time, www.wcwonline.org

HEALTH AND SAFETY

Children's Hunger Alliance, sponsor of federal food programs and provider of trainings and information on nutrition and physical activity, www.childrenshungeralliance.org

Food Research and Action Center, national organization that works to address hunger and food insecurity, numerous resources on federal food programs, www.frac.org

Ohio Action for Healthy Kids, physical activity and nutrition information and resources, www.ohioactionforhealthykids.org

Ohio Department of Education, administers federal food programs such as afterschool, before school and summer snacks and meals, www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=485

Ohio Healthy Programs, offers child care programs the opportunity to earn recognition as an Ohio Healthy Program. Steps toward this distinction include: attending training, implementing a wellness policy, improving menus and engaging parents, <http://ocrra.org/ohp.php?pid=2>

Ohio Kids on the Move: Physical Activity Guidelines for Ohio's Afterschool Programs, www.ohioafterschoolnetwork.org

ADMINISTRATIVE PRACTICES

Afterschool Alliance, a national nonprofit organization dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children; sponsor of annual Lights On Afterschool! celebration in October, www.afterschoolalliance.org

Continuous Quality Improvement in Afterschool Settings: Impact Findings from the Youth Program Quality Intervention Surve, David P. Weikart Center for Youth Program Quality, www.cypg.org

Finance Project, a nonprofit research, training and consulting organization with numerous publications and resources on out-of-school time, www.financeproject.org

Forum for Youth Investment, Measuring Youth Program Quality: A Guide to Assessment Tools, www.forumfyi.org

Harvard Family Research Project, extensive resource with research, strategy and program evaluations in the areas of early childhood education, out-of-school time programming, and family and community support in education, www.hfrp.org

Resources (continued)

Ohio Department of Education, resources for 21st Century Community Learning Centers, including 21st CCLC Ohio Quality Assessment Rubric (O-QAR), <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1892&ContentID=42827&Content=122914>

Partnership for After School Education, Afterschool Youth Outcomes Inventory, www.pasesetter.com/outcomes/outcomes_inventory.html

Policy Studies Associates Inc., Matching After-School Staff to Project Needs and Activities, <http://www.tascorp.org/content/document/detail/1427>

Public/Private Ventures, out-of-school time research and evaluation, www.ppv.org/ppv/outofschooltime.asp

Wallace Foundation, numerous reports and research including a tool for calculating program cost, The Cost of Quality Out-of-School-Time Programs, www.wallacefoundation.org

GENERAL RESOURCES

Child Trends, numerous youth development publications and research including topics such as community involvement, www.childtrends.org

Community and Youth Collaborative Institute, faculty and staff at College of Social Work at The Ohio State University who work with projects and initiatives that focus on the development of school-family-community partnerships and family support initiatives, the enhancement of youth development, sport, and after-school programming, and the assessment and evaluation of youth development, family support, and school social work practices. Site includes helpful resources, www.csw.osu.edu/cayci

Council on Accreditation, accredits afterschool and school-age programs, www.coaafschool.org

Find Youth Info, collaboration of federal agencies that promotes and supports positive, healthy outcomes for youth with tools, resources and best practices, www.findyouthinfo.gov/index.shtml

Foundations Inc., Center for Afterschool Education, afterschool professional development (including webinars), technical assistance, tools and publications, <http://foundationsinc.org/afterschooled>

National Summer Learning Association, research and resources about and for summer learning programs, www.summerlearning.org

Ohio Child Care Resource & Referral Association (OCCRRA), and regional child care resource and referral agencies provide training and technical assistance to child care, early childhood and afterschool programs, www.occrra.org

Ohio Department of Education 21st Century Community Learning Centers, <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=5&ContentID=42827&Content=122914>

Ohio Department of Education Comprehensive System of Learning Supports, www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=5&ContentID=29853&Content=97897

Ohio Department of Education Safe and Supportive Learning, www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=5&TopicRelationID=431

Ohio Department of Job and Family Services Step Up to Quality, a voluntary, quality benchmark system that helps parents identify high-quality child care providers and provides supports and incentives to Ohio programs that meet quality benchmarks, jfs.ohio.gov/cdc/stepupquality.stm

Public/Private Ventures, nonprofit research organization with extensive publications and research including in the area of out-of-school time, www.ppv.org/ppv/outofschooltime.asp

Resources on Afterschool, an online tool featuring selected resources in the areas of research and evaluation, promising practices, professional development, public awareness and communications, policy, and financing in afterschool, <http://afterschoolresources.org>

Research Bibliography Correlated to Guidelines

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Guideline 1.2 Five Standards for Effective Pedagogy and Student Outcomes [Report]: Technical Report/auth. Tharp RG [et al.]/University of California. - March 2003. - G1.

Guideline 1.3 What Makes a Good Afterschool Program? [Journal]/auth. DeAngelis T.//Monitor on Psychology. - Washington DC: American Psychological Association, March 2001. - 3: Vol. 32. - p. 60.

Guideline 1.4 Classroom Assessment for Student Learning [Book]/auth. R. Stiggins, J. Arter, J. Chappuis and S. Chappuis. - Portland: Assessment Training Institute, Inc., 2005. - p. 460.

Guideline 2.1 Culturally Responsive Differentiated Instructional Strategies [Report]: Brief/auth. NYU Steinhardt School of Culture Education and Human Development. - New York: Metropolitan Center for Urban Education, 2008. - p. 9.

Guideline 2.2 Insights and Evidence [Online] = Boosting Student Achievement: New Research on the Power of Developmental Assets/auth. PC Scales EC Roehlkepartain//Search Institute/ed. Geraghty Laura L.M. - October 2003. - <http://www.search-institute.org/research/Insights/IE-10-03-Achievement.pdf>

Guideline 2.3 Where's the Evidence? [Book Section]/auth. Sullo B.//Activating the Desire to Learn/book auth. Sullo B. - Alexandria: ASCD, 2007.

Guideline 2.4 School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice [Book]/auth. Auerbach S. - [s.l.]: Taylor and Francis, 2011. - p. 280.

Guideline 3.1 The First Days of School: How to Be an Effective Teacher [Book]/auth. Wong H. and Wong R. - Mountain View: Harry Wong Publications, 2009. - 4th: p. 352.

Guideline 3.1 Teacher Evaluation to Enhance Professional Practice [Book]/auth. Danielson C. and McGreal T. - Princeton: Educational Testing Service, 2000. - p. 157.

Guideline 3.2 Revisiting Professional Learning Communities at Work: New Insights for Improving Schools [Book]/auth. DuFour R., Eaker R. and DuFour R. - Bloomington: Solution Tree Press, 2008. - p. 520.

Guideline 3.3: Revisiting Professional Learning Communities at Work: New Insights for Improving Schools [Book]/auth. DuFour R., Eaker R. and DuFour R. - Bloomington: Solution Tree Press, 2008. - p. 520.

Guideline 3.4: Viewpoint: Employee Well-Being: Taking Engagement and Performance to the Next Level [Online]/auth. Fairhurst D. and J. O'Connor//Towers Watson HR Consulting. - Towers Watson, 2010. - December 12, 2012. - http://www.towerswatson.com/assets/pdf/1550/Viewpoints_1550.pdf

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Guideline 4.1 Afterschool News: Archived Resources: Research and Evaluation [Online] = Getting It Right: Strategies for Afterschool Success/auth. Raley R., Grossman J. and Walker K.//Afterschool.org - AED Center for Youth Development. - November 2012. - <http://www.afterschool.org/researchandevaluation> - page 22.

Guideline 4.2 FINE Newsletter: Family - Afterschool Partnerships for Learning [Online] = A Field is Born: Reflections on a Decade of Afterschool/auth. Little P.//Harvard Family Research Project. - Harvard Family Research Project, June 28, 2012. - Vol. IV, Issue 2. - <http://www.hfrp.org/family-involvement/publications-resources/a-field-is-born-reflections-on-a-decade-of-afterschool>

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Guideline 5.2: The Role of Educators in Preventing and Responding to Child Abuse and Neglect [Online]/auth. C. Crosson-Tower, Office on Child Abuse and Neglect, Children's Bureau, Caliber Associates//Child Welfare Information Gateway. - U.S. Department of Health and Human Services, 2003. - November 13, 2012. - <http://www.childwelfare.gov/pubs/usermanuals/educator/educator.cfm>

Guideline 5.2: Practical Information on Crisis Planning: A Guide for Schools and Communities [Online]/auth. The Office of Safe and Drug Free Schools//U.S. Department of Education. - U.S. Department of Education, January 2007. - November 30, 2012, 132 pages. - <http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf> - Research on crisis management is in its infancy. This Guide draws heavily on what is known about crisis management across many settings and what are considered to be promising practices in the field.

Guideline 5.2: Journal of School Health: CDC Review of School Laws and Policies Concerning Child and Adolescent Health: Vol. 78 No. 2 [Online]/auth. Center for Disease Control//American School Health Association. - ASHA, February 2008, 128 pages. - November 30, 2012. - http://www.ashaweb.org/files/public/Miscellaneous/School_Laws_and_Policies_Issue.pdf

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www.education.ohio.gov

www.jfs.ohio.gov