



The Louisiana  
Program Quality Initiative  
Tool Kit



# Performance Levels

## *4 = Excellent/Exceeds Standard*

This rating indicates that the program is a true leader in the practice as described and exceeds standards means that the program is exceptional or outstanding in this area. The practice is demonstrated in clearly observable ways and can easily generate multiple examples of how and when the program executes this practice. This is an area the program has fully mastered and executes at the highest level.

## *3 = Good/Meets Standards*

This rating indicates that the program demonstrates the practice described in observable ways and fully achieves the practices described. This is an area the program executes well and the evaluator can easily generate examples of how and when the program achieves this practice.

## *2 = Some Progress Made/Approaching Standard*

This rating indicates that the program has made some progress toward the practice described. The practice may not be fully observable yet. Approaching Standard means that the program is working towards achieving this practice, but could use more targeted assistance to reach it. This is an area the program does not yet achieve or does not execute well. There is a need for additional support to meet the standard.

## *1 = Must Address and Improve/Standard Not Met*

This rating indicates that the program has not yet addressed this area. The practice is not observable. Standard Not Met means that the program may not have started working toward this practice yet, and requires significant support in this area in order to move forward. The evaluator cannot produce examples of how the program is working to meet this standard.

# Quality Standards

## Quality Standard #1 - Environment (Indoor and Outdoor Space)

*Secured indoor and outdoor space provides safe environments that support the developmental, physical and emotional needs of diverse participants.*

Quality Indicator	Performance Level				
	1	2	3	4	N/A
1. Provides a safe and stimulating environment in which all participants are welcome and can freely express themselves without fear of harm.					
2. Program maintains a safe and clean program space.					
3. Ensures that the program space meet the needs of participants and staff.					
4. Program maintains an appropriate participant-to-staff ratio (15-1).					
5. Provides adequate security and participants are supervised by an approved adult at all times.					
6. Develops and manages effective arrival and dismissal procedures, including plans for safe travel home.					
7. Systems are in place to track a participant's movement from one location to another.					
8. Program has procedures for recognizing bullying behavior and reporting incidents.					
9. Internet safety procedures are in place if appropriate.					
10. Provides healthy and nutritious snacks and/or dinner.					
11. Has a culture that allows participants to take initiative and explore interests.					
12. Establishes, maintains, and communicates code of conduct to participants, staff, and families.					

<b>13. Promotes psychological and emotional safety through a culture of support, inclusion and mutual respect.</b>					
<b>14. Program has procedures for recognizing and reporting abuse and neglect.</b>					

**Indicator 1.1**

**Provides a safe and stimulating environment in which all participants are welcome and can freely express themselves without fear of harm.**

**Performance Level 1:** Staff members do not greet youth as they arrive and make little or no effort to establish a personal connection with youth. There are no signs or posters in the program space. Youth have no opportunities for decision-making or to voice questions and concerns. Activities are not always facilitated by staff members, leading to unstructured activities during which students disengage. Youth may be disinterested in participating, and staff members do not encourage them to join activities. Certain youth are excluded from participation due to racial or religious differences.

**Performance Level 2:** Staff members try to greet youth as they arrive if they are available to do so. There are a few signs directing participants to the program space, but no signs or posters otherwise. Although there is no formal way for participants to voice questions or concerns, staff members listen to youth when they are approached to talk. Activities are usually facilitated by staff members, but youth who are disinterested in participating are not encouraged to join activities. Activities are not reorganized in order to capture disinterested youth. The activity selection does account for racial and religious differences, thus certain participants are excluded during activity time.

**Performance Level 3:** A staff member is designated as a greeter. Staff members ensure the space is decorated with sign and posters, and have regular check-ins with participants to make sure they feel comfortable in the program space. Youth have several informal opportunities to provide their input about activities. Activities are always facilitated by a staff member who is charged with explaining and monitoring activities. Youth who seem disinterested in the activities are encouraged to participate. Differentiated activities allow participation options for those youth disinterested in what is being offered. Any youth that is excluded from activities due to racial or religious differences, are also encouraged to participate with need for tolerance reinforced within the activity groups.

**Performance Level 4:** A staff member is designated as a greeter. The greeter checks in each participant and ensures that they find the activity that they would like to join. Staff members ensure the space is decorated with signs and posters and have a daily check-in with participants. To make sure they feel comfortable in the program space. Youth have both formal and informal opportunities to provide input about activities and engaging others who

might want to join. All youth are encouraged to try the activities being offered, regardless of racial and religious differences. Those youth who seem disinterested are told more about each activity or are provided with variations of the activity. Diversity lessons are included in the program curriculum with tolerance reinforced throughout the activities.

## **Indicator 1.2**

**Program maintains a safe and clean program space.**

**Performance Level 1:** The program space is rarely or never cleaned, as evidenced by unemptied trash, dust, etc. Facilities, furniture, and other materials are not checked to ensure that they are safe or free from hazards. The program provider and program host are unclear as to who is responsible for facilities maintenance. Emergency supplies are not adequate or accessible.

**Performance Level 2:** 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 provider and program host are not clear as to who is responsible, but make an informal effort to keep space clean. Emergency supplies are accessible, but do not adequately provide what the program needs in most emergency situations.

**Performance Level 3:** The program space is regularly cleaned by both program staff and professional janitors or cleaning staff. Facilities, furniture, and other materials are routinely checked, and maintenance is performed when necessary. The program provider and program host are clear as to who is responsible for the maintenance of the space. Emergency supplies are accessible, but do not adequately provide what the program needs in most emergency situations.

**Performance Level 4:** 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 site director 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 provider and program host clearly states who will handle the cleaning of the space, and these partners are aware of and abide by the agreement. Emergency supplies are accessible and adequately provide what the program needs in possible emergency situations, and all staff members are trained in how to use them.

## **Indicator 1.3**

**Ensures that the program space meet the needs of participants and staff.**

**Performance Level 1:** The program space is not adequately equipped for the activities offered at the site. Physical space is not adequate for planned activities. Consequently, space determines what activities take place. Space is insufficient for science, technology, or art activities. Some physical activities are occasionally offered even though the space is not large enough to accommodate them. The activities menu is almost always the same due to space and material restraints, limiting the ability to run engaging or enriching activities for youth.

**Performance Level 2:** The program space is adequately equipped for a number of activities offered at the site. Space is available for limited science, technology, or art activities, but it is not fully equipped with materials needed. Physical activities are limited to those that can be done in a smaller, open space. The activities menu varies slightly but is dictated by space and material restraints rather than enrichment or engagement of students.

**Performance Level 3:** The program space allows staff members to run activities that use varied spaces and different types of materials and equipment. New activities can often be added to the program without concern for space restraints or lack of supplies. Some areas are available for science, technology, and art that are stocked with materials needed. Adequate open space is available to offer a range of sports and other physical games. The activities menu is regularly updated to use new materials and equipment.

**Performance Level 4:** The program space allows staff members to run a variety of activities that use varied spaces and different types of materials and equipment. New activities can almost always be added to the program without concern for space restraints or lack of supplies. Dedicated space is always available for science, technology, art, and other equipment activities that are stocked with the needed materials. There is adequate space, including fields or other open spaces, to offer most sports and other physical games. The activities menu is frequently updated to use new materials and equipment.

#### **Indicator 1.4**

**Program maintains an appropriate participant-to-staff ratio (15-1).**

**Performance Level 1:** The program does not maintain the participant-to-staff ratio as mandated by state regulations. There are too many participants per staff member, therefore making it difficult for staff members to keep youth safe and engaged in the program.

**Performance Level 2:** The program tries to maintain the participant-to-staff ratio as mandated by state regulations. When staff members resign or are let go, there is often a period of time in which the ratio is not maintained. There can be too many participants per staff member, therefore it is sometimes difficult for staff members to keep youth safe and engaged in the program.

**Performance Level 3:** The program always maintains the participant-to-staff ratio as mandated by state regulations. The site director ensures that there are always enough staff members for the numbers of participants, even after a staff member resigns or is let go. There are enough staff members to keep youth safe and engaged in the program at all times.

**Performance Level 4:** The program always meets the participants-to-staff ratio as mandated by state regulations and generally maintains a lower ratio, allowing each staff member to

focus on a small number of youth. The site director ensures that this lower ratio is maintained by having several substitutes ready to fill in if staff members are absent, or if a staff member resigns or is let go. There are always enough staff members to keep youth safe and engaged in the program at all times.

### **Indicator 1.5**

**Provides adequate security and participants are supervised by an approved adult at all time.**

**Performance Level 1:** No security is provided for the program. The program has no formal connection to the program host's security. Participants are usually supervised by an adult, but occasionally are left unsupervised for short periods of time.

**Performance Level 2:** Security is informally handled by staff members. Staff members must monitor the safety of program participants and monitor external guests. The program host's security does not assist with visitors. Participants are always supervised by an adult, but occasionally the adult is a family or community member who does not work for the program.

**Performance Level 3:** Staff members are taught how to ensure the security of the program, including keeping participants safe and monitoring external guests. Participants are always supervised by an approved adult according to all applicable regulations and program policies. (See Safety Checklist)

**Performance Level 4:** The program employs a security guard during program hours. During staff orientation, staff members are taught how to ensure the security of the program, including keeping participants safe and monitoring external guests. A security plan was developed by staff members, the security guard, participants, families, and others that addresses what to do in the event of myriad emergencies. The program host seamlessly incorporates the program into all its security procedures. Participants are always supervised by multiple, approved adults according to all applicable regulations and program policies.

### **Indicator 1.6**

**Develops and manages effective arrival and dismissal procedures, including plans for safe travel home.**

**Performance Level 1:** There is no formal procedure for arrival and dismissal. Staff members do not track participants' arrival to or departure from the program. Staff members sometimes leave the site before all participants have left. Staff members are unaware of how participants' transportation needs are met.

**Performance Level 2:** Most staff members follow an informal procedure to generally track participants' arrival to and departure from the program. Staff members remain at the site until every participant has left.

**Performance Level 3:** The site director creates and implements a formal set of arrival and dismissal procedures. Staff members are aware of these procedures and check participants in and out each day. Staff members remain at the site until every participant has left, and staff members are mostly aware of how participants travel home.

**Performance Level 4:** The site director creates and implements a formal set of arrival and dismissal procedures in consultation with staff members, participants, and families. Staff members are trained during orientation on these procedures. Staff members check participants in and out each day, and these records are kept with other attendance information. Staff members are aware of participants' transportation arrangements and ensure that every participant begins their travel home safely.

### **Indicator 1.7**

**Systems are in place to track a participant's movement from one location to another.**

**Performance Level 1:** The program does not document where participants are during program hours. Staff members cannot easily locate participants, making it difficult for family members, staff, or others to find them.

**Performance Level 2:** The program uses a sign-up form for activities during program hours. When participants change activities, the activity sign-up lists are not updated. Staff members can generally locate participants when activity sign up lists are accurate.

**Performance Level 3:** Procedures are in place to document where participants are during program hours. Activity attendance logs are kept and up to date.

**Performance Level 4:** The program documents where participants are during program hours by having staff members take attendance for each activity. The administrator collects and reviews the attendance logs to determine which activities participants attend most, and uses the information to make adjustments to the program. Staff members can always locate participants when necessary.

### **Indicator 1.8**

**Program has procedures for recognizing bullying behavior and reporting incidents.**

**Performance Level 1:** There is no program policy for bullying behavior. Staff members do not recognize bullying behavior or document bullying incidents. Families are not informed about bullying behavior involving their child.

**Performance Level 2:** Most staff members follow an informal procedure for addressing bullying behavior, but incidents are not documented. Families are informed about bullying behavior involving their child, but the program does not take any preventive actions.

**Performance Level 3:** The program has bullying policy and formal set of procedures for addressing bullying behavior. Staff members are aware of these procedures and document bullying behavior using the incidents report forms provided by the Louisiana Department of



Education. Families are informed bullying behavior and receive letters that outline the extent of the incidents involving their child, including the program actions taken if the bullying behavior continues.

**Performance Level 4:** The program has bullying policy and formal set of procedures for addressing bullying behavior. Staff members are aware of these procedures and document bullying behavior using the incidents report forms provided by the Louisiana Department of Education. Families are informed of bullying behavior and receive letters that outline the extent of the incidents involving their child, including the program actions taken in the bullying behavior continues. Staff members receive sample letters during staff orientation, using the examples created by the Louisiana Department of Education.

### **Indicator 1.9**

**Internet safety procedures are in place if appropriate.**

**Performance Level 1:** There are no formal procedures for computer usage. Staff members do not track participants' computer time or access to the internet. Staff members sometime leave participants unattended during their computer time.

**Performance Level 2:** Most staff members follow an informal procedure to generally track a participants' computer usage. Staff members monitor participants during computer time, but there are no restrictions to internet access.

**Performance Level 3:** The program director creates and implements a formal set of procedures for computer usage. Staff members are aware of these procedures and monitor each participant's access to the internet. Staff members remain at the site until every participant has left, and staff members are mostly aware of how participants travel home.

**Performance Level 4:** The site director creates and implements a formal set of procedures for computer usage, including consultation with staff members, participants, and families. Staff members are trained during orientation on these procedures. Staff members check participant's internet access each day, and these records are kept with other attendance information.

### **Indicator 1.10**

**Provides healthy and nutritious snacks and/or dinner.**

**Performance Level 1:** Participants may choose to bring their own snack or dinner, but food is not provided by the program. Therefore, not every participant has a snack and food is not regulated by staff members.

**Performance Level 2:** A snack or supper is provided on some days. Food options are based on what is readily available with limited selection, and not with consideration of healthy options.

**Performance Level 3:** A snack or supper is provided on some daily. Staff members try to have several options available for participants to choose from. Snack and dinner offerings are usually healthy and nutritious.

**Performance Level 4:** A healthy snack or dinner is provided every day. Participants have several options to choose from, and the snack or dinner menu is rotated. Special consideration is given to include a variety of nutrients, and to exclude foods that youth are commonly allergic to, such as peanuts.

### **Indicator 1.11**

**Has a culture that allows participants to take initiative and explore their interests.**

**Performance Level 1:** There is no opportunity for youth to contribute to the direction of programming or to express their interests. No leadership opportunities exist for students to show initiative. It is difficult for youth to become engaged with activities due to limited space and supplies. Youth are not given choices; instead they are assigned to activities and tasks. The arrangement of the physical space does not allow for positive interactions among participants, successful implementation of activities, or exploration of personal interests.

**Performance Level 2:** Although supplies are limited, youth are given opportunities to contribute to engage in activities that are of interest to them. Supplies and materials are available for some activities, but they are kept locked in a closet. Participants are seldom asked for their opinions and ideas for enhancing activities. When suggestions are made, they are often not implemented. Although staff members understand the importance of young people choices, they are not consistent in doing so.

**Performance Level 3:** Youth are encouraged to provide feedback on the program. Supplies and materials are always accessible to participants and kept at a central location, which encourages youth to find activities that interest them. Staff members provide opportunities for youth choice by administering monthly surveys on program options. The physical space is intentionally selected to complement activities.

**Performance Level 4:** All staff members provide for youth choice in their groups, and are always encouraged to provide feedback on the program. Supplies and materials are consistently stocked, accessible, and visible to all participants. The physical space is organized to allow positive peer interaction, facilitate rich discussions, and promote collaborations on projects. Space is often used as a model for other program providers from which to learn.

### **Indicator 1.12**

**Establishes, maintains, and communicates code of conduct to participants, staff, and their families.**

**Performance Level 1:** No code of conduct is created. Therefore, participants do not know what is expected of their behavior and staff members make discipline decisions on a case-by-case basis. Families are unaware of what program staff members communicate to their children about behavior.

**Performance Level 2:** A code of conduct is created by staff members. Most participants are aware of the behavior expectations in the code of conduct. Families are informed about the code of conduct if they are contacted about their child's behavior.

**Performance Level 3:** A code of conduct is jointly created by participants and staff members. All participants are aware of the code of conduct and are encouraged to follow it. Families are informed about the code of conduct at family events and if they are contacted about their child's behavior.

**Performance Level 4:** A code of conduct is jointly created by participants and staff members. All participants are aware of the code of conduct and it is displayed in program spaces. A copy is of it is sent home with each participant and families are informed about their child's behavior, including good and bad incidents.

### **Indicator 1.13**

**Promotes psychological and emotional safety through a culture of support, inclusion, and mutual respect.**

**Performance Level 1:** The program does not explicitly promote psychological and emotional safety. Some of the staff is supportive, inclusive, and respectful, but these characteristics are unique to individual staff members. Therefore, not every participant feels completely comfortable in the program.

**Performance Level 2:** The program promotes psychological and emotional safety in its mission and/or vision statements. The staff is asked to be supportive, inclusive, and respectful, but not all staff members prioritize these attitudes in their work. Program leaders do not have enough time to work with all staff members to build the skills and knowledge needed to create a culture of psychological and emotional safety. Therefore, not every participant feels completely comfortable in the program.

**Performance Level 3:** The program promotes psychological and emotional safety in its mission, vision, and/or program goals. Staff members are trained on definitions and examples of supportive, inclusive, and respectful treatment of all youth and exhibit these behaviors consistently. Program leaders survey and assess youth and staff about their feels comfort levels in the program.

**Performance Level 4:** The program promotes psychological and emotional safety in its mission and/or statements, as well as in other places (e.g. brochures, web pages, etc.). Staff orientation includes a discussion of what it means to be supportive, inclusive, and respectful. Follow-up professional development sessions cover these topics throughout the year. Program leaders include a review of these characteristics in staff assessments, and provide feedback to staff in an ongoing manner. All participants are surveyed to get feedback about how comfortable they feel in the program.

### **Indicator 1.14**

**Program has procedures for recognizing and reporting abuse and neglect.**

**Performance Level 1:** Staff members are not aware of the Louisiana Children’s Code and mandated reporting. Therefore, staff does not always recognize the signs of child abuse and neglect and they are not always in compliance with the requirements for reporting child abuse and neglect. The administrator does not provide current information about mandated reporting requirements to program staff (i.e. what forms do mandated reporters use to report abuse and neglect).

**Performance Level 2:** Staff members attempt to comply with the Louisiana Children’s Code, including recognizing the signs of child abuse and neglect. The administrator is aware of mandated reporting. When time permits, the administrator works with staff to ensure compliance. The administrator does not speak with staff about mandated reporter trainings that are available online through the Louisiana Department of Children and Family Services.

**Performance Level 3:** Staff members comply with the Louisiana Children’s Code and recognizes the signs of child abuse and neglect. The administrator is aware of mandated reporting and tells staff what actions or documentation is required to ensure compliance. The administrator communicates with staff about mandated reporter trainings that are available online through the Louisiana Department of Children and Family Services.

**Performance Level 4:** Staff members comply with the Louisiana Children’s Code and recognizes the signs of child abuse and neglect. The administrator is aware of mandated reporting and what actions or documentation is required to ensure compliance. Staff members receive printed information about youth development stages during staff orientation, including the phone number for the child and abuse hotline (1-855-452-5437). The administrator communicates with staff about mandated reporter trainings that are available online through the Louisiana Department of Children and Family Services.

## Quality Standard #2 - Relationships and Connections

*Programs foster positive interactions among all staff, participants, and families.*

Quality Indicator	Performance Level				
	1	2	3	4	N/A
1. Has a staff that respects and communicates with one another and are role models of positive adult relationships.					
2. Creates close and sustained relationships between participants and program staff.					
3. Interacts with families in a comfortable, respectful, and welcoming way.					
4. Teaches participants to interact with one another in respectful ways.					
5. Applies rewards and consequences appropriately and consistently.					
6. Builds a sense of community among participants.					
7. Engages staff, participants, families, and the community in a culturally appropriate and linguistically appropriate manner.					
8. Actively promotes inclusive relationships for participants with disabilities.					
9. Promotes diversity and the cultures of the community.					
10. Establishes meaningful community collaborations.					
11. Teaches participants to make responsible choices and encourages positive outcomes.					
12. Builds positive relationships through engaged learning and experiential activities.					
13. Has scheduled meetings and/or ongoing communication with major stakeholders.					
14. Provides families with information about community resources to meet their needs.					

<b>15. Encourages former participants to contribute, volunteer, or serve on an advisory council.</b>					
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**Indicator 2.1**

**Has a staff that respect and communicate with one another and are role models of positive adult relationships.**

**Performance Level 1:** Staff members are disrespectful and/or hostile toward one another. Participants witness disrespectful behavior among staff members, with staff often working in isolation and not as a team. The site director does not facilitate relationship building among staff members. Participants are not taught to develop and maintain positive relationships, nor are these skills modeled by staff members.

**Performance Level 2:** Staff members seem to be indifferent to one another. The staff rarely works as a team, and they do not take initiative to work together to best serve youth. The site director mediates for staff members when approached regarding a disagreement, but does not take other steps to facilitate relationship-building among staff members. Participants are not taught, and seldom see, modeling of relationship-building skills by staff.

**Performance Level 3:** Staff members generally seem to get along and are respectful to one another. The staff works as a team in order to best serve youth. The site director mediates for staff members when approached regarding a disagreement, and follow-up with staff members to ensure the conflict does not affect their work. The site director facilitates relationship-building among staff members by organizing professional development on relationship-building.

**Performance Level 4:** Staff members always get along, positively work through conflicts and are respectful of one another. Staff works as a team and develops strategies for utilizing each member’s skill for best serving their participants. The site director provides conflict resolution and negotiation professional development for the staff for the staff with direct examples of how to implement techniques. When staff members need additional assistance and cannot resolve conflicts on their own, the site director immediately mediates for them. The site director follows-up with staff members several times to ensure the conflict does not affect their work and that they feel that it is resolved. The site director also facilitates trainings that plan relationship-building and team-building opportunities for staff members

including occasional events, a mentoring program for new staff members, and monthly staff meetings.

## **Indicator 2.2**

**Creates close and sustained relationships between participants and program staff.**

**Performance Level 1:** The program is not designed to create close and sustained relationships between participants and adults, nor is it evaluated on the quality of these relationships. Some youth and staff develop strong relationships, but they are not intentional or documented. Staff members do not recognize this as part of their work.

**Performance Level 2:** Program leaders expect participants and adults to create close and sustained relationships, but there is no formal mechanism for doing so. Some youth and staff intentionally develop strong relationships, but they are not documented. Staff members may or may not recognize this as part of their work.

**Performance Level 3:** The program is designed to create close and sustained relationships between participants and adults, and program leaders have a clear expectation for staff regarding relationship development. This expectation is outlined during staff orientation. Many youth and staff intentionally develop strong relationships, and they are documented in program records. Staff members recognize this as a core part of their work.

**Performance Level 4:** The program is designed to create close and sustained relationships between participants and adults, and program leaders have a clear expectation for staff regarding relationship development and maintenance. This expectation is outlined during staff orientation and is revisited through professional development opportunities throughout the year. Many youth and staff intentionally develop strong relationships, and they are documented in program records and included in the program's evaluation. Staff members recognize this as a core part of their work. All participants have at least one strong relationship with a staff member.

## **Indicator 2.3**

**Interacts with families in a comfortable, respectful, and welcoming way.**

**Performance Level 1:** There is little interaction between families and staff members and staff does not recognize this as part of their work. Staff members do not welcome families at the program site; they are told to come to the site only when it is time to pick up their child. Family concerns are often dismissed and family members who are not native English speakers are not given an opportunity to talk to staff members in their own language.

**Performance Level 2:** There is some interaction between families and staff members. Staff members welcome families who come to the program site; but they do not specifically invite them to visit other than when it is time to pick up their child. Family members may voice concerns, but action is seldom taken. Family members who are not native English speakers are not given an opportunity to talk to staff members in their own language when there happens to be a staff member who understands their own language or when there is a problem with their child.

**Performance Level 3:** There is frequent interaction between families and staff members. Staff members welcome families who come to the program site; and specifically ask them to come to the program site once a year to learn more about the program and see their child engaged activities. Family concerns are taken into consideration whenever possible. The site director hires staff or uses community resources whenever possible so family members who are not native English speakers can talk to staff members, and so the program can develop materials in multiples languages.

**Performance Level 4:** There is frequent and regular interaction between families and staff members. Families are regularly made aware that they are welcome at the program site to see their child engaged in activities and to participate in family activities and programs. Family members' suggestions, ideas, and concerns are welcomed, requested and documented, and implemented whenever possible so family members who are not native-English speakers can talk to staff members in their own language. If a family member speaks a language not spoken by any staff member, the site director locates a translator to facilitate dialogue.

#### **Indicator 2.4**

**Teach participants to interact with one another in respectful ways.**

**Performance Level 1:** Participants are disrespectful to one another, as is evidence by bullying and teasing. Staff members primarily focus on the program and do not address the social and emotional development of participants. Staff members do not intervene in bullying or teasing or treat these situations as an opportunity for conflict resolution. Participants are sometimes reprimanded for disrespectful, but only when staff have time to address the issue. No opportunities exist for youth to become peer leaders and interact positively with other participants.

**Performance Level 2:** Participants are sometimes disrespectful to one another, and there are some signs of bullying and teasing. Staff members seldom intervene in bullying or teasing situations and have no formal training in effective interventions. Staff members focus primarily on running activities, and only address the social and emotional development of participants if they have time. Staff members have no formal training in social and emotional learning or in how to teach conflict resolution skills to youth. Participants are usually reprimanded for disrespectful behavior. Youth are not valued as role models for positive interaction.

**Performance Level 3:** Positive program expectations are developed by participants and staff members at the beginning of each year and taught, modeled, reinforced, and supported throughout the year. Participants are generally respectful to one another. Staff members receive professional development in social and emotional learning and focus both on running activities and on social and emotional development. Bullying and teasing are addressed immediately and tracked to ensure that they have stopped. Positive relationships are built and fostered through a variety of strategies including team building exercises. Participants are always taught, prompted, and encouraged to display respectful behavior and are reminded, redirected, and/or reprimanded, if necessary, for disrespectful behavior.



**Performance Level 4:** Positive program expectations are developed by participants, families, and staff members at the beginning of each year and taught, modeled, reinforced, supported, and assessed throughout the year. Participants are respectful to one another and acknowledged regularly for respectful behavior. Staff members receive professional development in social and emotional learning, with an emphasis on effective bullying prevention education and interventions, and focus both on running activities and on social and built and fostered through a variety of strategies including team-building exercises. Participants are always taught, prompted, encouraged, and recognized for respectful behavior and reminded, redirected, and/or reprimanded, if necessary, for disrespectful behavior.

### **Indicator 2.5**

**Applies rewards and consequences for participant behavioral appropriately and consistently.**

**Performance Level 1:** There is no system for rewarding or applying consequences to participant's behavior. Each staff member addresses behavior in their own way. Behavioral issues are not recorded in participant records. There is no code of conduct to determine how to apply rewards and consequences.

**Performance Level 2:** Staff members are asked to reward and apply consequences to participants based on their behavior, and they do so in an ad hoc basis. Behavioral issues are not recorded in participant records. The program has a code of conduct, but there is little connection between the code of conduct and the application of rewards and consequences.

**Performance Level 3:** Staff members are asked to reward and apply consequences to participants based on their behavior. The staff members have a set of behavioral expectations, which are communicated to the participants. Staff members base their rewards or consequences on these expectations. Behavioral issues are recorded in participant records. The program has a code of conduct and it is frequently referenced in the application of rewards and consequences.

**Performance Level 4:** Staff members are required to reward and apply consequences to participants based on their behavior. The program has a code of conduct written by staff members and participants. The code of conduct defines good behavior in need of improvement. Behavioral issues are recorded, and the information is used to track participant progress over time. The code of conduct is clearly referenced and used in the application of rewards and consequences.

### **Indicator 2.6**

**Builds a sense of community among participants.**

**Performance Level 1:** The program does not consider community-building as a program objective, and therefore does not focus any resources or time on it. Participants do not all know one another.

**Performance Level 2:** The program is interested in building a community among participants, but does not intentionally focus resources or time on it. Some staff members facilitate relationships among youth, but there is not a program-wide sense of community. Participants do not all know one another.

**Performance Level 3:** The program considers building a community among participants to be a program objective, and staff members are expected to focus resources and time working toward this goal. Many staff members facilitate relationships among youth. Special activities and events are designed to foster a sense of by including all youth in the program. Because of this, participants know almost all their peers.

**Performance Level 4:** The program considers building a community among participants to be a main program objective, and staff members are expected to focus resources and time working toward this goal. All staff members facilitate relationships among youth. Special activities and events are designed to foster a sense of community by including all youth in the program and using special techniques, such as collaborative projects, community service, and opportunities to discuss topics such as empathy, respect, and teamwork. Because of this, participants know all their peers.

## **Indicator 2.7**

**Engages staff, participants, and families in a culturally and linguistically appropriate manner.**

**Performance Level 1:** Staff members are unaware of participants' culture. They only speak English and do not communicate with participants who are learning English as a second language. Staff members question cultural norms that participants follow, such as wearing a covering, eating certain food, or other behaviors, and participants often have to defend these behaviors.

**Performance Level 2:** Staff members are sometimes aware of participants' cultures. Most staff members only speak English and do not regularly communicate with participants who are learning English as a second language, but they try to find someone who can assist with translation when possible. Staff members generally disregard cultural norms that participants follow such as wearing a covering, eating certain food, or other behaviors, and often have to be reminded of them.

**Performance Level 3:** Staff members are aware of and respect participants' cultures. Several staff members are bilingual and with participants who are learning English as a second language to ensure that they are engaged in the program. Staff members generally understand cultural norms that participants follow, such as wearing a covering, eating certain foods, or other behaviors, and are accepting them.

**Performance Level 4:** Staff members are aware of participants' cultures, and are mandated to attend trainings on cultural sensitivity. The site director seeks out bilingual staff, ensuring that they are able to speak all of the most common languages spoken in the community. Staff members work with participants who are learning English as a second language to ensure that they are engaged in the program. Staff members generally understand cultural norms that participants follow and ask questions to learn more, ensuring that they are respectful of the

participants, families, and culture. The program is designed to celebrate the cultures in the community and to expose participants in positive ways to a variety of cultures, so every participant feels welcome and accepted, and accepts and appreciates other cultures.

### **Indicator 2.8**

**Actively promotes inclusive relationships for participants with disabilities.**

**Performance Level 1:** Families of youth with disabilities are often directed to other programs where they can be accommodated.

**Performance Level 2:** Accommodations are made for physical accessibility in the program space so youth with physical disabilities can attend the program. Youth with disabilities are able to participate in some, but not all activities and events.

**Performance Level 3:** Accommodations are made so youth with physical disabilities can attend the program. Accommodations are also made for youth with psychological, learning, and other disabilities. Youth with disabilities are able to participate in the majority of activities and events.

**Performance Level 4:** The program was designed to be accessible to youth of all levels of ability, and program leaders continuously update the program to ensure full accessibility. Accommodations are made for physical accessibility so youth with physical disabilities can attend the program. Accommodations are also made for youth with psychological, learning, and other disabilities. Youth with disabilities are able to participate in all activities and events.

### **Indicator 2.9**

**Promotes diversity and the cultures of the community.**

**Performance Level 1:** Staff members are recruited and hired without consideration of the diversity and cultures of the community.

**Performance Level 2:** Staff members are recruited and hired from the community and surrounding areas. Therefore, they tend to reflect the diversity and cultures of the community.

**Performance Level 3:** Staff members are recruited and hired with consideration of the diversity and cultures of the community; recruitment efforts target local professionals. The site director develops a staff representing a variety of ages, races, ethnicities, academic backgrounds, etc.

**Performance Level 4:** Staff members are recruited and hired with careful consideration of the diversity and cultures of the community. Recruitment efforts target local professionals from local schools and organizations, as well as parents, high schools students, and volunteers from the community. The site director develops a staff representing a variety of ages, races, ethnicities, academic backgrounds, etc.

## **Indicator 2.10**

### **Establishes meaningful community collaborations.**

**Performance Level 1:** The program works independently and in isolation from other programs and organizations in the community. Therefore, no resources or information is shared.

**Performance Level 2:** The program occasionally works with other programs and organizations in the community. Resources and information are shared on an ad hoc basis, mostly via e-mail or in informal ways. This is generally helpful but typically does not reach the entire staff and does not have a large impact on the program.

**Performance Level 3:** The program often works with other programs and organizations in the community. Resources and information are shared informally on a regular basis, both via e-mail and during in person meetings with several staff members. This has an impact on the program by giving staff members additional information and resources needed to develop curriculum, work more effectively with youth, and better manage the program.

**Performance Level 4:** The program regularly collaborates with other programs and organizations in the community through informal means and formal partnerships. Resources and information are shared informally on a regular basis through many means of communication such as e-mail, in person meetings, community planning, etc. The program is impacted through collaboratively planning, sharing resources, and aligning professional development. These collaborations help the program to develop and strengthen curriculum, work more effectively with youth, better manage the program, and reach community and program goals for youth and families. The group also works together to conduct outreach to local businesses and political leaders, raise funds for programming, and tackle other issues within the community.

## **Indicator 2.11**

### **Teaches participants to make responsible choices and encourages positive outcomes.**

**Performance Level 1:** Staff members make all decisions about the programs, such as what activities are offered, the types of snacks served, and when participants interact with one another. Participants are told what they are doing and are never allowed to make their own choices. Therefore, they do not develop skills in making responsible decisions through the program. Staff members do not ask for feedback from participants. No opportunity for youth voice exists.

**Performance Level 2:** Staff members make most decisions about the program, but allow participants to make basic choices such as which snack to choose or which chair to sit in. Participants rarely have the opportunity to exhibit signs of developing skills in making responsible decisions.

**Performance Level 3:** Staff members give participants authentic opportunities to make decisions about the program. Participants learn responsible decision-making skills and have the opportunity to practice those skills when deciding about which activities should be offered in the program or which to choose to attend. Staff members support, recognize, and

reward participants for making responsible decisions. Participants are given opportunities to practice role modeling positive behaviors through skits or other activities as well as through authentic real world situations and community service opportunities.

**Performance Level 4:** Staff members give participants authentic opportunities to make decisions about the program. Staff trainings include professional development on social and emotional learning, youth development, and the importance of youth choice. Staff members are required to integrate what they learn into the program. The program is designed to allow participants to have the opportunity to develop and practice skills in making responsible decisions. Participants learn responsible decision-making skills and have the opportunity to practice those skills when deciding about which activities should be offered in the program or which to choose to attend, as well as how they interact with staff and other participants. The program includes leadership, service learning, and other character development activities. Staff formally teach, model support, recognize, and reward participants for making responsible decisions.

### **Indicator 2.12**

**Builds positive relationships with staff and volunteers through engaged learning and experiential activities.**

**Performance Level 1:** The program exclusively offers academic activities, such as homework help and math drills, or adult-led activities with no experiential learning opportunities for youth.

**Performance Level 2:** The program primarily offers academic activities, such as homework help and math drills. Non-academic activities are primarily adult led with few project based or experiential learning opportunities for youth. While some creative activities are incorporated into the program, they are only offered to some youth on an irregular basis.

**Performance Level 3:** The program offers some academic and some experiential learning activities. Both academic and non-academic topics are approached using youth-centered, project based, and experiential activities. Youth are encouraged to participate in new projects that assist them in building new skills and enhancing existing skills. Youth are encouraged to give feedback on projects and activities.

**Performance Level 4:** The program offers academic and non-academic, youth centered, project based, and experiential activities. Youth help to choose projects and activities, as well as the way in which they will be offered. Youth assessments and input assist in the development and selection of skills to build, enhance, and maintain. Youth are encouraged to share feedback with staff members regarding how projects and activities built upon and enhanced their strengths and skills and helped them to achieve their goals. Staff member use youth feedback to inform activity planning. Staff members are trained on using teaching methods and youth development strategies that foster engagement, leadership, personal, social, and academic skill development as well as creativity and self-expression.

### **Indicator 2.13**

**Has scheduled meetings and/or ongoing communication with community stakeholders.**

**Performance Level 1:** The program does not regularly meet with other stakeholders. Information is shared with stakeholders via email or phone calls when necessary and on an ad hoc basis. When meetings are held with stakeholders, they generally focus on troubleshooting or addressing rising challenges.

**Performance Level 2:** The program has a few meetings with community stakeholders, including local principals, funders, families, community members, and municipal leaders; but they are often called last minute and not scheduled in advance. Meetings are scheduled when necessary and on an ad hoc basis. These meetings generally focus on troubleshooting or addressing rising challenges.

**Performance Level 3:** The program has scheduled meetings with its community stakeholders, including local principals, funders, families, community members, and municipal leaders. Meetings are scheduled in advance and occur on a regular ad basis. These meetings give staff members the opportunity to discuss program updates, and ask for input and suggestions, troubleshoot or address rising challenges, and celebrate successes. Ongoing communication advances relationships with major stakeholders through information sharing and an invitation for further involvement.

**Performance Level 4:** The program has scheduled meetings with its community stakeholders, including local principals, funders, families, community members, and municipal leaders. Meetings are scheduled in advance and occur on a regular ad basis. Stakeholders are invited to contribute to meeting agendas to include their information, ideas, suggestions, concerns, and feedback on the program. Meetings give staff members and stakeholders the opportunity to discuss program updates, complete quality self-assessments, plan and revise programming and program directors, identify strengths, troubleshoot or address rising challenges, plan for sustainability, assess progress goals, and celebrate successes.

## **Indicator 2.14**

**Provides families with information about community resources to meet their needs.**

**Performance Level 1:** No formal system is in place to communicate with families about community resources. Staff members are not knowledgeable about the social services available to families in the community. Families sometimes learn of community resources by asking staff members for advice. Staff members may or may not have information about community resources.

**Performance Level 2:** The program becomes aware of social services available in the community and staff members provide families with some information about these community resources. The program maintains information on a few community-based organizations and local resources. The information is posted at the program site for families to view, and families can also request additional information from staff members. Families receive information on a regular basis, but the information is not regularly updated to include upcoming events, new services, and community news.

**Performance Level 3:** On a regular basis, the program provides families with information about social services in the community through a needs assessment. The program maintains information on many community-based organizations and local resources. The information is posted at the program site for families to view, and families can also request additional information from staff members. Families receive updated information on a regular basis and information is regularly updated to include upcoming events, new services, and community news.

**Performance Level 4:** On a regular basis, the program provides families with information about social services in the community through a needs assessment. The program maintains information on many community-based organizations and local resources. The information is posted at the program site for families to view, and families can also request additional information from staff members. Families receive updated information on a regular basis and information is regularly updated to include upcoming events, new services, and community news.

### **Indicator 2.15**

**Encourages former participants to contribute as staff, volunteers, or serve on an advisory council.**

*(Programs existing for less than five years may need to indicate N/A)*

**Performance Level 1:** The program does not maintain contact with former participants when they stop attending, or become too old to attend, the program. Former participants rarely contribute to the program.

**Performance Level 2:** The program maintains contact with some former participants who stay in touch with individual staff members. Depending on the staff member they remain in touch with, they are sometimes asked to contribute to the program in whatever way they can. These contributions are usually made through occasional visits to the program.

**Performance Level 3:** The program maintains regular contact with former participants by keeping their contact information in a database and contacting them once or twice a year. Former participants are asked to update their information if it changes. The program sends news and updates to former participants. Former participants are invited to contribute to the program by volunteering to work with youth, serve on an advisory council for the program, or participate in fundraising and events.

**Performance Level 4:** The program maintains regular contact with former participants by keeping their contact information up to date in a database. Former participants are asked to update their information if it changes, and they are contacted annually as a reminder. The program sends news and updates to former participants on a regular basis. Former participants are invited to contribute to the program by volunteering a set number of hours to work with youth as a mentor, serve on an advisory council for the program, attend or speak at events, or participate in fundraising. Requests are sent to adult former participants who may have special skills, such as grant writing, event management, or marketing.

### Quality Standard #3 - Programming

*Programs have a defined infrastructure that supports intentional planning and smooth program operations.*

Quality Indicator	Performance Level				
	1	2	3	4	N/A
1. Provides activities that reflect the mission of the program.					
2. Addresses the academic, physical, social, and emotional needs of the participants.					
3. Establishes and follows a schedule that is known to all staff, participants, and their families while maintaining an effective way to communicate any changes.					
4. Supports participants as they transition across age groups and school grades, and from the school day to afterschool.					
5. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small groups, and large groups.					
6. Provides reasonable accommodations and special materials as necessary for youth with disabilities during the program and at special events.					
7. Features project-based, experiential activities that promote creativity and development of participant self-expression.					
8. Offers high quality academic support, including tutoring and/or homework help.					
9. Promotes social and emotional development among participants.					



<b>10. Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation, and health.</b>					
<b>11. Integrates opportunities for the development of personal responsibility, self-direction, and leadership throughout the program.</b>					
<b>12. Provides a range of opportunities in which participants' work can be showcased and includes family participation in the showcasing.</b>					
<b>13. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.</b>					
<b>14. Provides regular opportunities to be outdoors and increase physical activity.</b>					

### **Indicator 3.1**

**Provides activities that reflect the mission of the program.**

**Performance Level 1:** Activities are selected based on materials, staff members' interests, and space available.

**Performance Level 2:** Activities that reflect the program mission are prioritized, but some activities do not reflect the mission of the program.

**Performance Level 3:** The program mission serves as the foundation for all activities selected. Activity and lesson plans include and explanations of how the activity supports the program mission.

**Performance Level 4:** The program mission serves as the foundation for all activities developed and selected. Activity and lesson plans include explanations detailing how the activity supports the program mission. Staff members are encouraged to explain the mission to the youth participants as well as to offer activity rationale and the connection of the program activities to the mission. Participants have the opportunity to give feedback on the relationship between the program mission and activities regularly throughout the year.

### **Indicator 3.2**

**Addresses academic, physical, social, and emotional needs of the participants.**

**Performance Level 1:** The program focuses exclusively on one or two aspects of the participant's needs, such as academic or physical. Activities are narrow in scope and address only one or two needs.

**Performance Level 2:** The program includes several aspects of the participant's needs, but is not designed to fully address all of them. Some participants are disengaged in the program because it does not address their individual needs.

**Performance Level 3:** The program focuses on all aspects of the participant's strengths and needs, including academic, physical, social, and emotional needs. The program is designed in consideration of the whole child and incorporates a variety of sequential activities and teaching styles into the schedule each day. Participants are engaged in the program because it uses differentiated methods and personalized activities that build upon the participant's strengths to meet their individual needs.

**Performance Level 4:** The program focuses on all aspects of the participant's strengths and needs, including academic, physical, social, and emotional needs. The program is designed in consideration of the whole child and incorporates a variety of sequential activities and teaching styles. Activity plans require staff members to indicate how they meet the various participant needs in the activity, youth assessments assist staff with determining if the participant's needs are met. Participants are engaged in the program because it is personalized, based on strengths, and uses differentiated methods and activities to meet their individual needs.

### **Indicator 3.3**

**Establishes and follows a schedule that is known to all staff, participants, and their families while maintaining an effective way to communicate any changes.**

**Performance Level 1:** The activity changes daily and is not posted anywhere for staff, participants or families to view. Participants are not able to plan their participations in activities before the program starts. There is sometimes confusion about which activities are taking place and where they are being held. Occasional double booking occurs.

**Performance Level 2:** The activity changes daily and is posted for staff to view. Participants do not see the schedule and are not able to plan their participation in activities before the program starts. Families often need the help of a staff member to locate their child. There is sometimes confusion about which activities are taking place and where they are being held.

**Performance Level 3:** The activity changes daily and is posted for staff, participants, and families to view each day. Participants are able to plan their participation in activities before the program starts. Staff is aware of participant's location and has a procedure to communicate the families, including early dismissals and any other changes. There is rarely confusion about which activities are taking place and where they are being held.

**Performance Level 4:** The activity changes daily and a weekly schedule are posted for staff, participants, and families to view at the start of each week. Participants are able to plan their participation in activities for the entire week, and know in advance if activities will span across multiple days. Families are notified about any changes made to the weekly schedule and can find their child without the help out a staff member. Staff members and participants are aware of which activities are taking place and where they are being held.

### **Indicator 3.4**

**Supports participants as they transition across age groups and school grades, and from the school day to afterschool.**

**Performance Level 1:** The program does not consider supporting participants as they transition across age groups, school grades, and/or school day to afterschool to be one of its objectives. A few participants receive this type of support by individual staff members, but most do not.

**Performance Level 2:** The program considers supporting participants as they transition across age groups, school grades, and/or school day to afterschool to be one of its objectives, but it is not a core piece of their mission. Staff members are asked to support participants in this way, but this is not included in staff training or assessments, and is generally not a priority. Some participants receive this type of support by individual staff members while others do not.

**Performance Level 3:** The program considers supporting participants as they transition across age groups, school grades, and/or school day to afterschool to be one of its core objectives. Staff members are asked to support participants in this way, and training on transition is provided. Some staff use special techniques at the beginning of the program to help participants move seamlessly from school to afterschool. At the end of the each year, the school-based program works with the schools to prepare participants who are transitioning into a new school (e.g. guest lectures from teachers, field trips to local schools, etc.) All participants receive this type of support.

**Performance Level 4:** The program considers supporting participants as they transition across age groups, school grades, and/or school day to afterschool to be one of its objectives and a core piece to their mission. Staff members are asked to support participants in this way, and training on transition is provided at staff orientations and during professional development opportunities throughout the school year. All staff use special techniques at the beginning of the program to help participants move seamlessly from school to afterschool. During the spring and summer, the program works with schools to prepare participants for promotion to the next grade or graduation to a new school (e.g. guest lectures from teachers, field trips to local schools, etc.) All participants receive this type of support.

### **Indicator 3.5**

**Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small groups and large groups.**

**Performance Level 1:** Most or all of the program activities are implemented using the same grouping strategy (e.g. individual work, small group activities, or large group activities).

**Performance Level 2:** Most of the program activities are implemented using the same grouping strategy, with some slight variation. (e.g. activities are mostly done in small groups activities, while homework is done individually and sports done in large groups).

**Performance Level 3:** Program activities use varied the same grouping strategy, with all types of activities (e.g. homework, enrichment, snacks, sports, arts, etc.) being offered in

individual, small group and large group settings. Each staff member tries to rotate the type of group strategies they use.

**Performance Level 4:** Program activities use varied grouping strategies, with all types of activities (e.g. homework, enrichment, snacks, sports, arts, etc.) being offered in individual, small group and large group settings. Staff members work together to rotate the type of group strategies used across the program and ensure all participants are exposed to a variety of activities in individual, small group and large group settings.

### **Indicator 3.6**

**Provides reasonable accommodations and special materials as necessary for youth with disabilities during the program and at special events.**

**Performance Level 1:** The program is unable to provide most accommodations for participants with disabilities, which excludes them from certain activities. Program leaders may direct families to other programs in the community to the needs of their child.

**Performance Level 2:** The program provides some accommodations for participants with disabilities by providing alternative activities when a participant's level of ability creates a barrier to participation. Youth with disabilities are sometimes unable to participate in special events, such as field trips, where special accommodations are not provided.

**Performance Level 3:** The program provides a wide range of accommodations for participants with disabilities by providing special materials and resources, which allows all youth to participate in all activities. Youth with disabilities are almost always able to participate in special events, such as field trips, where special accommodations are provided as well.

**Performance Level 4:** The program provides a wide range of accommodations for participants with disabilities by providing special materials and resources, which allows all youth to participate in all activities. Several staff members are trained inclusive techniques and they ensure that all youth are comfortable and engaged regardless of their level of ability. Youth with disabilities are almost always able to participate in special events, where special accommodations are provided as well.

### **Indicator 3.7**

**Features project-based, experiential activities that promote creativity and development of participant self-expression.**

**Performance Level 1:** The program exclusively offers academic activities, such as homework help and math drills, or adult-led activities with no experiential learning opportunities for participants.

**Performance Level 2:** The program primarily offers academic activities, such as homework help and math drills. Non-academic activities are primarily adult led with few project-based or experiential learning opportunities for participants. While some creative activities are incorporated into the program, they are only offered to some youth or on an irregular basis.

**Performance Level 3:** The program offers a variety of academic and experiential learning activities. Both academic and non-academic topics are approached using youth-centered, project-based and experiential activities. Youth are encouraged to participate in new projects that assist them in building new skills and enhancing existing skills. Participants are encouraged to give feedback on projects and activities.

**Performance Level 4:** The program offers a variety of activities, including academic, youth-centered, project based and experiential learning. Participants help to choose projects and activities, as well as the way in which they are offered. Participants are encouraged to share feedback with staff members regarding how projects and activities enhance their strengths and help them achieve their goals. Staff members also use this feedback to inform activity planning. Staff members are trained on using teaching methods and youth development strategies that foster engagement, leadership, social, and academic skill development, as well as creativity and self-expression.

### **Indicator 3.8**

**Offers high quality academic support, including tutoring and/or homework help.**

**Performance Level 1:** The program is unable to provide most accommodations for participants with disabilities, which excludes them from certain activities. Program leaders may direct families to other programs in the community to the needs of their child.

**Performance Level 2:** The program provides some accommodations for participants with disabilities by providing alternative activities when a participant's level of ability creates a barrier to participation. Youth with disabilities are sometimes unable to participate in special events, such as field trips, where special accommodations are not provided.

**Performance Level 3:** The program provides a wide range of accommodations for participants with disabilities by providing special materials and resources, which allows all youth to participate in all activities. Youth with disabilities are almost always able to participate in special events, such as field trips, where special accommodations are provided as well.

**Performance Level 4:** The program provides a wide range of accommodations for participants with disabilities by providing special materials and resources, which allows all youth to participate in all activities. Several staff members are trained inclusive techniques and they ensure that all youth are comfortable and engaged regardless of their level of ability. Youth with disabilities are almost always able to participate in special events, where special accommodations are provided as well.

### **Indicator 3.9**

**Promotes social and emotional development among participants.**

**Performance Level 1:** The program focuses exclusively on one or two aspects of youth needs, such as academic or physical. Activities are narrow in scope and address only one or two youth needs.

**Performance Level 2:** The program includes several aspects of youth needs but is not designed to fully address all of them. Some participants are disengaged in the program because it does not address their individual needs.

**Performance Level 3:** The program focuses on all aspects of youth strengths and needs, including academic, physical, social, and emotional needs. The program is designed in consideration of the whole child and incorporates a variety of sequential activities and teaching styles into the schedule each day. Participants are engaged in the program because it uses differentiated methods and personalized activities that build on participants' strengths to meet their individual needs.

**Performance Level 4:** The program focuses on all aspects of youth strengths and needs, including academic, physical, social, and emotional needs. The program is designed in consideration of all youth needs, and always incorporates a variety of sequential activities and teaching styles. Participants are engaged in the program because it is personalized, based on strengths, and uses differentiated methods and activities to meet their individual needs. In addition, activity plans require staff members to indicate how they meet the different needs of youth participating in the activity, and youth assessments assist staff and youth with determining if youth needs are met.

### **Indicator 3.10**

**Offers enrichment opportunities in core academic areas as well as arts, technology, recreation, and health.**

**Performance Level 1:** The program exclusively offers single activities, such as soccer or painting, which do not directly enrich participants' academic development.

**Performance Level 2:** The program offers one or two types of enrichment activities that are not sequential. While these activities may enrich participants' academic and personal development, they do not address a variety of enrichment areas. Youth who are not interested in the topic being offered seem disengaged.

**Performance Level 3:** The program offers many types of activities that enrich participants' academic and personal development in a variety of areas, including core academics, arts, technology, recreation, and health. Several types of enrichment activities are offered each day and over time to appeal to all participants. Therefore, youth almost always able to activity that appeals to them.

**Performance Level 4:** The program offers many types of activities that enrich participants' academic and personal development in a variety of areas, including core academics, arts, technology, recreation, and health. The site director maintains curricula and other resources at the program site to enable staff to effectively lead activities. Several types of enrichment activities are sequenced over time and offered each day and over time to appeal to all participants and build related knowledge and skills. Therefore, youth almost always able to choose an activity that appeals to them, and allows them learn and grow as a result of participation. Staff members are asked to encourage youth to try many types of activities to ensure they are exposed to a variety of enrichment areas.

### **Indicator 3.11**

**Integrates opportunities for the development of personal responsibility, self-direction, and leadership throughout the program.**

**Performance Level 1:** Staff members schedule all activities for the participants with no leadership opportunities or areas of responsibility for youth. Staff members make decisions and solve issues for youth as they arise.

**Performance Level 2:** Staff members decide upon and schedule most activities with youth providing input on an occasional and informal basis. Staff members make decisions for youth, but occasionally ask a few youth to speak or lead an activity.

**Performance Level 3:** Staff members are beginning to create a youth leadership team to provide input and feedback to assist with activity selection. A majority of the staff members are able to support youth as they complete tasks on their own or do learner-center projects. Constructive feedback is provided to challenge youth to move beyond their current level of competency. Participants can often choose from a variety of leadership roles and opportunities in the program.

**Performance Level 4:** An adult and youth leadership team plans, implements, and assesses all aspects of the afterschool program. Youth receive extensive leadership training and have meaningful voices, roles, and participation. Youth feel ownership of the program and know that they play a significant role in the success of the program. All activities and projects encourage youth to discover their strengths and set and achieve personal goals with support from peers and staff. Staff members refrain from taking over challenging tasks, but rather use questioning, coaching, and other effective strategies to build capacity of participants. Verbal and public recognition and celebrations are provided to encourage and acknowledge self-direction and success. Participants can always choose from a variety of leadership roles and opportunities in the program.

### **Indicator 3.12**

**Provides a range of opportunities in which participant work can be showcased, and includes family participation in the showcasing.**

**Performance Level 1:** Participants' work is not showcased at the program site.

**Performance Level 2:** Participant's work is showcased irregularly at the program site, but families are not included in the showcasing. Participants can bring their projects to staff member to have them placed on display. Depending on the staff members and activities being offered, occasional performances are held.

**Performance Level 3:** Participant's work is showcased regularly at the program site throughout the year, and families are included in the showcasing. Every participant who completes a project is encouraged to leave it at the site on display for several weeks before bringing it home. Each year, staff members organize a performance where participants can showcase their talents and families are invited to watch their performance.

**Performance Level 4:** Participant’s work is showcased regularly at the program site throughout the year, and families are included in the showcasing. Every participant is encouraged to complete a project, which can be displayed on site. Every participant has their work on display year round. Each year, staff members organize a performance in which every participant contributes. Participants can showcase their talents or work “behind the scenes.” Families and other community members are invited to watch their performance.

### **Indicator 3.13**

**Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.**

**Performance Level 1:** Staff members are expected to plan suitable activities for participants, but do not receive training in this area. The program director does not monitor activity plans, and does not know if activities correspond to the developmental needs of participants. No professional development plan is offered to staff.

**Performance Level 2:** Staff members are expected to plan suitable activities for participants, and have access to printed information about youth development stages. The program director occasionally monitors activity plans, and sometimes talks to staff members if their activities do not correspond to the developmental needs of participants. Limited training on youth development is offered to staff.

**Performance Level 3:** Staff members are expected to plan suitable activities for participants and receive printed information about youth development stages during staff orientation. Trainings on youth development and activity planning are held throughout the year. The program director always monitors activity plans, and works with staff members who need assistance with running activities that correspond to the developmental needs of participants.

**Performance Level 4:** Staff members are expected to plan suitable activities for participants and receive printed information about youth development stages during staff orientation. Staff members participate in a series of sequenced trainings prior to the start of the program year. The series of trainings cover youth development stages, age appropriate activities, academic learning standards, after-school curricula use, and lesson planning. The program director always monitors activity plans, and works with staff members who need assistance with running activities that correspond to the developmental needs of participants.

### **Indicator 3.14**

**Provides regular opportunities to be outdoors and increase physical activity.**  
*(Programs that lack space outdoor space may indicate N/A)*

**Performance Level 1:** The program does not have access to safe space outdoors, and rarely or never conduct physical activities. Participants rarely go on field trips or use other community spaces. Therefore, participants rarely have the opportunity to be outdoors.

**Performance Level 2:** The program has access to safe space outdoors (or shares safe community space) and allows participants outside on an ad hoc basis depending on the



program schedule. The program rarely or never conducts physical activities and participants may not have regular opportunities to be outdoors. Time spent outdoors is often used unstructured play or sports and participants rarely go on field trips or use other community spaces.

**Performance Level 3:** The program has access to safe space outdoors (or shares safe community space) and allows participants to spend time outside on a regular basis each week. The program schedule includes physical activities on a weekly basis and participants have regular opportunities to be outdoors. Time spent outdoors is includes physical activities and unstructured play or sports. Participants frequently go on field trips or use other community spaces.

**Performance Level 4:** The program has access to safe space outdoors (or shares safe community space) and allows participants to spend time outside on a regular basis each day. The program schedule includes physical activities on a daily basis and participants have regular opportunities to be outdoors. Time spent outdoors is includes physical activities and unstructured play, sports, and community exploration (nature activities, visiting community resources). Participants frequently go on field trips or use other community spaces.

**Quality Standard #4 – Youth Participation and Engagement**

*Program provides opportunities for youth to participate to exercise choice and engage in a rich variety of offerings.*

<b>Quality Indicator</b>	<b>Performance Level</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>1. Engages participants with a variety of strategies.</b>					
<b>2. Urges participants to take ownership of the program selection and development.</b>					
<b>3. Affords participants opportunities to express their ideas, concerns, and opinions.</b>					
<b>4. Promotes the development like skills, resiliency, and self-esteem via learning experiences.</b>					
<b>5. Enables participants to explore resources and issues in their community through projects and activities.</b>					
<b>6. Promotes consistent, active, and engaged participation.</b>					
<b>7. Encourages teamwork and respect for others.</b>					
<b>8. Involves participants in the development of disciplinary practices.</b>					
<b>9. Encourages participants to recruit others into the program.</b>					
<b>10. Allows participation to be meaningfully involved in program planning, implementation, data collection, and evaluation.</b>					

## **Indicator 4.1**

### **Engages participants with a variety of strategies.**

**Performance Level 1:** Young people are not actively participating in program activities; they are often working independently, distracting the group, or not present. Young people do not practice decision making skills. Conversations and activities are driven by adults without informing or consulting youth. Program activities and experiences are limited; young people do not make meaningful choices, do not listen to staff and peers, and opportunities to build positive relationships with adults do not exist. Youth do not receive data or information about the program.

**Performance Level 2:** Staff members believe that young people are not responsible or interested in connecting with adults. The majority of young people are informed of decisions, but not encouraged to share ideas or concerns about activity content. Some staff members discuss how to engage young people through hands-on and diverse learning experiences. Some attempts are made to incorporate youth voice into planning, program design, and recruitment. There is no evidence of young people actively listening to their peers and program staff.

**Performance Level 3:** Adults and youth work together to plan and organize events. In the majority of activities, young people respond to questions, contribute opinions and ideas, and work in small groups of peers. Staff administered youth surveys or conducted focus groups to consult youth participants and capture their experiences, feedback, and ideas for program improvement. There is evidence that staff is actively eliciting young people's opinions, ideas, concerns for discussion.

**Performance Level 4:** Young people are trained as facilitators and co-lead activities with staff. Community meetings or check-ins are used to publicly acknowledge youth for their contributions and accomplishment. All young people are consulted on program decisions, actively listen to their peers and staff, have a variety on meaningful choices to make, and contribute opinions and ideas, and concerns. Young people collaboratively develop and collect data or information about the program with adults. Young people are involved in recruitment and make presentations in neighborhood schools and organizations.

## **Indicator 4.2**

### **Urges participants to take ownership of activity selection and program development.**

**Performance Level 1:** Staff members plan and select all activities and curricula.

**Performance Level 2:** Staff members plan and select all activities and curricula, but sometimes ask participants for input on activities.

**Performance Level 3:** Staff members consult with participants throughout the year about activities they believe would be helpful, relevant, and meaningful, academic topics in which they need assistance, and other program suggestions and concerns. Staff members then develop the program based on these recommendations.

**Performance Level 4:** Staff members form a program development committee made up of participants, staff members, school representatives, and family members. This group discusses learning opportunities and related activities that would be relevant, meaningful, and of interest to youth, the academic topics in which they need or would benefit from assistance, and other program suggestions or concerns. The committee then develops the program based on regular feedback and data collection. All participants have the opportunity to lead or assist with implementing activities.

### **Indicator 4.3**

**Affords participants opportunities to express their ideas, concerns, and opinions.**

**Performance Level 1:** Participants are rarely or never asked to reflect, express their ideas, concerns, and opinions. Youth who express themselves to staff members are generally not heard and there is no formal way for youth to deliver feedback about the program and staff.

**Performance Level 2:** Participants are not given an opportunity to reflect, and they are sometimes asked to express their ideas, concerns, and opinions; these conversations happen irregularly or when a problem arises. Youth who express themselves to staff members are listened to, but their suggestions are rarely acted upon. There is no formal way for youth to deliver feedback about the program and staff.

**Performance Level 3:** Program allows opportunities to reflect on activities. Participants are encouraged to express their ideas, concerns, and opinions in an ongoing basis. These conversations happen on a regular schedule created by staff members. Youth who express themselves to staff members are heard, and their feelings are incorporated into program planning and staff meetings.

**Performance Level 4:** Participants are frequently encouraged to reflect on activities, express their ideas, concerns, and opinions in an ongoing basis. These conversations happen both on a regular schedule created by staff members and in an ad hoc basis as needed. Youth who express themselves to staff members are heard, and their feelings are incorporated into program planning and staff meetings. Participants are included in the program planning and regularly have formal opportunities for input at all points of planning, decision making, implementation, and evaluation. Staff members always have follow-up conversations with youth to tell them how their feedback was addressed.

### **Indicator 4.4**

**Promotes the development of life skills, resiliency, and self-esteem via learning experiences.**

**Performance Level 1:** The program includes limited activities offered irregularly that staff members believe help participants build skills.

**Performance Level 2:** The program includes several activities offered irregularly that focus on one or more life skills, but activities are not sequenced. Staff asks students to try harder or pay better attention when they are struggling or not doing well.

**Performance Level 3:** The program plan includes goals and objectives for youth to develop and practice life skills such as communication and decision-making in authentic situations. Staff members support and measure youth progress, acknowledging and celebrating success based on effort. Learning is aligned with student strengths and competencies and youth are taught how to overcome challenges by applying strengths. Staff members believe and generally communicate that all youth have strengths and can succeed.

**Performance Level 4:** The program plan includes goals and objectives for youth to develop and practice life skills such as communication and decision-making in authentic situations. The program has adopted and implements a research-based effective youth skill-building program; related activities are offered regularly and sequentially. Youth and staff members support and measure youth progress in relevant and meaningful situations, acknowledging and celebrating success based on effort. Learning is aligned with student strengths and competencies and youth are taught how to overcome challenges by applying strengths. Staff members believe and continuously demonstrating and communicating that all youth have strengths and can succeed. Mistakes and challenges are used as normal and expected learning opportunities.

#### **Indicator 4.5**

**Enable participants to explore resources and issues in their community through projects and activities.**

**Performance Level 1:** Participants have no or few opportunities to engage in their community through projects and activities. The program operates independent of the community and community-based organizations.

**Performance Level 2:** The program occasionally enables participants engage in their community through projects and activities. The program is designed to run on a schedule that can be altered to incorporate emerging resources and issues, but staff members generally do not stray from the activities they've planned. The program usually operates independent of the community and community-based organizations.

**Performance Level 3:** The program engages participants in their community through meaningful projects and activities on a regular basis. The program is designed to run on a schedule that can be altered to incorporate emerging resources and issues, and staff members will often include project and activities in the community. The program operates in partnership with the community and community-based organizations, and is able to

collaborate with these groups to bring additional perspectives and opportunities to the participants and program.

**Performance Level 4:** Participants engage in their community through projects and activities on a regular basis. Youth often learn of community opportunities or generate suggestions for meaningful, relevant, and helpful community opportunities. The program is designed to run on a schedule that can be altered to incorporate emerging resources and issues, youth ideas, and needs. Staff members ensure that programming includes meaningful and relevant youth driven, community based projects and activities. Staff members seek information from participants, families, and other sources on potential opportunities and needs in the community. The program operates in close partnership with other community based organizations, and is able to collaborate with these groups to bring additional perspectives to the program. Partners also offer resources, such as artists, journalists, and historians, which create additional community context for the program.

#### **Indicator 4.6**

**Promotes consistent, active, and engaged participation.**

**Performance Level 1:** Participants are allowed to drop in and out of the program with no formal commitment to regular participation. Therefore, different participants are present every day and it is difficult to run sequential activities that require several days or weeks to complete. Participants often decide to sit out of activities or become frustrated with the revolving door of participants making meaningful programming difficult. Many participants do not seem engaged.

**Performance Level 2:** Participants are asked to come to the program every day, but some still drop in whenever they choose to. Most, but not all, of participants come every day; a few participants join activities that require several days or weeks to complete. During the program, all participants are asked to join an activity, though some participants do not seem actively engaged.

**Performance Level 3:** Participants are strongly encouraged to come to the program every day of operation. During the program, participants are encouraged to join an activity, and most participants seem actively engaged. The importance of consistence attendance is shared with families, who may have ultimate control of child's attendance.

**Performance Level 4:** Participants are required to come to the program every day. All of the participants come every day; most participants join activities that require several days or weeks to complete. During the program, participants are encouraged to join an activity. Staff members work with participants to decide what activities will be offered, how they will be implemented, and what leadership role students will play. All or most participants are actively engaged.

#### **Indicator 4.7**

**Encourages teamwork and respect for others.**

**Performance Level 1:** The program's mission, goals, objectives, and activities do not address teamwork and respect. All activities are done independently. Respect is not part of the program's community agreement.

**Performance Level 2:** The program sometimes addresses teamwork and respect. Most activities are done independently with a few activities requiring participants to work in teams, but participants are not encouraged by staff to work with others. Respect is part of the program's community agreement, but the agreement is not always enforced. Signs of disrespectful behavior are not always addressed.

**Performance Level 3:** The program's goals and objectives explicitly address teamwork and respect. Most activities are done collaboratively in teams. Participants are prepared by the staff to work with others through exercises that address leading and following, sharing, and other teambuilding skills in the beginning of the year. Respect is part of the program's community agreement, and participants know that but respecting one another is necessary to being in the program. Signs of disrespectful behavior are generally addressed by a staff member to remind participants of the importance of respect.

**Performance Level 4:** The program's missions, goals and objectives explicitly promote and support teamwork and respect. Most activities are done in teams. Participants are prepared by the staff to work with others through exercises that address leading and following, sharing, and other teambuilding skills in the beginning of the year. Respect is part of the program's community agreement, and participants know that but respecting one another is necessary to being in the program. Participants, staff members, and families define and translate what respect looks like and sounds like in different settings and staff model, teach, support, acknowledge, and celebrate respectful behavior on a regular basis. Signs of disrespectful behavior are always immediately addressed by a staff member asking students if they behavior is aligned and what they could do differently to be respectful. Severe or continued disrespectful behavior is disciplined uniformly and fairly.

#### **Indicator 4.8**

##### **Involves participants in the development of disciplinary practices.**

**Performance Level 1:** Staff members develop discipline practices. Participants are about behavior policies and discipline practices and they are expected to follow them. Discipline practices are punishment-focused.

**Performance Level 2:** Participants are not formally involved in the development of discipline practices. Participants are told about behavior policies and discipline practices and sometimes the feedback they give to staff members are incorporated into the policies. Once policies and practices are in place, participants are expected to follow them or incur punishments.

**Performance Level 3:** Participants are formally involved in the development of discipline practices or further explanation of the code of conduct. Participants work with staff members to create behavior policies. Once policies and practices are in place, participants are expected to follow them. Staff members teach positive expectations, model positive

behaviors, and acknowledge and reward students for positive behaviors that align with the expectations. Signs of misbehaviors are immediately addressed by staff members. Any dispensed discipline is done so uniformly and fairly per the policy.

**Performance Level 4:** Participants, school partners, families, and staff members are formally involved in the development of discipline practices. Participants work with staff members, school partners, and family members to create behavior policies and expectations. All partners translate the positive expectations (what they look like, sound like, and feel like) in the program and information is posted throughout the program space. Staff members teach positive expectations, model positive behaviors, and acknowledge and reward students for positive behaviors that align with the expectations. Signs of disrespectful behaviors are immediately addressed by staff members pointing out the translated respectful behavior and asking students if their behavior is aligned and what they could do differently to be respectful. When necessary, severe or continued disrespectful behavior is disciplined uniformly and fairly per the policy. Policies and expectations are revisited several times throughout the year to ensure participants understand them and receive support to follow them.

#### **Indicator 4.9**

**Encourages participants to recruit others into the program.**  
*(Programs with waiting lists may need to indicate N/A)*

**Performance Level 1:** Staff members recruit participants into the program. Participants do not know details about who can be contacted for more information about program registration.

**Performance Level 2:** Staff members sometime ask participants to bring others to the program and have enrolled new participants because of their actions. Participants generally know details about which staff members can be contacted for more information about program registration.

**Performance Level 3:** Staff members regularly encourage participants to bring their peers to the program. One staff member is designated as the contact person for information regarding registration. New participants have joined the program as a result of their efforts.

**Performance Level 4:** Staff members regularly and frequently encourage participants to bring their peers to the program. There is a designated staff member as the contact person for information regarding registration. This staff member's name, phone number, and email address are clearly listed on all program posters and flyers. Throughout the year, staff members are asked to interact with participants' friends and siblings in order to attract them to the program. Youth leaders serve as program liaisons, promoting the program's benefits, building relationships, and encouraging more youth enrollment into their program.

#### **Indicator 4.10**

**Allows participants to be meaningfully involved in program planning, implementation, data collection, and evaluation.**



**Performance Level 1:** The program does not include participants in program planning, implementation, data collection, and evaluation.

**Performance Level 2:** The program includes a few participants in program planning and implementation by soliciting their opinions or activities and structure through informal conversations. Participants opinions are collected by staff members and may be incorporated the program's plan. The program may conduct an evaluation that incorporates these opinions as well.

**Performance Level 3:** The organization or program formally includes many participants in program planning and implementation by soliciting their opinions on activities, structure, and policies through surveys and interviews. Participant opinions are collected by staff members and always and always considered when compiling the program's plan. Participants are also involved in data collection, reflection, and evaluation by providing feedback on all aspects of the program to be used for continuous improvement purposes.

**Performance Level 4:** The program formally includes all participants in program planning and implementation by including a group of youth in program planning discussions. Afterwards, all participant opinions are solicited through surveys and interviews that include draft plans for activities, structure and policies. These opinions are then used to revise and finalize the program plan. Participants are involved in the design of data collection and evaluation methodologies. Participants are given the opportunity to provide feedback on all aspects of the program to be used for continuous improvement purposes.

**Quality Standard #5 - Emergency Preparedness**

*Program plans and implements emergency procedures that secures the safety of all participants and staff.*

<b>Quality Indicator</b>	<b>Performance Level</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>1. Has complete and current enrollment registration documents for all participants, including emergency contact information and permission for emergency medical care.</b>					
<b>2. Informs all staff of special health needs for each participant.</b>					
<b>3. Emergency procedures are clearly displayed and understood by staff, participants, and families.</b>					
<b>4. Conducts all emergency safety drills: fire, lock-down, and tornado procedures.</b>					
<b>5. Ensure that program staff are trained and certified in CPR and First Aid.</b>					

## **Indicator 5.1**

**Has complete and current enrollment registration documents for all participants, including emergency contact information and permission for emergency medical care.**

**Performance Level 1:** Youth are permitted to participate without formal registration. Therefore, not all participants fill out registration document, and the program does not have an accurate enrollment list. Incomplete documents are not sent back to families for completion, so the program does not always have complete information about participants. The enrollment form does not include all necessary components, such as emergency contact information and permission for emergency medical care.

**Performance Level 2:** Participants are accepted into the program when they complete a registration document, and staff follow-up with youth to ensure their form is received. The program has an accurate enrollment list. Incomplete documents are not sent back to families for completion, so the program does not always have complete information about each participant. The enrollment form may not include all necessary components, such as emergency contact information and permission for emergency medical care.

**Performance Level 3:** Participants are accepted in the program when they complete a registration document, and staff follow-up with youth to ensure their form is received. The program has an accurate enrollment list. Incomplete documents are sent back to families for completion prior to the beginning of the year, so the program always has full information about each participant. The enrollment form includes all necessary components, such as emergency contact informant and permission for emergency medical care.

**Performance Level 4:** Participants are accepted in the program when they complete a registration document, and staff follow-up with youth to ensure their form is received. Staff members also contact families who expressed interest in the program but never registered. The program has an accurate enrollment list that includes all required information. Incomplete documents are sent back to families for completion prior to the beginning of the year, so the program always has full information about each participant. If the document is not returned, program staff members follow up with the family and assist them with completing the document.

## **Indicator 5.2**

**Informs all staff of participants special health needs.**

**Performance Level 1:** The program requires medical forms. No tracking is done to ensure completed records of participants are received. Forms that are submitted are kept on file but rarely aware of special health needs of participants.

**Performance Level 2:** The program requires medical forms, and tracking is done to ensure all forms are received. Forms are kept on file and are reviewed if there is a medical concern or emergency. No review of forms is done to make staff aware of special needs. Staff members may only become aware of the issue during an emergency that prompts them to review a participant's form.

**Performance Level 3:** The program requires medical forms and receives them from each participant. Forms are reviewed by staff members and special health needs are flagged; forms are then kept on file. Staff members are informed of relevant special health needs of participants, such as food allergies, at the beginning of each year. Adjustments are made to the program design as necessary based on participants' health needs. Any information shared with staff members is done so in consideration of confidentiality rules.

**Performance Level 4:** The program requires medical forms and receives them from each participant. Forms are reviewed by staff members and by a nurse or health specialist. Special health needs are flagged; forms are then kept on file. Staff members are informed of relevant special health needs of participants, such as food allergies, at the beginning of each year and again in the middle of the year. Adjustments are made to the program design as necessary based on participants' health needs. The site director or other staff members maintains relationships with school nurses to receive updates on participants health needs as they change. Any information shared with staff members is done so in consideration of confidentiality rules.

### **Indicator 5.3**

**Emergency procedures are clearly displayed and understood by staff, participants, and families.**

**Performance Level 1:** The program has no formal safety plan. The program has no connection to their program host's safety plan. No plan is posted or reviewed with other staff or participants.

**Performance Level 2:** The program has developed a written safety plan, but it is not posted or shared. Staff members are aware of the program host's safety plan, but they are not connected to it. Staff members take responsibility for the safety of participants, but are mostly unaware of the official procedures outlined in the plan or other requirements such as reporting of "violent incidents" or fire drill protocols.

**Performance Level 3:** The program has developed a written safety plan. The program has connected the program host's safety plans to the needs of the program, and there are provisions for the program in the host's plan. The safety plan is posted throughout the program space and is pointed out to participants, staff, and families. Staff members are aware of the procedures, know what to do in case of an emergency, and know what the official procedures and incident reporting requirements are.

**Performance Level 4:** The program has developed a written safety plan which is updated annually. The program has made a connection to host's safety planning committee and plays a role in the committee. The safety plan is posted throughout the program space, sent to each participants home, and is discussed with participants, staff, and families. Staff members are

trained during their orientation on safety procedures and incident reporting requirements, and they are prepared to handle an emergency.

#### **Indicator 5.4**

**Conducts all emergency safety drills: fire, lock-down, and tornado procedures.**

**Performance Level 1:** Fire and safety drills are never conducted.

**Performance Level 2:** Fire, lock-down, and tornado drills are sometimes conducted, but are not conducted properly or frequently enough to meet requirements. No connections exist between the program host's drill procedures and the program.

**Performance Level 3:** Fire, lock-down, and tornado drills are conducted regularly and meet all requirements. The program host's drill procedures incorporate the youth in the program.

**Performance Level 4:** Fire, lock-down, and tornado drills are sometimes conducted regularly and meet all requirements. The program host's drill procedures incorporate the youth in the program. The program director and staff members plan and assess the outcomes of the drills together.

#### **Indicator 5.5**

**Ensure the program staff are trained and certified in CPR and First Aid.**

**Performance Level 1:** No program support is available for staff members who wish to be trained and certified in CPR and First Aid. The program director is not aware of training or certification opportunities. No information is shared with staff about training and certification in CPR and First Aid.

**Performance Level 2:** Limited program support is available for staff members who wish to be trained and certified in CPR and First Aid. The program director tells staff members about training or certification opportunities or directs them to information about how to obtain it. The program director is aware of training and certification opportunities in CPR and First Aid, but does not pursue them or discuss them with staff members.

**Performance Level 3:** The program director encourages staff members to be trained and certified in CPR and First Aid. Staff members are directed to information about training or certification opportunities. The program director is aware of training and certification opportunities in CPR and First Aid, and discusses them with staff members and other stakeholders to decide if or when it is appropriate to pursue them.

**Performance Level 4:** The program director encourages staff members to be trained and certified in CPR and First Aid. Staff members are directed to information about training or certification opportunities. Staff trainings are aligned with training and certification opportunities in CPR and First Aid. The program director is aware of other training and certification opportunities, and discusses them with staff members and other stakeholders to decide if or when it is appropriate to pursue them.

