



**PROGRAM QUALITY SELF-ASSESSMENT (QSA) TOOL, 2ND EDITION
QUALITY INDICATOR DEFINITIONS**

TABLE OF CONTENTS

Environment and Climate	Page 1
Administration and Organization	Page 8
Relationships	Page 16
Staffing and Professional Development	Page 22
Programming and Activities	Page 29
Linkages Between Day and Afterschool	Page 36
Youth Participation and Engagement	Page 40
Parent, Family, and Community Partnerships	Page 45
Program Sustainability and Growth	Page 49
Measuring Outcomes and Evaluation	Page 53

Note: Asterisks () denote indicators that are critical to program start-up.*

ELEMENT 1: ENVIRONMENT AND CLIMATE

A quality program provides a safe, healthy, and nurturing environment for all participants, staff members, and families.

Environment and Climate, Indicator 1

*Provides a stimulating, welcoming, and supportive environment for all young people.

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 sometimes end up disinterested in participating and staff members do not encourage them to join activities.

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 and 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.

Performance Level 3

A staff member is designated as a greeter. Staff members ensure the space is decorated with signs 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.

Performance Level 4

A staff member is designated as a greeter; the greeter checks each participant in 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. A staff member is charged with explaining activities and engaging others who might want to join. Youth who seem disinterested in the activities being offered are told more about each activity or provided with variations on the activity and are encouraged to try them.

Environment and Climate, Indicator 2

*Uses program space that is safe and clean.

Performance Level 1

The program space is rarely or never cleaned, as evidenced by un-emptied trash, dust, etc. Facilities, furniture, and other materials are not checked to ensure that they are safe and 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 both by program staff and professional janitors or cleaning staff. Facilities, furniture, and other materials are routinely checked and maintenance is performed when necessary. The program provider and program host are clear as to who is responsible for the maintenance of the space. Emergency supplies are accessible and provide what the program needs in most emergency situations, and several staff members are trained in how to use them.

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 check-list 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.

Environment and Climate, Indicator 3

Has program space that is appropriately equipped and suitable for activities being conducted.

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 the 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 the 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 enrichment 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.

Environment and Climate, Indicator 4

*Develops, implements, and shares approved safety plans and procedures with staff 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 and know what to do in case of an emergency, and they 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 the host's safety planning committee and plays a role in that 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.

Environment and Climate, Indicator 5

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

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

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. The program is formally included in the program host's security efforts (e.g., safety agents patrol the halls during and after the program). Participants are always supervised by an approved adult according to all applicable regulations and program policies.

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 case of different 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.

Environment and Climate, Indicator 6

*Develops and manages effective arrival and dismissal procedures and 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 and departure from the program. Staff members sometimes leave the site before all the 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.

Environment and Climate, Indicator 7

*Provides healthy and nutritious snacks and/or supper.

Performance Level 1

Participants may choose to bring their own snack or supper, 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 daily. Staff members try to have several options available for participants to choose from. Snacks and supper offerings are usually healthy and nutritious.

Performance Level 4

A healthy snack or supper is provided every day. Participants have several options to choose from, and the snack or supper 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.

Environment and Climate, Indicator 8

*Is aware of, records, and informs staff of special health needs of participants.

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 used. Therefore, staff members are not always aware of the 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 the 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 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, 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.

Environment and Climate, Indicator 9

Conducts all required fire/safety drills.

Performance Level 1

Fire and safety drills are never conducted.

Performance Level 2

Fire and safety 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 and safety drills are conducted regularly and meet all requirements. The program host's drill procedures incorporate the youth in the program.

Performance Level 4

Fire and safety drills are conducted regularly and meet all requirements. Drills occur more frequently than the requirements mandate. The program host's drill procedures incorporate the youth in the program. Staff members and the program host plan and assess the outcomes of drills together.

Environment and Climate, Indicator 10

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; rather, 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 engage in activities that are of interest to them. Supplies and materials are available for some activities, but they are often kept in a locked closet. Young people 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 providing 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 the staff members provide multiple opportunities for youth choice in their groups, and youth 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 collaboration on projects. Space is often used as a model for other program providers to learn from.

Environment and Climate, Indicator 11

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 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. The code of conduct is displayed in program spaces. 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, staff members, and families. All participants agree to and sign the code of conduct. The code of conduct is displayed in program spaces, and a copy of it is sent to each participant's home.

Environment and Climate, Indicator 12

Applies rewards and consequences for participant behavior appropriately and consistently.

Performance Level 1

There is no system for rewarding or applying consequences to participants' 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 on 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 expectations for participants, which are communicated to 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 applying 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, participants, and families, which defines good behavior and behavior in need of improvement. Behavioral issues are recorded, and the information is used to track participant progress over time. The program has a code of conduct, and it is frequently and consistently referenced and clearly used to assure consistent application of rewards and consequences.

Environment and Climate, Indicator 13

Actively recruits and welcomes youth with disabilities.

Performance Level 1

The program does not actively recruit youth with disabilities. Families of youth with disabilities are often directed to other programs where they can be accommodated.

Performance Level 2

The program does not actively recruit youth with disabilities, but welcomes them into the program if they seek to enroll. 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

The program actively recruits youth with disabilities and welcomes them into the program. Accommodations are made for physical accessibility in the program space 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 almost all activities and events.

Performance Level 4

The program actively recruits youth with disabilities and welcomes them into the program. 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 in the program space 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.

Environment and Climate, Indicator 14

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 and/or vision statements. Staff orientation includes a discussion of what it means to be supportive, inclusive, and respectful of all youth. Program leaders include a review of these characteristics in staff assessments, and regularly provide feedback to staff. Some participants are surveyed to get feedback about how comfortable they feel in the program.

Performance Level 4

The program promotes psychological and emotional safety in its mission and/or vision 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 of all youth, and 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 is critical to program start-up.

ELEMENT 2: ADMINISTRATION AND ORGANIZATION

A quality program has well-developed systems and sound fiscal management to support and enhance worthwhile programming and activities for all participants.

Administration and Organization, Indicator 1

*Establishes clear attendance and participation expectations.

Performance Level 1

Although participants are expected to regularly attend the program, there is no verbal or written policy on attendance and participation.

Performance Level 2

Participants are told in the beginning of the year that they are expected to regularly attend the program. A written policy exists but is not distributed to participants or families.

Performance Level 3

Participants are provided with a written policy regarding attendance in the beginning of the year. The policy is posted in the program space. Staff members encourage participants to share the written policy to their families.

Performance Level 4

Participants are told in the beginning of the year that they are expected to regularly attend the program, and are asked to give feedback on this policy. A copy of the written policy is distributed to families at the program orientation session and posted in the program space. Staff members follow up with participants who do not regularly attend the program.

Administration and Organization, Indicator 2

Has a system for the collection and monitoring of participant attendance data.

Performance Level 1

No system is in place for the collection and monitoring of participant attendance data.

Performance Level 2

A system exists for collecting and monitoring participant attendance data, but data is not regularly used or updated or is updated only once at the end of the program period. Data is not regularly reviewed by staff members. Staff is not trained in collecting data. Therefore, records may be incorrect or out of date.

Performance Level 3

A system exists for collecting and monitoring participant attendance data, and is regularly used and updated. Staff members know where to find data, and may use data for program planning and participant recruitment efforts.

Performance Level 4

A system exists for collecting and monitoring participant attendance data, and is regularly and frequently used and updated. The system is continually reviewed with the staff. Staff members know how to use the system and are encouraged to do so when planning activities and recruiting participants. Data is also used to track program dosage, and a plan is in place for participants who miss program days.

Administration and Organization, Indicator 3

*Maintains all required documents (e.g., health certificate, security clearance, insurance, etc.) where applicable.

Performance Level 1

The site director does not keep files current. Documents are not always renewed on time and may have expired. Staff members are not familiar with the required documents and are unaware of where the records are kept.

Performance Level 2

The site director has all required documents and maintains files for each of them, although some files may be out of date. Documents are usually renewed on time. Some staff members are familiar with the required documents, but most are not informed of their location.

Performance Level 3

The site director has all required documents and maintains up-to-date files for each of them. Documents are always renewed on time. Staff members are familiar with the required documents, know where they are kept, and they are generally able to answer questions about the documents if asked by families or inspectors.

Performance Level 4

The site director has all required documents and maintains up-to-date files for each of them. Documents are always renewed on time. Staff members are trained on what documents are required and why they are required to maintain program safety and to protect youth. Staff members always know where the documents are kept, and they are always able to answer questions about them if asked by families or inspectors.

Administration and Organization, Indicator 4

*Creates and uses an employee handbook that clarifies internal policies and procedures.

Performance Level 1

No employee handbook exists. No formal policy review is done for staff. Policies and procedures are reviewed when an issue arises.

Performance Level 2

An employee handbook outlining internal policies and procedures exists but is not complete and/or is not updated. The handbook is available at the program site for staff members to review. Staff members are not given copies or any formal review of the handbook.

Performance Level 3

An employee handbook outlining internal policies and procedures is given to each new staff member. Staff members are encouraged to review the handbook. The manual is updated regularly and reviewed to ensure that it covers all relevant topics.

Performance Level 4

An up-to-date, comprehensive employee handbook outlining internal policies and procedures is given to each new staff member during their orientation. Staff members are encouraged to review the handbook. A site director or other staff member formally reviews the handbook with new staff members and allows time for them to ask questions regarding policies.

Administration and Organization, Indicator 5

*Has complete and current enrollment/registration documents for all participants.

Performance Level 1

Youth are permitted to participate without formal registration. Therefore, not all participants fill out a 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 permission for emergency medical care.

Performance Level 2

Participants are accepted into the program when they complete a registration document, and staff members 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 permission for emergency medical care.

Performance Level 3

Participants are accepted into the program when they complete a registration document, and staff members 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 permission for emergency medical care.

Performance Level 4

Participants are accepted into the program when they complete a registration document, and staff members 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.

Administration and Organization, Indicator 6

Maintains accurate and accessible medical records on participants.

Performance Level 1

Medical records are incomplete or not current. Staff members are unaware of where records are filed or records are filed in a location that is inaccessible to staff members.

Performance Level 2

The program asks for medical records and receives them from each participant. Forms are kept on file, and most staff members know where to access them and are able to do so. Forms are updated when the program is contacted by a participant's family member or when an emergency occurs.

Performance Level 3

The program asks for medical records and receives them from each participant. Forms are kept on file, and all staff members are told where the records can be accessed. Staff members ask families to share updates to the medical records as necessary.

Performance Level 4

The program asks for medical records and receives them from each participant. Forms are kept in a filing system that maintains the records from each year for each participant. Staff members are told during staff orientation where the records can be accessed and what information is in them. Staff members ask families to share updates several times during each program year.

Administration and Organization, Indicator 7

*Has a clear salary structure for program staff.

Performance Level 1

The program does not have a salary structure for staff. Salary decisions are made based on informal criteria and positions are frequently created to conform to existing staff.

Performance Level 2

The site director uses a salary structure which is unwritten and rarely explained to staff. Salary decisions are often made according to this structure.

Performance Level 3

The program has a salary structure that is written in a policy handbook. Salary decisions are always made according to this structure.

Performance Level 4

The program has a salary structure that is written in a policy handbook. Salary decisions are always made according to this structure. The salary structure outlines entry-level, middle management, and leadership position salaries, as well as the factors that may affect salary (i.e. level of schooling, years of experience, etc.). Staff is fully aware of this structure, and salary decisions are based on formal criteria.

Administration and Organization, Indicator 8

*Has well-defined methods of communication with program stakeholders.

Performance Level 1

Staff members work independently of community organizations, schools, and other stakeholders that are not part of the program. Meetings with stakeholders happen on an ad hoc basis or when there is a crisis.

Performance Level 2

The site director initiates regular meetings with a few local principals and leaders of organizations based on his/her personal contacts. Dates and space for collaborative program activities are targeted but not finalized. There are no formal methods of documentation and there is no regular contact with other stakeholders.

Performance Level 3

The site director has regularly scheduled meetings with local principals and with other community leaders. The site director and other stakeholders have meeting times scheduled for planning and sharing information. As a result, collaboration begins to happen on youth recruitment and funding initiatives. School records are made available to the program and program attendance is shared with schools. Discussions are held among the partners to illustrate youth progress and success, and to identify remaining gaps in services for youth in the program.

Performance Level 4

The site director meets frequently with local school administrators and community leaders to reflect on program accomplishments and future directions. There are shared goals and expectations, and youth are encouraged to enroll in the program by schools and other stakeholders. The site director is actively involved in school leadership teams. The program regularly receives student records from schools and provides program information to schools. If the program wishes to access school buildings or other neighborhood facilities, there is a system for confirming dates and times in advance. Discussions are held among the partners to illustrate youth progress and success, and to identify and fill remaining gaps in services for all youth in the community.

Administration and Organization, Indicator 9

Has approved budget; reviews and adjusts budget periodically.

Performance Level 1

The site director does not track expenses and revenues, and does not have access to budget information. The organization's fiscal staff does this independently, and other staff members and stakeholders never review this financial information. No system of accountability exists related to budget issues.

Performance Level 2

The site director tracks expenses and revenues using a budget template. The budget is updated once or twice each year. The budget is approved by the program's oversight body (i.e. Board of Directors, school administrators, etc.) once in the beginning of the year. However, staff members and stakeholders never review the budget.

Performance Level 3

The site director tracks expenses and revenues using a budget template. The budget is updated quarterly. The budget is approved by the program's oversight body (i.e. Board of Directors, school administrators, etc.) once in the beginning of the year, and again at a mid-year point. The site director reviews the budget with other staff members and stakeholders.

Performance Level 4

The site director tracks expenses and revenues using a budget template. The budget is updated at least monthly, and includes updated expense and revenue projections. The budget is approved by the program's oversight body (i.e. Board of Directors, school administrators, etc.) once in the beginning of the year, and again at a mid-year point. The site director reviews the budget with other staff members and stakeholders, and points out line items that directly affect staff decisions about the program such as the supplies budget.

Administration and Organization, Indicator 10

Establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff.

Performance Level 1

The program does not have a database for tracking participants' information, such as attendance records or emergency contact numbers. Attendance and other data is missing or is maintained by hand.

Performance Level 2

The program has a database for tracking participants' information. The database is not maintained; information is often outdated or incorrect. Some participants' information does not appear in the database. The site director is the only staff member with access to the information.

Performance Level 3

The program has a database for tracking participants' information. The database is regularly maintained; information is generally updated and correct. Information appears in the database for all participants. The site director is the primary database user, but other staff members can access the information.

Performance Level 4

The program has a database for tracking participants' information. The database is regularly maintained; information is generally updated and correct. All information for each participant appears in the database. In addition to standard information, the database includes sections for notes on participant behavior, progress, and special needs. The site director is the primary database user, but other staff members can access the information and are encouraged to do so in order to ensure that as much information as possible is stored about each participant.

Administration and Organization, Indicator 11

Completes all required reports and submits them in a timely manner.

Performance Level 1

No system exists for timely submission of reports. The program has no system for tracking reports, and they are often submitted late or not at all. Reports are written independently by the site director or another staff member.

Performance Level 2

The site director is responsible for ensuring that reports are submitted on time, but does not have a formal tracking system. Most reports are submitted by their due date. Reports are written independently by the site director or another staff member.

Performance Level 3

The site director maintains an up-to-date chart on all reporting requirements to funders and partners and their due dates. The chart is followed strictly and all reports are submitted on time. Reports are written by the site director or another staff member and are often reviewed by a second reader.

Performance Level 4

The site director maintains an up-to-date chart including all reporting requirements to funders and partners, including information about report content, due dates, and the person responsible for writing them. The chart is followed strictly and all reports are submitted on time. Every report is reviewed by several staff members and other relevant stakeholders to ensure that it accurately reflects the program.

Administration and Organization, Indicator 12

Ensures that supplies are organized, maintained, and accessible.

Performance Level 1

Supplies are not regularly maintained or ordered. Staff members often run out of what they need for activities. Supplies are kept in a number of areas, making it difficult to know where things are. Supplies are sometimes locked up in areas where staff members do not have access.

Performance Level 2

Supplies are ordered throughout the year, but no formal inventory method is established. Therefore, the program often ends up with too much or too few of each item. Supplies are kept in a number of accessible areas, but staff members generally can find what they need.

Performance Level 3

A supplies inventory check is conducted several times throughout the year and supplies are ordered as needed. Staff members have the supplies they need for each activity. Supplies are organized by activity type in specific areas and are always accessible to all staff members.

Performance Level 4

A supplies list is maintained as items are used, so staff members are aware as soon as an order needs to be placed. A formal inventory check is done several times throughout the year to ensure all items have been ordered, and that they are accessible and organized by activity type. Staff members use program plans to determine what supplies they will need ahead of time, and prepare supplies in advance for each day.

Administration and Organization, Indicator 13

Records and tracks expenses.

Performance Level 1

No staff member is responsible for tracking expenses. Therefore, records may be incomplete and out of date.

Performance Level 2

The fiscal staff is responsible for tracking expenses. He or she records expenses whenever possible, but not always. Other staff members, including the site director, are not aware of where to find expense records.

Performance Level 3

The site director is responsible for tracking expenses, and records all accounts payable. Records are kept in a book or electronic spreadsheet. Staff members are aware of where the records are kept.

Performance Level 4

The site director is responsible for tracking expenses. The site director records all accounts payable and ensures that another staff member checks his or her records to confirm that expenses were tracked correctly. All staff members know where to find records in case an inquiry is made. Records are kept in both a book and an electronic spreadsheet.

Administration and Organization, Indicator 14

Complies with government mandates.

Performance Level 1

Staff members are not aware of government mandates and, therefore, are not always in compliance with them. The site director does not speak with staff at the government agencies that work with afterschool programs (i.e. social services, education, or health agencies). The site director does not provide current information about mandates to program staff.

Performance Level 2

Staff members attempt to comply with government mandates including following safety codes and maintaining licenses. The site director is aware of most mandates; when time permits, the site director works with staff members to ensure compliance. The site director does not speak with staff at the government agencies that work with afterschool programs (i.e. social services, education, or health agencies).

Performance Level 3

Staff members comply with government mandates including following safety codes and maintaining licenses. The site director is aware of all mandates and tells staff members what actions or documentation is mandated to ensure compliance. The site director communicates with some staff at the government agencies that work with afterschool programs (i.e. social services, education, or health agencies) when a question arises around mandates.

Performance Level 4

Staff members comply with government mandates including following safety codes and maintaining licenses. The site director is aware of all mandates and trains staff members on what actions or documentation is mandated, why it is important to the management of the program, and what they need to do to ensure compliance. The site director maintains ongoing relationships with key staff at the government agencies that work with afterschool programs (i.e. social services, education, or health agencies), including Contract Managers and/or Inspectors.

Administration and Organization, Indicator 15

Maintains current and accurate activity schedule with room assignments.

Performance Level 1

The program does not have a written activity schedule. Participants have to ask where activities are each day. Staff members cannot easily direct participants to activities.

Performance Level 2

The program has a written activity schedule with room assignments, but it is not always accurate. Participants occasionally get lost going to activity locations. Staff members can usually direct participants to activities, but sometimes have to refer them to the site director.

Performance Level 3

The program has a written activity schedule with room assignments, which is updated daily. Participants are always able to find activity locations. Staff members can always direct participants to activities.

Performance Level 4

The program has a written activity schedule with room assignments, which is updated daily. The schedule includes a brief description of the activity and which staff member is responsible for it. Staff members can always direct participants to activities. Participants are always able to find activity locations and know which staff member to ask if they have questions.

Administration and Organization, Indicator 16

*Develops, reviews, and updates plan for family involvement.

Performance Level 1

No plan for family involvement exists. Therefore, family involvement occurs occasionally but is not a deliberate aspect of the program's design.

Performance Level 2

A plan for family involvement was created by the site director. The plan provides a few opportunities for families to participate, such as attending a program orientation. The plan has not been updated since the program began. Staff members are asked to implement the plan whenever possible.

Performance Level 3

A plan for family involvement was created by the site director, staff members, and family members of participants. The plan includes several types of opportunities for families to participate, such as attending a program orientation, facilitating activities, and assisting with fundraising. The plan has been updated a few times since the program began to respond to community needs. Staff members are asked to implement the plan whenever possible.

Performance Level 4

A comprehensive plan for family involvement was created by the site director, other staff members, and family members. The plan includes several types of opportunities for families to participate, such as attending a program orientation, facilitating activities, assisting with fundraising, and participating in continuous improvement efforts such as regular self-assessment. The plan is regularly updated to respond to community needs and to incorporate feedback from families. Staff members are trained during orientation on the importance of implementing the family involvement plan.

Administration and Organization, Indicator 17

Negotiates optimal use of school, CBO, and community resources to best meet the needs of participants and their families.

Performance Level 1

Staff members do not have established relationships with schools, CBOs, and other community organizations. Therefore, resources from other organizations are rarely shared with participants and their families. Staff members do not receive support from the staff at other organizations. Program activities are often moved to different spaces or lose access to shared equipment by the program host with no prior discussion or approval.

Performance Level 2

Staff members have some informal relationships with schools, CBOs, and other community organizations. These relationships are mostly based on the site director's personal contacts. Resources from other organizations are shared with participants and their families occasionally, but not consistently, when staff members are aware of them. Staff members receive little support from the staff at other organizations.

Performance Level 3

Staff members have relationships with several local schools, CBOs, and other community organizations. Several staff members maintain these relationships; relationships are not lost during staff transitions. Resources from other organizations are shared with participants and their families regularly. Staff members receive support from the staff at other organizations. The program and other organizations share human resources such as specialist teachers, security guards, or nurses.

Performance Level 4

Staff members have relationships with most local schools, CBOs, and other community organizations. Several staff members maintain these relationships; relationships are not lost during staff transitions. Many of these relationships have established partnership agreements that outline how the relationship will benefit the program. Resources from other organizations are shared with participants and their families regularly. Staff members receive support from the staff at other organizations through partnerships. The program and other organizations share human resources such as specialist teachers, security guards, or nurses, and the program utilizes community volunteers to serve as tutors, mentors, and group leaders.

Administration and Organization, Indicator 18

*Documents where participants are during program hours.

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, health 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

The program documents where participants are during program hours by having staff members take attendance for each activity. The site director collects the attendance logs and keeps them on file. Staff members can always locate participants when necessary.

Performance Level 4

The program documents where participants are during program hours by having staff members take attendance for each activity. The site director collects the attendance logs and reviews them 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 is critical to program start-up.

ELEMENT 3: RELATIONSHIPS

A quality program develops, nurtures, and maintains positive relationships and interactions among staff, participants, families, and communities.

Relationships, Indicator 1

*Has 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. Staff members work in isolation, 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 staff members 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 of 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 follows-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 and providing non-work related functions, such as a staff picnic for staff to bond and develop as a team.

Performance Level 4

Staff members always get along, positively work through conflicts, and are respectful of one another. Staff members work as a team and develop strategies for utilizing each others' skills to best serve youth. The site director provides conflict resolution and negotiation professional development 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 convenes a staff committee to plan relationship-building and team-building opportunities for staff members including occasional events, a mentoring program for new staff members, and monthly staff meetings.

Relationships, Indicator 2

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

Performance Level 1

There is little interaction between families and staff members. 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 members' concerns are often dismissed. 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 only given an opportunity to talk to staff members in their own language when there happens to be a staff member who understands their language or when there is a problem with their child.

Performance Level 3

There is frequent interaction between families and staff members. Staff members welcome families, and specifically ask them to come to the program site once a year to learn more about the program and to see their child engaged in activities. Family members' concerns are taken into consideration whenever possible. The site director hires staff members who are bilingual whenever possible so family members who are not native-English speakers can talk to staff members and so they can develop program materials in multiple languages.

Performance Level 4

There is frequent, regular interaction between families and staff members. Families are regularly made aware that they are always 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, documented, and implemented whenever it is possible. The site director hires staff members who are bilingual 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.

Relationships, Indicator 3

*Treats participants with respect and listens to what they say.

Performance Level 1

Staff members are often disrespectful to youth and have been observed yelling at youth to get their attention. Staff members frequently interrupt young people who are speaking. Staff members choose to use negative language and negative discipline strategies rather than teaching, supporting, and praising positive behaviors. Young people's ideas are not taken seriously or are dismissed. The program culture and activities are adult-centered.

Performance Level 2

Staff members multi-task while working with youth and do not make eye contact or individual connections with young people. Staff members seldom call participants by name. There are few opportunities for youth to communicate with staff members and peers about the program, daily experiences, and concerns.

Performance Level 3

A daily "check-in" is incorporated into the program routine as a tool to connect youth with staff members to discuss their strengths, desires, needs, and concerns. Young people contribute to program offerings and to the program's discipline policies or code of conduct. Participants are valued, trained, supported, and regularly recognized as leaders within the program. A majority of staff members practice a variety of positive discipline techniques and use community-building strategies. Staff members try to make time to connect with youth on an individual basis.

Performance Level 4

Staff members are aware of the strengths and needs of individual youth; a daily "check-in" is incorporated into the program routine. Positive supports and discipline strategies are used throughout the program, and young people contribute to program offerings and to the program's discipline policies or code of conduct. Most activities are designed with youth input and youth feedback is sought and integrated into the program. The program culture is safe and confidential, which encourages young people to speak freely. Participants are valued, trained, supported, and regularly recognized as leaders within the program. The language and behavior of staff members shows sensitivity to race, ethnicity, sex, gender identification, sexual orientation, and the physical ability of all young people. Staff members have adequate professional development to teach, model, and support cooperation and respect among youth.

Relationships, Indicator 4

Teaches participants to interact with one another in positive ways.

Performance Level 1

Participants are disrespectful to one another, evidenced 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 and teasing or treat it as an opportunity for conflict resolution. Participants are sometimes reprimanded for disrespectful behavior, but only when staff members 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 and 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 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 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 emotional development. Participants are taught about what bullying and teasing is and that it is not tolerated at the program. Bullying and teasing are addressed immediately investigated, dealt with, 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, encouraged, and recognized for respectful behavior and reminded, redirected, and/or reprimanded, if necessary, for disrespectful behavior.

Relationships, Indicator 5

Teaches participants to make responsible choices and encourages positive outcomes.

Performance Level 1

Staff members make all decisions about the program, 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, and 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, and are required to integrate these issues 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 members formally teach, model, support, recognize, and reward participants for making responsible decisions.

Relationships, Indicator 6

Is sensitive to the culture and language of participants.

Performance Level 1

Staff members are unaware of participants' cultures. 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 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, such as wearing a covering, eating certain food, or other behaviors and are accepting of 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 members, ensuring that the staff would be 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 to ensure that they are respectful of the participants, families, and culture. The program is designed with the community to celebrate the cultures in the community and to expose them in positive ways to a variety of cultures, so every participant feels welcome and accepted, and accepts and appreciates other cultures.

Relationships, Indicator 7

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 are 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 formally and 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 on a regular basis, through many means of communication such as e-mail, in-person meetings, community planning, etc. This has an impact on the program through collaboratively planning, sharing resources, and sharing and aligning professional development 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.

Relationships, Indicator 8

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 community by including all youth in the program. Because of this, participants know almost all of 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 including collaborative projects, community service, and opportunities to discuss topics such as empathy, respect, and teamwork. Because of this, participants know all of their peers.

Relationships, Indicator 9

Is structured to create close, sustained relationships between individual participants and caring adults.

Performance Level 1

The program is not designed to create close, 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, 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, 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, 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.

Relationships, Indicator 10

Has scheduled meetings with its major stakeholders.

Performance Level 1

Staff members do not regularly meet with other stakeholders. Information is shared with stakeholders via e-mail 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

Staff members have a few meetings with its major stakeholders, including the Board of Directors, local principals, funders, families, and others, 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 major stakeholders, including the Board of Directors, local principals, funders, families, and others. Meetings are scheduled in advance and occur on a regular basis. These meetings give staff members the opportunity to discuss program updates, ask for input and suggestions, troubleshoot, address rising challenges, and celebrate successes.

Performance Level 4

The program has scheduled meetings with its major stakeholders, including the Board of Directors, local principals, funders, families, and others. Meetings are scheduled in advance and occur on a regular 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 direction, identify strengths, troubleshoot, address rising challenges, plan for sustainability, assess progress towards goals, and celebrate successes.

Relationships, Indicator 11

Encourages former participants to contribute as volunteers or staff.

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 tries to maintain 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 or to participate in fundraisers 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, serve as a mentor, attend or speak at events, or to participate in fundraisers. Requests are sent to adult former participants who may have special skills, such as grant writing, event management, or marketing.

*Indicator is critical to program start-up.

ELEMENT 4: STAFFING AND PROFESSIONAL DEVELOPMENT

A quality program recruits, hires, and develops diverse staff members who understand, value, and promote high-quality practices.

Staffing and Professional Development, Indicator 1

*Has a program director that is committed to his/her own professional development and attends and participates in training.

Performance Level 1

The program director never attends conferences, workshops, or other types of training. The director does not value professional development and does not feel that these types of events are necessary for others to attend. Therefore, the director is not able to bring information from trainings to his/her staff. The director rarely allows staff members to attend professional development events.

Performance Level 2

The program director attends conferences, workshops, or other types of training occasionally, based on when and where they occur. The program director knows there is value in attending professional development events, but often has other tasks to do that are prioritized over attending these events. The program director often does not have time to bring information from trainings to his/her staff.

Performance Level 3

The program director attends conferences, workshops, or other types of training regularly, based on his/her professional development needs. The program director knows there is value in attending professional development events, and conveys their importance by making time to attend them despite having other tasks to do. The program director brings information from trainings to his/her staff when appropriate.

Performance Level 4

The program director attends conferences, workshops, or other types of training regularly, based on his/her professional development needs or the needs of the program's staff. The program director knows there is value in attending professional development events, and conveys their importance by making time to attend them despite having other tasks to do and allowing staff members to do the same. The program director always brings information from trainings to his/her staff immediately after the event.

Staffing and Professional Development, Indicator 2

*Recruits, hires, and develops staff who reflect the diversity and culture(s) 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. Several staff members can speak the native languages spoken by non-English speaking participants.

Performance Level 4

Staff members are recruited and hired with careful consideration of the diversity and cultures of the community; recruitment efforts target professionals from local schools and organizations, as well as parents, high school students, and volunteers from the community. The site director develops a staff representing a variety of ages, races, ethnicities, academic backgrounds, etc. Several staff members can speak the native languages spoken by non-English speaking participants.

Staffing and Professional Development, Indicator 3

Treats staff as professionals and provides opportunities for advancement.

Performance Level 1

Staff members are not treated like professionals; they are expected to follow the site director's instructions regarding program activities and operations. Staff members are not encouraged to seek education and training related to their jobs. There is no opportunity for career progression and staff members leave the program to find higher-level jobs.

Performance Level 2

Staff members are occasionally asked for input regarding program activities and operations. Staff members are encouraged to seek education and training related to their jobs, but none is provided for them. There is little opportunity for career progression. Some staff members are promoted into a limited number of leadership positions as they become available, but most leave the program to find higher-level jobs.

Performance Level 3

Staff members are consistently asked for input regarding program activities and operations. Staff members are encouraged to seek education and training related to their jobs, and the site director promotes learning by holding trainings for staff and distributing information about other education opportunities. There is opportunity for career progression. Successful staff members are groomed to be group leaders and directors, and know there is opportunity to be promoted into leadership positions as they become available. Staff members who are ready for higher-level work are supported by the site director as they transition into a new position.

Performance Level 4

Staff members are consistently asked for input regarding program activities and operations based on their area of expertise. Staff members are encouraged to seek education and training related to their jobs, and the site director promotes learning by holding trainings for staff, distributing information about other education opportunities, and assisting to secure grants and scholarships to expand access to professional development. There is opportunity for career progression. Successful staff members are groomed to be group leaders and directors, and are promoted into leadership positions as they become available. The program has several levels within each job title (i.e. apprentice, assistant, associate, etc.), allowing staff members to receive more frequent promotions. Staff members who are ready for higher-level work are supported by the site director as they transition into a new position.

Staffing and Professional Development, Indicator 4

*Ensures staff members have competence in core academic areas, where appropriate.

Performance Level 1

Staff members are never asked to supply information on their academic experience. The site director does not know which staff members have competencies in core academic areas.

Performance Level 2

Staff members are asked to tell the site director about their academic experience when they are hired. The site director tries to assign staff members to tasks and activities based on their knowledge of core academic areas.

Performance Level 3

Unless seeking specialist positions such as teaching artist or sports coach, staff members must be able to display knowledge of core academic areas during the application and interview process. The site director then assigns staff members to tasks and activities based on their knowledge and experience. During staff observations and evaluations, the site director looks for staff members' competency and ability to use their knowledge of core academic areas to support participants' learning.

Performance Level 4

All staff members must be able to display knowledge of core academic areas during the application and interview process. The site director then assigns staff members to tasks and activities based on their knowledge and experience. During staff observations and evaluations, the site director looks for staff members' competency and ability to use their knowledge of core academic areas to support youth participants learning. The site director regularly follows up with staff members to seek updated information on the academic areas in which they are strong. The site director also holds trainings on core academic areas for all staff members.

Staffing and Professional Development, Indicator 5

Provides ongoing staff development in order to engage and retain staff.

Performance Level 1

Staff development opportunities are offered infrequently. Staff members do not feel that they are learning and advancing as professionals. Therefore, the program experiences a high staff turnover rate.

Performance Level 2

Staff development opportunities are offered throughout the year on an irregular schedule. The site director selects training and workshop topics. Staff members sometimes feel they are learning new information, but often do not feel they are advancing as professionals.

Performance Level 3

Staff development opportunities are offered regularly throughout the year. The site director selects training and workshop topics with input from individual staff members. Staff members feel they are learning new information and are advancing as professionals. The site director works one-on-one with staff members to create individual staff development plans.

Performance Level 4

Staff development opportunities are offered regularly throughout the year. The site director and staff members meet to select training and workshop topics together. Trainings and workshops are sequenced and build upon one another, which encourages staff members to continue participating. Staff members feel they are learning new information and are advancing as professionals. The site director creates a staff-wide development plan that addresses the needs of the entire staff as well as the needs of individual staff members.

Staffing and Professional Development, Indicator 6

*Maintains staff-to-participant ratio as per state regulations when applicable.

Performance Level 1

The program does not maintain the staff-to-participant ratio as mandated by state regulations. There are not enough staff members per participant, 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 staff-to-participant 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 are not always enough staff members per participant, 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 staff-to-participant ratio as mandated by state regulations. The site director ensures that there are always enough staff members per participant, 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 staff-to-participant 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.

Staffing and Professional Development, Indicator 7

*Provides positive working conditions for staff and appropriate supervision, support, and feedback.

Performance Level 1

Program staff members do not participate in staff meetings or trainings. The organization does not have clear expectations for staff performance. Staff members are often reprimanded and are not acknowledged for accomplishments and contributions. An employee handbook and job descriptions are unavailable.

Performance Level 2

Staff meetings happen on an ad hoc basis. There is little awareness of expectations. Issues of concern are discussed, but there is no follow through or planned solutions. Written job descriptions exist but are not shared with staff members.

Performance Level 3

Staff meetings occur regularly. Staff members are engaged when discussing issues and brainstorming solutions about the program. Trainings on basic requirements and youth-related topics are offered. Staff members are familiar with the standards that supervisors hold them to. Program leadership is accessible and follow-up happens often.

Performance Level 4

Staff meetings are scheduled in advance and happen on a regular basis. The site director coaches staff members regularly; he/she meets with each staff member to discuss performance and to set individual professional development goals. There is a clear professional development plan; staff members attend trainings regularly and have opportunities to share strategies learned. Staff members seek out trainings that build skills beyond regulatory requirements and basic topics. Supervisory staff members, including the site director, participate in management training to develop skills to support other staff members' work.

Staffing and Professional Development, Indicator 8

Assesses professional development needs of staff and provides appropriate supports such as training, coaching, mentoring, and peer learning.

Performance Level 1

The site director does not assess the professional development needs of staff. Staff input is not used to determine what is provided. The financial and time costs of holding trainings are often cited as a barrier.

Performance Level 2

The site director informally asks staff members about their professional development needs. Some trainings are held as a result of these conversations. Trainings are held infrequently and irregularly. The financial and time costs of holding trainings are often cited as a barrier. The site director occasionally coaches staff members who need assistance.

Performance Level 3

The site director systematically asks every staff member about his or her professional development needs. Regular trainings are held as a result of these conversations. To reduce cost barriers, the site director seeks grants for training and works with staff members to identify time in their schedules that can be used for training. The site director regularly coaches staff members who need assistance.

Performance Level 4

The site director speaks to each staff member one-on-one, and uses a professional development planning tool to collect information and assess staff needs. Regular trainings are held as a result of these conversations; trainings are sequenced and build upon one another. Professional development is recognized and valued. The site director works with staff members to identify time in their schedules that can be used for training. The program looks for funding to support training and the program's cost model includes funds to pay staff to attend trainings. The site director and other program leaders regularly coaches staff members who need assistance. The program has a peer learning initiative, which gives staff members the opportunity to learn from one another's expertise and experience.

Staffing and Professional Development, Indicator 9

Has program director and staff who comply with state training regulations where applicable.

Performance Level 1

The program director is unaware of the state training regulations that apply to the program. He/she does not have information about the mandated training hours required for school-age programs.

Performance Level 2

The program director is aware of the state training regulations that apply to the program, but leaves fulfilling them up to individual staff members. The program director does not track trainings attended by staff members. Each staff member has different levels and types of training, and not all staff members fulfill requirements.

Performance Level 3

The program director is aware of the state training regulations that apply to the program, and ensures individual staff members have information about them. The program director tracks the trainings attended by staff members. Several trainings are held for the entire staff, and some are pursued by staff members based on their interests.

Performance Level 4

The program director is aware of the state training regulations that apply to the program, and ensures individual staff members have information about them. The program director tracks the trainings attended by staff members. All required trainings are held for the entire staff or otherwise paid for from the program's budget. Additional trainings are run based on staff-wide professional development needs identified by through a needs assessment.

Staffing and Professional Development, Indicator 10

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 site 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 for staff.

Performance Level 2

Staff members are expected to plan suitable activities for participants, and have access to printed information about youth developmental stages. The site 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.

Performance Level 3

Staff members are expected to plan suitable activities for participants, and receive printed information about youth developmental stages during staff orientation. Trainings on youth development and activity planning are held throughout the year. The site 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 developmental 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 developmental stages, age appropriate activities, academic learning standards, afterschool curricula use, and lesson planning. The site director always monitors activity plans, and works with staff members who need assistance with running activities that correspond to the developmental needs of participants.

Staffing and Professional Development, Indicator 11

Has regular staff meetings.

Performance Level 1

The program does not have regular staff meetings. Staff members must raise concerns or ask questions on an ad hoc basis.

Performance Level 2

The program has staff meetings when an issue arises. Staff meetings are led by the site director and all staff members are invited to participate.

Performance Level 3

The program has staff meetings on a regular basis. Staff meetings are led by the site director and all staff members are required to participate. Staff members receive advance notice of meetings to ensure their ability to participate.

Performance Level 4

The program has staff meetings on a regular basis. Staff meetings are led by the site director and all staff are required to participate. Staff members are asked to contribute to meeting agendas and are encouraged to share their successes and challenges at meetings for discussion. Staff members receive advance notice of meetings to ensure their ability to participate.

Staffing and Professional Development, Indicator 12

Works with staff to achieve credentialing and accreditation where available.

Performance Level 1

No program support is available for staff members who wish to earn a professional credential. The site director is not aware of accreditation opportunities. No information is shared with staff about credentialing or accreditation.

Performance Level 2

Limited program support is available for staff members who wish to earn a professional credential. The site director tells staff members about the afterschool credential and directs them to more information on how to obtain it. The site director is aware of accreditation opportunities but does not pursue them or discuss them with staff members.

Performance Level 3

The site director encourages staff members to earn a professional credential when applicable, and staff members are directed to information about the afterschool credential. The site director is aware of accreditation opportunities, and discusses them with staff members and other stakeholders to decide if or when it is appropriate to pursue them.

Performance Level 4

The site director encourages staff members to earn the professional credential when applicable. Staff members are directed to information about the afterschool credential. Staff trainings are aligned with the professional credential to assist staff members who are pursuing it. The site director is aware of accreditation opportunities, and discusses them with staff members and other stakeholders to decide when it is appropriate to pursue them. The program works toward accreditation under the site director's leadership.

Staffing and Professional Development, Indicator 13

Where appropriate, develops and supports staff to provide educational opportunities for and to work with adult learners.

Performance Level 1

The program does not develop or support staff to provide educational opportunities for or to work with adult learners (e.g. participants' parents, community leaders, etc.).

Performance Level 2

The program requires staff to occasionally provide educational opportunities for adult learners including family members and/or community leaders. However, the staff only receives support for working with adult learners on an ad hoc basis, dependent on when events and activities for adults are taking place. Some staff members may not receive support for working with adult learners, though they are sometimes asked to work with adults anyway.

Performance Level 3

The program requires staff to occasionally provide educational opportunities for adult learners including family members and/or community leaders. The staff receives support for working with adult learners during staff orientation. Only those staff members who receive training during orientation are asked to lead events and activities for adults.

Performance Level 4

The program requires staff to occasionally provide educational opportunities for adult learners including family members and/or community leaders. The staff receives support for working with adult learners during staff orientation, and regularly revisits the topic during professional development opportunities throughout the year. Therefore, all staff members are exposed to adult learning theory concepts and promising practices in working with adults.

Staffing and Professional Development, Indicator 14

Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.

Performance Level 1

The program does not use a distinct set of quality standards, evaluation frameworks, and/or program improvement strategies. Therefore, staff members, families, and youth do not have a clear understanding of the program's philosophy on quality.

Performance Level 2

The program uses an established set of quality standards, evaluation frameworks, and/or program improvement strategies. Staff members are mostly aware of the program's philosophy on quality, but it is not communicated well to families and youth. Families and youth are unclear of what they can expect from the program and how well it is achieving its goals.

Performance Level 3

The program uses an established set of quality standards, evaluation frameworks, and program improvement strategies based on research and evidence-based models. All staff members are aware of and believe in the program's philosophy on quality, and it is regularly communicated to families and youth. Families and youth have a clear understanding of what they can expect from the program and how well it is achieving its goals.

Performance Level 4

The program uses an established set of quality standards, evaluation frameworks, and program improvement strategies based on research, evidence-based models, and what has historically been successful in the program and community. All staff members are aware of and believe in the program's philosophy on quality, and families and youth have regular opportunities to learn about it and offer input on what quality means should look like. Families and youth have a clear understanding of what they can expect from the program and how well it is achieving its goals. Program leaders frequently reference quality standards and promising practices when making decisions about the program.

*Indicator is critical to program start-up.

ELEMENT 5: PROGRAMMING AND ACTIVITIES

A quality program provides a well-rounded variety of activities and opportunities that support the physical, social, and cognitive growth and development of all participants.

Programming and Activities, Indicator 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 that do not reflect the program mission are offered.

Performance Level 3

The program mission serves as the foundation for all activities selected. Activity and lesson plans include 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 youth participants and offer rationale and the connectedness of the mission to the program activities. Youth have the opportunity to give feedback on the relationship between the program mission and activities regularly throughout the year.

Programming and Activities, Indicator 2

Addresses academic, physical, social, and emotional needs of all 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 incorporating 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 their 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.

Programming and Activities, Indicator 3

*Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.

Performance Level 1

Activities are not selected based on the age and skill level of the participants. There is no evidence that participants develop new skills during the program year.

Performance Level 2

Activities are selected with some consideration of the age and skill level of the participants. Staff members are unaware of youth developmental stages. There is some anecdotal evidence that participants develop new skills during the program year.

Performance Level 3

Activities are selected based on the age and skill level of the participants. Staff members consider youth developmental stages when planning activities. There is some research-based and anecdotal evidence that participants develop new skills during the program year. Participants can often select from a number of activities that expose them to new concepts and skill-building opportunities.

Performance Level 4

Participants are broken into small activity groups so activities can be selected and tailored based on the age and skill level of each participant. Staff members consider youth developmental stages when planning activities and monitor participants' development across stages. There is significant research-based and anecdotal evidence that participants develop new skills during the program year. Participants can always select from a number of activities that expose them to new concepts and skill-building opportunities.

Programming and Activities, Indicator 4

*Offers 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 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 offered to only some youth or 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 to build new skills and enhance 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 members 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.

Programming and Activities, Indicator 5

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

Performance Level 1

The program only includes non-academic activities such as creative arts and/or sports and recreation.

Performance Level 2

The program includes mostly non-academic activities such as creative arts or sports and recreation, but occasionally includes scholastic activities such as science projects. The program provides academic support when participants ask for assistance. Some staff members have the skills or information necessary to provide academic support to participants, but are not trained in this area.

Performance Level 3

The program provides academic support on a regular schedule, including tutoring and homework help. The program schedule includes both academic and non-academic activities, including a variety of activities related to history, art, science, math and technology, languages, and sports and recreation. Staff members must show the ability to support academic learning before they are hired by providing sample lesson plans or demonstrating knowledge of teaching methods. Staff members receive ongoing training on best practices in supporting the academic and cognitive development of youth.

Performance Level 4

The program provides daily, regularly scheduled academic support, including tutoring and homework help. The program schedule includes both academic and non-academic activities, including a variety of activities related to history, art, science, math, and technology, languages, and sports and recreation. Staff members must show the ability to support academic learning before they are hired by providing sample lesson plans or demonstrating knowledge of teaching methods. At least one certified teacher is on staff at all times. Staff members receive ongoing training on best practices in supporting the academic and cognitive development of youth, and selecting developmentally -appropriate activities that support statewide learning standards.

Programming and Activities, Indicator 6

*Offers enrichment opportunities in core academic areas as well as in the 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 are almost always able to choose an 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 to appeal to all participants and build related knowledge and skills. Therefore, youth are almost always able to choose an activity that appeals to them and 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.

Programming and Activities, Indicator 7

*Includes activities that take into account the language and culture of the participants.

Performance Level 1

Activities are mostly planned without consideration for the language and culture of the participants.

Performance Level 2

Activities are often planned with consideration for the language and culture of the participants. If a participant cannot be engaged in an activity because of a barrier related to language or culture, no alternative is provided.

Performance Level 3

Activities are always planned with consideration for the language and culture of the participants. Because youth can choose their activity, they almost never feel excluded from the program because of a barrier related to language or culture. If a participant feels uncomfortable with an activity, staff members are available to help the participant find an alternative.

Performance Level 4

Activities are always planned with consideration for the language and culture of the participants. Because youth can choose their activity, they never feel excluded from the program because of barriers related to language or culture. The participants' languages and cultures are often highlighted through activities, therefore allowing participants to showcase themselves throughout the year. Staff members are trained in cultural sensitivity and take it into account from program planning through execution.

Programming and Activities, Indicator 8

*Establishes and follows a schedule that is known to all staff, participants, and their families.

Performance Level 1

The activity schedule changes daily and is not posted anywhere for staff, participants, and families to view. Participants are not able to plan their participation 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 schedule 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 schedule 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. Families can find their child without the help of a staff member. There is rarely confusion about which activities are taking place and where they are being held.

Performance Level 4

The activity schedule changes daily and a weekly schedule is 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 can find their child without the help of a staff member. Staff members and youth are aware of which activities are taking place and where they are being held.

Programming and Activities, Indicator 9

Provides a range of opportunities in which participants' work can be showcased.

Performance Level 1

Participants' work is not showcased at the program site.

Performance Level 2

Participants' work is showcased irregularly at the program site. Participants can bring their projects to a staff member to have it placed on display. Depending on the staff members and activities being offered, occasional performances are held.

Performance Level 3

Participants' work is showcased regularly at the program site throughout the year. 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 in which participants can dance, sing, or showcase another talent. Families are invited to watch these performances.

Performance Level 4

Participants' work is showcased regularly at the program site throughout the year. 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 have the option to dance, sing, showcase another talent, or work "behind the scenes." Families and other community members are invited to watch these performances.

Programming and Activities, Indicator 10

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

Performance Level 1

Staff members schedule participants' activities 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 most 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 and 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-centered 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 their success and 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 the staff. Staff members refrain from taking over challenging tasks, but rather use questioning, coaching, and other effective strategies to build the capacity of youth. Verbal and public recognitions and celebrations are provided to encourage and acknowledge self-direction and success. Participants can always choose from a variety of leadership opportunities in the program.

Programming and Activities, Indicator 11

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 youth with disabilities, and therefore does not include some youth. Program leaders may direct families to other programs in the community to meet the needs of their child.

Performance Level 2

The program provides some accommodations for youth 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 youth with disabilities by providing special materials, resources, and supports that allow all youth to participate in all activities. Youth with disabilities are 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 youth with disabilities by providing special materials, resources, and supports that allow all youth to participate in all activities. Several staff members are trained in inclusive techniques and they ensure that all youth are comfortable and engaged, regardless of their level of ability. Youth with disabilities are always able to participate in special events, such as field trips, where special accommodations are provided as well.

Programming and Activities, Indicator 12

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

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, while homework is done individually and sports are done in large groups).

Performance Level 3

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. Each staff member tries to rotate the type of grouping 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 types of grouping strategies used across the program, and ensure that all participants are exposed to a variety of activities in individual, small group, and large group settings.

Programming and Activities, Indicator 13

Provides regular opportunities to be outdoors.

Performance Level 1

The program does not have access to safe space outdoors and rarely or never goes on field trips or uses other community space. Therefore, youth rarely have an opportunity to be outdoors.

Performance Level 2

The program has access to safe space outdoors (or shares safe community spaces) and allows youth to spend time outside on an ad hoc basis depending on the program schedule. Youth may not have regular opportunities to be outdoors. Time spent outdoors is often for unstructured play or sports.

Performance Level 3

The program has access to safe space outdoors (or shares safe community spaces) and allows youth to spend time outside on a regular basis each week. Youth always have regular opportunities to be outdoors. Time spent outdoors is used for unstructured play, sports, and community exploration (e.g. nature activities, visiting community resources, etc.).

Performance Level 4

The program has access to safe space outdoors (or shares safe community spaces) and allows youth to spend time outside on a regular basis each day. Youth always have regular opportunities to be outdoors. Time spent outdoors is used for unstructured play, sports, and community exploration (e.g. nature activities, visiting community resources, etc.). The program supports a walking transportation system where youth can walk to and from the program with adult supervision instead of taking a bus or car.

Programming and Activities, Indicator 14

Provides supports as children and youth transition across age groups and school grades, and school day to afterschool.

Performance Level 1

The program does not consider supporting children and youth to transition across age groups and 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 children and youth to transition across age groups and school grades and/or school day to afterschool to be one of its objectives, but it is not a core piece of work. 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 children and youth to transition across age groups and school grades and school day to afterschool to be one of its objectives and a core piece of work. Staff members are asked to support participants in this way, and training on transitions is provided at staff orientation. Some staff use special techniques at the beginning of the program to help participants move seamlessly from school to afterschool. At the end of each year, the program works with schools to prepare participants who are graduating 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 children and youth to transition across age groups and school grades and school day to afterschool to be one of its objectives and a core piece of work. Staff members are asked to support participants in this way, and training on transitions is provided at staff orientation 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.

Programming and Activities, Indicator 15

Offers activities that develop global competencies in youth, build 21st century skills (e.g. digital literacy, cross-cultural skills, innovative thinking, etc.), and prepare them for college, career, and citizenship.

Performance Level 1

The program focuses primarily on keeping youth safe and engaged afterschool, and does not focus on preparing youth for college, career, and citizenship. Some activities may develop global competencies and 21st century skills, but they are not intentionally designed to do so or evaluated.

Performance Level 2

The program considers preparing youth for college, career, and citizenship to be a goal, but does not offer activities specifically tied to this goal. Some activities may develop global competencies and 21st century skills, but they are not intentionally designed to do so or evaluated. Some staff members try to help participants build cultural competence, world knowledge, digital literacy, and other key skills, but not all youth are exposed to these staff members and activities.

Performance Level 3

The program considers preparing youth for college, career, and citizenship to be a goal, and offers activities that are designed to help youth develop global competencies and 21st century skills. Several staff members try to help participants build cultural competence, world knowledge, digital literacy, and other key skills, and all youth are exposed to these staff members and activities. Youth have regular opportunities to work with peers of different cultures and backgrounds, to learn about world news and events, and to use technology and media.

Performance Level 4

The program considers preparing youth for college, career, and citizenship to be a goal, and offers activities that are designed to help youth develop global competencies and 21st century skills, and evaluations review how well the program is meeting this goal. The program policies and structure are designed to foster this type of development. Many or all staff members try to help participants build cultural competence, world knowledge, digital literacy, and other key skills, and all youth are exposed to these staff members and activities. Youth have regular opportunities to work with peers and adults of different cultures and backgrounds, to learn about world news and events, and to use technology and media. Youth are exposed to a variety of career paths and understand the experiences and skills needed to attain them.

*Indicator is critical to program start-up.

ELEMENT 6: LINKAGES BETWEEN DAY & AFTER SCHOOL

A quality program has its staff work closely with school staff to ensure that afterschool academic components and activities are aligned with and enrich school standards and curricula.

Linkages Between Day and Afterschool, Indicator 1

*Secures commitment of resources (e.g., classroom space, bulletin boards, storage space, computer facilities, and site coordinator's office) from school principal, when possible.

Performance Level 1

When sharing resources with a school, staff members sometimes lose use of resources with little or no notice when school needs arise.

Performance Level 2

The program has an informal agreement with school(s) for use of resources. Staff members sometimes lose use of resources when school needs arise with little or no notice. The school tends to be apologetic; however, it is acknowledged it could happen again.

Performance Level 3

The school(s) and afterschool program have a formal written and negotiated agreement signed by the principal and site director regarding the commitment of resources. The agreed upon components are communicated to the school staff and program staff at the beginning of the year and at several times throughout the year. Regular communication occurs and problems are immediately addressed to ensure that both school day and afterschool resource needs are met to best support the participants learning and success.

Performance Level 4

The school(s) and afterschool program have a formal written and negotiated agreement signed by the principal and site director regarding the commitment of resources. The agreed upon components are communicated to the school staff and program staff at the beginning of the year and at several times throughout the year. The school staff and program staff work together respectfully to support their unique and shared needs and to ensure all property is cared for and treated with respect for its shared use. Regular communication occurs and problems are immediately addressed to ensure that both school day and afterschool resource needs are met to best support the participants learning and success.

Linkages Between Day and Afterschool, Indicator 2

Maintains communication with school principal and administration.

Performance Level 1

The site director and principal(s) of the schools attended by program participants have not met or had a meaningful conversation.

Performance Level 2

The site director and principal(s) of the schools attended by program participants meet at the beginning of the year. Communication is random and mainly focuses on or occurs when there are problems.

Performance Level 3

The site director and principal(s) of the schools attended by program participants regularly communicate through conversations, meetings, and writing to ensure that the school day and afterschool program run smoothly and succeed in meeting their goals.

Performance Level 4

The site director and staff and principal(s) of the schools attended by program participants and other school staff members regularly communicate through conversations, meetings, and writing to ensure that the school day and afterschool program run smoothly and succeed in meeting their goals. The principal and/or school staff assist with program planning and decision-making and the site director and/or program staff participate in school meetings, decision-making, and planning to ensure both partners work together to meet individual and shared goals for youth and families.

Linkages Between Day and Afterschool, Indicator 3

Establishes strong links to the school day.

Performance Level 1

The program works independently of the school day. Staff members are not aware of school goals and plans, academic performance standards, and how program activities can be used as a vehicle to support academic growth.

Performance Level 2

A few of the staff members have taken it upon themselves to meet with school personnel to discuss how they can support each other. The majority of staff members do not have a clear understanding of school goals and how to support academic achievement. Staff members help young people with homework as best as they can.

Performance Level 3

Meetings between school and afterschool staff happen frequently to discuss how student learning and overall success can be supported through afterschool activities and experiences. School and program staff members frequently communicate and share learnings, progress, challenges, supports, and needs. The afterschool program has a system for referring youth and families to tutorial services and other academic enrichment opportunities.

Performance Level 4

Key school personnel and afterschool staff sit on each others' leadership committees and participate in planning meetings. School and program staff members share their missions and goals and identify common objectives and shared and unique ways to support the achievement of both. School and program staff members frequently and regularly communicate and share learnings, progress, challenges, supports, and needs. The school and afterschool staff identify, plan, and participate in joint professional development.

Linkages Between Day and Afterschool, Indicator 4

Incorporates programming that integrates and complements school day activities.

Performance Level 1

The program has separate and independent goals and activities.

Performance Level 2

The program has independent goals and activities that sometimes complement school day learning and activities.

Performance Level 3

Program and school staff members work together to understand the mission, goals, and approaches to learning of each and work together to integrate and complement learning for youth. Program and school staff members share data to identify youth strengths and needs and work together to support youth.

Performance Level 4

Program and school staff members work together to understand the mission, goals, and approaches to learning of each organization and work together to integrate and complement learning for youth. Program and school staff members share data to identify youth strengths and needs, and work collaboratively to decide what learning can and should be integrated and how afterschool can effectively enhance school day learnings. Examples of this partnership are evident because the program provides authentic opportunities to learn about and practice knowledge and skills in real life situations, such as practicing critical math skills integrated into project-based learning or improving language arts skills through writing advocacy letters about areas of interest to students to newspapers.

Linkages Between Day and Afterschool, Indicator 5

Collaborates regularly with school-day personnel regarding use of facilities and resources.

Performance Level 1

Program and school staff members do not communicate about facilities and resources.

Performance Level 2

Program and school staff members decide on use of facilities and resources at the beginning of the year and then communicate about problem areas.

Performance Level 3

Program and school staff members communicate and plan together regarding facility use and resources at the beginning of the year and a few times throughout the year.

Performance Level 4

Program and school staff members communicate and plan together regarding facility use and resources at the beginning of the year and at regular intervals throughout the year. Day to day communication occurs and both work together to ensure optimal use of facilities and needs to achieve the shared and unique goals of both organizations.

Linkages Between Day and Afterschool, Indicator 6

Supports state and local performance standards and benchmarks.

Performance Level 1

The site director and staff members are unaware of state and local performance standards and benchmarks or do not understand or believe that there is a role for the program in helping youth reach the standards. Program activities are not planned in consideration of state and local standards.

Performance Level 2

The site director is aware of state and local performance standards and benchmarks. These standards are considered when program activities are planned. However, the program activities only sometimes support the standards.

Performance Level 3

The site director and some staff members are aware of state and local performance standards and benchmarks. These standards are considered when program activities are planned. School teachers are consulted during the program planning process. Many of the standards are supported by a set of program activities available to participants.

Performance Level 4

The site director and all staff members are aware of state and local performance standards and benchmarks. These standards guide the development of some program activities. School day teachers are included as regular members of the program planning team and related processes. Most of the standards are supported by program activities available to participants.

Linkages Between Day and Afterschool, Indicator 7

Communicates with school-day staff to monitor academic and behavioral progress of students.

Performance Level 1

Program and school staff members operate independently and do not share participants' academic and behavioral progress information.

Performance Level 2

Program staff members communicate individually with school staff members around participants who are having academic or behavioral problems.

Performance Level 3

Program and school staff members regularly communicate to share the academic and behavioral strengths, growth, and challenges of participants. Discussions and information-sharing focuses on supporting the child's achievement and related positive behaviors and strategies that are promising, working, or need to be changed to best assist the child.

Performance Level 4

Formal and informal structures are in place between the school and program for program and school staff to regularly communicate in multiple ways and share the academic and behavioral strengths, growth, and challenges of participants. Ongoing discussions and information-sharing focuses on supporting the child's achievement and related positive behaviors and includes strategies that are promising, working, or need to be changed to best assist the child. The participant and their family member(s) are often part of the conversations with all partners working together to support the participant's growth and success.

Linkages Between Day and Afterschool, Indicator 8

Allocates sufficient program time for homework and homework help.

Performance Level 1

The program does not offer homework help as a regular part of the schedule. Homework help is only available if participants ask for it.

Performance Level 2

The program offers homework help, but not on a daily basis. Additional homework help is available if participants ask for it.

Performance Level 3

A portion of each day's schedule is dedicated to homework help. Additional homework help time may be added if participants ask for it.

Performance Level 4

A portion of each day's schedule is dedicated to homework help with staff members and teacher supports as needed. Additional homework help time may be added if participants ask for it or if staff members recognize a need for it.

Linkages Between Day and Afterschool, Indicator 9

Is represented in local schools' planning efforts.

Performance Level 1

The program is not currently represented in local schools' planning efforts.

Performance Level 2

The program is not currently represented in local schools' planning efforts, but planning committee members from program participants' schools sometimes report back to staff members with planning updates.

Performance Level 3

The program is represented in the planning efforts of the local schools attended by participants. The program representative shares information about afterschool curricula, teaching methods, and policies with the schools. Because of this, the program has relationships with school representatives.

Performance Level 4

The program has a regular representative in the planning efforts of the local schools attended by participants. The program representative shares information about afterschool curricula, teaching methods, and policies with the schools. The program representative works with the schools to find action steps that they can take to support student learning and needs. The schools often acknowledge the value of sharing information about school curricula and learning more about afterschool curricula and collaborating for student achievement.

*Indicator is critical to program start-up.

ELEMENT 7: YOUTH PARTICIPATION AND ENGAGEMENT

A quality program provides opportunities for youth to participate in planning, to exercise choice, and to engage in a rich variety of offerings.

Youth Participation and Engagement, Indicator 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 continue to 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. Adults usually inform young people of data or information about the program when it becomes available.

Performance Level 3

Adults and youth are working 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 with peers. Staff have 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 are actively eliciting young people's opinions, ideas, and concerns for discussions. Young people collect data or information about the program with adults.

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 accomplishments. All young people are practicing leadership skills. All young people are consulted on program decisions, actively listen to their peers and staff, have a variety of meaningful choices to make, and contribute opinions, 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 or organizations.

Youth Participation and Engagement, Indicator 2

Has participants who take ownership of program selection and development.

Performance Level 1

Staff members plan and select all activities and curricula.

Performance Level 2

Staff members plan 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 these recommendations and regularly assesses and revises the program based on regular feedback and data collection. All participants have the opportunity to lead or assist with implementing activities.

Youth Participation and Engagement, Indicator 3

Enables participants to develop life skills, resiliency, and self-esteem via activities.

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 regularly that focus on one or more life skills, but the 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. 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 demonstrate and communicate that all youth have strengths and can succeed. Mistakes and challenges are used as normal and expected learning opportunities.

Youth Participation and Engagement, Indicator 4

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

Performance Level 1

Participants are rarely or never asked to express their ideas, concerns, and opinions. Youth who express themselves to staff members are generally not listened to. There is no formal way for youth to deliver feedback about the program and staff.

Performance Level 2

Participants 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.

Performance Level 3

Participants are encouraged to express their ideas, concerns, and opinions on an ongoing basis. These conversations happen on a regular schedule created by staff members. Youth who express themselves to staff members are listened to, and their feelings are sometimes incorporated into program planning and staff debriefs.

Performance Level 4

Participants are frequently encouraged to express their ideas, concerns, and opinions on an ongoing basis. These conversations happen both on a regular schedule created by staff members and on an ad hoc basis as needed. Youth who express themselves to staff members are listened to, and their feelings are incorporated into program planning and staff debriefs. Participants are included on the program planning and leadership team 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.

Youth Participation and Engagement, Indicator 5

Enables 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 engages participants 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 other 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 projects 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, to add additional community context to the program.

Youth Participation and Engagement, Indicator 6

Promotes consistent and active 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 everyday 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 actively engaged.

Performance Level 2

Participants are asked to come to the program everyday, but some still drop in whenever they choose to. Most, but not all, of the participants come everyday; 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 required to come to the program everyday. Almost all of the participants come everyday; most participants join activities that require several days or weeks to complete. During the program, participants are encouraged to join an activity, and most participants seem actively engaged.

Performance Level 4

Participants are required to come to the program everyday. All of the participants come everyday; 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.

Youth Participation and Engagement, Indicator 7

Promotes teamwork and respect for others.

Performance Level 1

The programs 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 addresses teamwork and respect sometimes. Most activities are done independently, with a few activities requiring participants to work in teams, but participants are not explicitly prepared by the 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 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 team-building skills in the beginning of the year. Respect is part of the program's community agreement, and participants know that 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 mission, 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 team-building skills. Respect is part of the program's community agreement, and participants know that 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 their behavior is aligned and what they could do differently to be respectful. Severe or continued disrespectful behavior is disciplined uniformly and fairly.

Youth Participation and Engagement, Indicator 8

Involves participants in the development of disciplinary practices.

Performance Level 1

Staff members develop discipline practices. Participants are told about behavior policies and discipline practices and are expected to follow them. Discipline practices are punishment-focused.

Performance Level 2

Participants are not formally involved in the development of disciplinary practices. Participants are told about behavior policies and discipline practices, and sometimes the feedback they give to staff members is 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 disciplinary practices. Participants work with staff members to create behavior policies, and participants sign an agreement to follow them. Once policies are in place, participants are expected to follow them.

Performance Level 4

Participants, school partners, families, and staff members are formally involved in the development of disciplinary practices. Participants work with staff members, school partners, and family members to create positive behavior policies and expectations, and participants sign an agreement to follow them. All partners translate the positive expectations (what they look like, sound like and feel like) in the program and the 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. Staff members sign an agreement to fairly enforce the policies. Signs of disrespectful behavior are immediately addressed by staff members by 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.

Youth Participation and Engagement, Indicator 9

Encourages participants to recruit others into the program.

Performance Level 1

Staff members recruit participants into the program. Participants do not know details about how to register, or about who can be contacted for more information about program registration.

Performance Level 2

Staff members sometimes ask participants to bring others to the program, and have enrolled new participants because of it. Participants generally know which staff members manage 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.

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, and their 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.

Youth Participation and Engagement, Indicator 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 on activities and structure through informal conversations. Participant opinions are collected by staff members and may be incorporated into the program's plan. The program may conduct an evaluation that incorporates these opinions as well.

Performance Level 3

The 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 considered when compiling the program's plan. Participants are also involved in data collection 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 groups of youth in program planning discussions, and then soliciting all participants' opinions on a draft plan that covers activities, structure, and policies through surveys and interviews. These opinions are then used to revise and finalize the program plan. Participants are involved in the design of data collection and evaluation methodologies, and are given the opportunity to provide feedback on all aspects of the program to be used for continuous improvement purposes.

*Indicator is critical to program start-up.

ELEMENT 8: PARENT, FAMILY, AND COMMUNITY PARTNERSHIPS

A quality program establishes a strong partnership with families and communities in order to achieve program goals.

Parent, Family, and Community Partnerships, Indicator 1

Involves families in decision-making and planning.

Performance Level 1

No formal system is in place to communicate with families. Families are unaware of the option to have a role in decision-making or program planning.

Performance Level 2

Families are supposed to be informed that they are welcome to participate in decision-making and program planning, but very few family members participate because they are unaware of how they can become involved or receive no training on the program or decision-making processes. Most planning meetings take place before the program starts or when family members are not able to easily attend.

Performance Level 3

Families are informed that they are welcome and are encouraged to participate in decision-making or program planning by the site director and staff members. Families are informed when all meetings are approaching, and a dedicated group of family members participate. Training in decision-making and program planning is provided prior to the first meeting or little by little at each meeting. Most planning meetings take place after the program ends or on weekends, when family members are able to attend.

Performance Level 4

Families are frequently informed that they are welcome and are encouraged to participate in decision-making or program planning. Families are personally invited to participate multiple times by the site director and staff members and told that their involvement and input is critical in the overall success of the program. Families are informed, encouraged, and reminded to attend several times in-person, via e-mail and letters, and by youth when meetings are approaching. A dedicated group of family members participate. Staff members continuously reach out to families who have not participated in planning meetings. Most planning meetings take place after the program ends or on weekends, when family members are typically able to attend. The program surveys parents regularly to determine the best times for meetings. Meals, transportation, and childcare are provided during meetings to enable family members to easily participate. Sensitivity is given to the languages spoken by families and translators are made available.

Parent, Family, and Community Partnerships, Indicator 2

Involves families and the community in program events.

Performance Level 1

No formal system is in place to communicate with families and the community. Families and the community are unaware of many program events, not explicitly invited, or feel that program events are only for youth. Families and the community rarely participate in program events, and/or the few participating families are the same ones.

Performance Level 2

Families and the community are sometimes invited to program events (such as, when there is space available for them). Therefore, families and the community participate in events occasionally, but not on a regular basis.

Performance Level 3

Families and the community are generally invited to program events and regularly participate. The site director advertises events several weeks prior to the event date and staff members encourage families and community members to attend. Events are planned for evening and weekend hours to accommodate families' schedules.

Performance Level 4

Families and the community sectors are always invited to program events and regularly participate. The site director advertises events several weeks prior to the event date and staff members and youth encourage families and community members to attend. Each participant is given event invitations to deliver to their family members, and event invitations are created in multiple languages, if necessary. Events are posted in local newspaper, community bulletins, and sent out to the community via e-mail. Events are planned for evening and weekend hours and are offered on different days of the week in order to accommodate various families' schedules.

Parent, Family, and Community Partnerships, Indicator 3

Communicates with families on matters concerning the well-being of the child.

Performance Level 1

No formal system is in place to communicate with families, and communication with families is rare. Families are contacted when problems occur and in cases of emergency.

Performance Level 2

Communication with families occurs occasionally at events such as family orientation sessions and year-end events. Families are also contacted when problems occur and in cases of emergency.

Performance Level 3

Communication with families occurs frequently throughout the year, both at events and one-on-one whenever possible. Communication focuses on the child's strengths, growth, and challenges. Families are also contacted in cases of emergency and when there are behavioral, social, emotional, or academic matters to discuss.

Performance Level 4

Communication with families occurs frequently and regularly throughout the year, both at events and one-on-one and via e-mail and phone calls. Each family is contacted at least once a year for an update on their child's development and experience in the program. Communication focuses on the child's strengths, growth, and challenges and staff members make it known that they care about the child and want to work together with the family towards the child's success. Families are also contacted in cases of emergency and when there are behavioral, social, emotional, or academic matters to discuss. Staff members encourage families to contact them whenever they have a question, suggestion, or concern about their child.

Parent, Family, and Community Partnerships, Indicator 4

Provides opportunities for literacy and related educational experiences for the families of the participants in the program.

Performance Level 1

No formal system is established to provide opportunities for literacy and related educational experiences for families. The program does not offer family literacy and related educational experiences.

Performance Level 2

The program offers limited family literacy or related educational opportunity during the course of the program year. The need for additional adult education is recognized. A family bulletin is created to keep families informed of program events and schedules, but it is not updated with current information.

Performance Level 3

A series of family literacy and related educational workshops is launched. Families receive strategies and resources for creating a rich learning environment at home. A peer network and book-lending library are established as a result of the interactions in the family space. Families often inquire about how to navigate the school system, assist with their child's learning, advocate for their child, and support program goals.

Performance Level 4

The environment is welcoming. Families are seen as assets and treated as critical learning partners. Family literacy and related education series of workshops are developed and offered from family input and a community needs assessment. A peer network and book-lending library are established and families are consistently asked for resource suggestions and reminded to utilize the program's resources. The program partners with a local college to increase families' access to course information. A family newsletter containing family literacy information, resources, offerings, and opportunities is distributed on a monthly basis. All publications are provided in English and other languages commonly spoken in the community.

Parent, Family, and Community Partnerships, Indicator 5

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

Performance Level 1

No formal system is established to communicate with families about community resources. Staff members are not knowledgeable about the available resources 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.

Performance Level 2

The program becomes aware of and staff members provide families with some information about community resources to help meet perceived needs. The program maintains information on a few of community-based organizations and local resources, and family members can request this information from staff members.

Performance Level 3

The program provides families with information about community resources on a regular basis on general areas and those identified 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. Information is regularly updated to include upcoming events, new services, and community news.

Performance Level 4

The program provides families on a regular basis with information about community resources, general information and resource areas and those identified through family and youth needs assessments. The program maintains and updates information on many community-based organizations and local resources. The information is posted at the program site for families to view, brochures are sent to participants' homes, families can request additional information from staff members, and community resource representatives are invited to share their services and resources with families one or more times per year at events or family educational workshops. Staff members are kept up-to-date and trained to refer families to specific types of services and resources based on their needs. Family representatives are provided with training on a regular basis, updated on local resources and provide outreach and assistance to other families involved with the program.

Parent, Family, and Community Partnerships, Indicator 6

Builds relationships with arts, cultural, and other community institutions to expand and enhance program offerings.

Performance Level 1

No formal system is established to build relationships with arts, cultural, and other community institutions to expand and enhance program offerings. The program offers some site-based arts and cultural programs.

Performance Level 2

The program is aware of arts, cultural, and community institutions offering programming and occasionally takes advantage of a community-based opportunity to expand upon on-site programming.

Performance Level 3

The program has built relationships with several arts, cultural, and community institutions and programs and regularly expands and enhances on-site programming with related community opportunities. These opportunities provide youth with new experiences and learning opportunities.

Performance Level 4

The program has built strong partnerships and regularly collaborates with arts, cultural, and community institutions and programs. Staff members and community institution staff work together to develop and enhance programming for youth and their families. Expanded on-site and off-site opportunities are provided. Families, youth and staff are regularly surveyed to assist with program design and activities. Arts and cultural programs educate and promote the strengths of the population being served as well as educate on the strengths and contributions of other populations. Programs are offered in the languages of program participants with translating offered as needed.

Parent, Family, and Community Partnerships, Indicator 7

Coordinates staff development activities with those of school and community partners.

Performance Level 1

No formal system for staff development and training has been developed. Some staff development activities, workshops, and trainings are offered to program staff.

Performance Level 2

Most staff development, trainings, and workshops are developed for and offered to program staff members only. A few staff development activities are organized for staff from the program as well as staff from school and community partners; staff members from partner organizations are invited on an ad hoc basis. Sometimes, the topics of the activities are only relevant to the program staff members and therefore are not appealing to others.

Performance Level 3

Many staff development activities are organized in collaboration with school and community partners. The staff members from partner organizations are invited on a regular basis. Staff development activities focus on skills needed by staff from all of the participating organizations, such as youth development trainings or positive behavior management techniques workshops.

Performance Level 4

Most staff development is planned, organized, offered, and assessed in collaboration with school and community partners. The staff members from partner organizations are always invited to join staff development activities offered by the program. The staff works collaboratively with the school and partner organizations to plan shared professional development. Staff development focuses on knowledge and skills identified by staff members and other stakeholders, and includes opportunities for shared learning, communication, and collaboration to enhance outcomes for youth and their families. Best practices and strengths are highlighted, recognized, and shared to develop a shared professional learning community. The site director and other program staff work with schools and partner organizations to build their capacity to lead shared professional development activities.

Parent, Family, and Community Partnerships, Indicator 8

Makes intentional connections with early care and education programs and stakeholders in the community.

Performance Level 1

The program has few or no connections to early care and education programs and stakeholders in their community.

Performance Level 2

The program has some connections to early care and education programs and stakeholders, based on the site director's existing relationships. These connections are informal and are generally for information-sharing purposes.

Performance Level 3

The program has several connections to early care and education programs and stakeholders, and the site director intentionally develops and maintains these relationships. These connections are formalized and the afterschool and early care programs work together to support families in the community (e.g. co-sponsor family education opportunities, co-host year-end events, etc.).

Performance Level 4

The program has several connections to early care and education programs and stakeholders, and the site director intentionally develops and maintains these relationships. These connections are formalized and the afterschool and early care programs work together to support families in the community (e.g. co-sponsor family education opportunities, co-host year-end events, etc.). Afterschool and early care programs can give families with children and youth of different ages referrals to one another's services. A plan is implemented by all partners for supporting children as they transition from early care programs to school and afterschool programs.

*Indicator is critical to program start-up.

ELEMENT 9: PROGRAM SUSTAINABILITY AND GROWTH

A quality program has a coherent vision/mission and a plan for increasing capacity that supports continuing growth.

Program Sustainability and Growth, Indicator 1

*Has a written statement of mission and goals.

Performance Level 1

The program mission and goals are unclear or have not been written at all.

Performance Level 2

The program has a written statement of mission and goals. The statement is published or shared by request. Staff members and stakeholders are informed of the program's mission and goals on an ad hoc basis. Few staff members demonstrate awareness of the mission or goals.

Performance Level 3

The program has a clear, written statement of mission and goals. Staff members and stakeholders are informed of the program's mission and goals and reminded of them regularly; staff members generally demonstrate awareness of them. The program's mission and goals are posted at the program site.

Performance Level 4

The program has a clearly written mission statement with directly aligned goals to achieve it. Staff members and stakeholders are aware of the program mission and goals and align all activities and actions with the goals and mission. The program's mission and goals are posted at the program site, and are printed on all program materials such as posters and brochures.

Program Sustainability and Growth, Indicator 2

*Employs staff members who understand and embrace the program's mission and goals.

Performance Level 1

Staff members are not aware of the program's mission and goals or disagree with them.

Performance Level 2

Staff members are informed of the program's mission and goals during or following the hiring process. Staff members are asked to embrace the mission and goals.

Performance Level 3

Staff members clearly define and explain the program's mission and goals during the hiring and training process and provide a written copy with several examples of them in an employee handbook. Staff members are regularly reminded of the importance of understanding and embracing the mission and goals. Staff members are expected to incorporate the mission and goals into their work. Professional development, supervisor support, and employee performance goals are clearly communicated and linked to the program mission and goals.

Performance Level 4

The program's mission and goals guide the recruitment and hiring processes. Potential staff members are asked multiple questions regarding experience, qualities, and beliefs that are directly connected to the mission, values, and goals of the organization. Staff members are asked to sign a statement demonstrating their commitment to follow the mission and goals of the organization. Staff members receive a copy of the mission and goals in an employee handbook and they are posted throughout the program space. The site director regularly communicates the importance of understanding, embracing, and demonstrating awareness of the mission and goals. Staff members are expected to incorporate the mission and goals into their work, through daily performance, planned activities, and communications with youth, families, staff members, and supervisors. Staff members are asked to give feedback on the mission and goals and share related best practices on a regular basis.

Program Sustainability and Growth, Indicator 3

Involves participants, families, staff, and board members in long-term decision-making and planning efforts.

Performance Level 1

The site director or executive staff members conduct long-term decision-making and planning.

Performance Level 2

The site director and executive staff members conduct long-term decision-making and planning. The site director occasionally involves other stakeholders in informal conversations around program planning and decision-making.

Performance Level 3

The site director is committed to shared decision-making within a team approach. Training is provided to stakeholders to assist them with their shared decision-maker role. The program has clearly defined goals and objectives, and plans and makes decisions based on these goals, which are included in program literature. Staff members are encouraged to work collaboratively to plan, develop, and strengthen programs. Staff members, youth, families, and board members or executive staff members are viewed as resources and as instrumental to the sustainability of the program. Stakeholders are invited at different points to reflect, plan, and participate in the decision-making process.

Performance Level 4

The program goals and related decisions are collaboratively made by multiple stakeholders. Information on the importance and role of stakeholder involvement and shared decision-making is clearly communicated in all program materials, reviewed during staff meetings and program orientations for families and youth, and are posted at a central location at the site. Training and user-friendly information is provided to stakeholders to assist them with their shared decision-maker role. Stakeholders are invited at different points to reflect, plan, and participate in the decision-making process. Staff members can articulate how their activities and decisions support program goals and take initiative to identify areas of continuous improvement.

Program Sustainability and Growth, Indicator 4

Develops a long-term plan for sustaining the afterschool program.

Performance Level 1

Program funding is secured for one year at a time. The program relies primarily on one source of income, such as a government contract or private grant.

Performance Level 2

The program has a short-term sustainability plan, and uses a two-year funding plan. The program relies mostly on a few sources of income, such as a government contract or private grant. The site director has some personal relationships with staff from other organizations, but no partnership agreements are in place.

Performance Level 3

The program has a long-term sustainability plan, and uses a multi-year funding plan. The program secures income from multiple sources, such as government contracts, private grants, program fees, or funds raised. The site director has formal relationships with other organizations with partnership agreements to show mutual support between programs. The program also uses a marketing strategy to publicize the importance of the program in the community.

Performance Level 4

The program has a long-term sustainability plan, with a multi-year funding plan. The program relies on multiple large and small sources of income, such as government contracts, private grants, program fees, or funds raised. The site director regularly seeks and often secures unrestricted funds that can be used for general and/or specific purposes. The site director has formalized relationships with the staff from other organizations with partnership agreements to secure in-kind resources. The program uses a marketing strategy to publicize the importance of the program in the community, and an advocacy strategy to encourage public officials to support the program.

Program Sustainability and Growth, Indicator 5

Accesses resources within the community by seeking support from and building relationships with local businesses and institutions.

Performance Level 1

Relationships with local businesses and institutions are undefined or non-existent.

Performance Level 2

The site director tries to build or maintain relationships with one or more local businesses or institutions. Resources from these organizations are small, one time, or occasional.

Performance Level 3

The site director and some staff members build and maintain relationships with several local businesses and institutions. Resources and support from these organizations are occasionally offered to the program. In addition, the site director coordinates an annual campaign to ask these organizations for goods, services, support, and financial support.

Performance Level 4

The site director and other staff members maintain strong, ongoing relationships with most local businesses and institutions, clearly communicating the relationship between community support, afterschool programming, youth success, and workforce preparation. Resources from these organizations are targeted to specific agreed upon need areas with progress and results clearly communicated back to the provider. In addition, the site director coordinates several campaigns each year asking local organizations for goods, services, and financial support.

Program Sustainability and Growth, Indicator 6

Forges relationships with advocates for program quality and availability, such as community leaders, businesses, and elected officials.

Performance Level 1

The site director's relationship with potential afterschool advocates in the community is undefined or non-existent.

Performance Level 2

The program is connected with a few community leaders, businesses, elected officials, or other advocates. The site director knows the advocates and contacts them regarding program concerns. Local advocates know little about the program.

Performance Level 3

The program is connected with several community leaders, businesses, elected officials, and other advocates. The site director maintains regular relationships with, advocates, and communicates information on program strengths, achievements, needs, and concerns on a regular basis. Local advocates are aware of and support the program. The site director and several staff members belong to a local afterschool network of providers.

Performance Level 4

The program is closely connected with many community leaders, businesses, elected officials, and other advocates. The site director and other staff members maintain regular relationships with advocates and regularly communicate information on program strengths, achievements, needs, and concerns. One or more advocates from the community sit on the program advisory committee or board. Local advocates are aware of, informed about, and clearly support the program's mission, goals, objectives, and activities. The site director and several staff members are actively involved in the local or regional afterschool network of providers and belong to one or more statewide and national organizations. The site director collaborates with other community groups to advocate and to provide advocacy training to community members.

Program Sustainability and Growth, Indicator 7

Has an effective marketing strategy that publicizes the program and its achievement within the school and broader community.

Performance Level 1

The program advertises its services on an ad hoc basis. Most publicity is received through word of mouth. There is no public information about the program's achievements.

Performance Level 2

The program regularly advertises its services using a single strategy (i.e. newspaper or internet advertising). Publicity is received through word of mouth and a program website. There is some public information about the program's achievements, but it is not recent or updated information.

Performance Level 3

The site director has a strategic plan for how to publicize the program. The program regularly advertises its services using multiple strategies. Publicity is received through word of mouth, a program website, open houses, and in other ways. There is public information about the program's achievements which is shared with program stakeholders annually.

Performance Level 4

The site director uses a strategic plan for how to publicize the program that was created by staff members, participants, and other program stakeholders. The program regularly advertises its services using multiple strategies. Publicity is received through word of mouth, a program website, open houses, and in other ways. There is public information about the program's achievements which is shared throughout the year with program stakeholders and with the broader community.

*Indicator is critical to program start-up.

ELEMENT 10: MEASURING OUTCOMES AND EVALUATION

A quality program has a system for measuring outcomes and using that information for ongoing program planning, improvement, and evaluation.

Measuring Outcomes and Evaluation, Indicator 1

Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Performance Level 1

The program goals and objectives and the identified needs are unclear, or the relationship between the program goals and objectives and the identified needs and the organizational mission is unclear. As a result, the goals are not measurable. Staff members are unaware of the mission and the program goals.

Performance Level 2

Broad program goals and objectives generally relate to the organization's mission. Goals are vague and difficult to measure. Relationship of goals and objectives to identified needs is vague or unknown. Staff members are aware of the mission, goals and objectives of program, but are not clear how their work contributes to meeting them.

Performance Level 3

Program goals and objectives are developed based on the needs of participants. Goals and objectives are specific, measurable, and aligned with and support the organization's mission. Staff members meet to discuss the goals and objectives of the program and how the program activities meet the goals and the objectives.

Performance Level 4

Program goals and objectives are developed based on the identified strengths and needs of program participants. Goals and objectives are specific, measurable, achievable, relevant, and time-bound (SMART), and are clearly aligned with the organization's mission. Activities are designed to support both short- and long-term goals. Staff members, youth, families, and other stakeholders are actively engaged in developing, assessing, and evaluating goals and objectives.

Measuring Outcomes and Evaluation, Indicator 2

*Develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.

Performance Level 1

Program evaluation occurs but is not a planned process; instead, evaluations are informal and occur irregularly. Evaluations are not consistent over time. Therefore, there is no comparable data for program stakeholders to review.

Performance Level 2

The site director develops a plan for program evaluation. The plan includes collecting only qualitative or quantitative data. The collection methods used are informal, and the site director is solely responsible for gathering data.

Performance Level 3

The site director develops a plan for program evaluation with input from staff and stakeholders. The plan includes collecting both qualitative and quantitative data, and includes all data necessary to report to funders, parents, and other stakeholders. The site director and other staff members use surveys and observations to gather data. The evaluation plan includes a system for using evaluation results, which includes reviewing results prior to and during program planning and while shaping management and operational practices.

Performance Level 4

The site director partners with staff members and stakeholders to develop a plan for ongoing program evaluation. The plan includes collecting both qualitative and quantitative data, and includes all data necessary to report to funders, parents, and other stakeholders, as well as youth development outcomes, academic and cognitive development outcomes, and observable and non-observable aspects of program management and operations. The site director and other staff members use surveys, observations, self-assessment, and other means to gather data, which is then stored in electronic and paper files. The evaluation plan includes a system for using evaluation results to improve the program and inform program decisions.

Measuring Outcomes and Evaluation, Indicator 3

Uses objective data to measure progress toward outcomes as defined by programs and individual participants.

Performance Level 1

Participants' progress is assessed informally through anecdotal information from students and/or program staff. Data is rarely recorded.

Performance Level 2

The program has a youth self-report method for measuring participants' progress. Data is captured but accuracy is unknown. Staff members receive anecdotal information received verbally from youth, but it is not always recorded.

Performance Level 3

The program measures participants' progress in a few ways, which may include youth self-report, staff observation, pre-year and post-year surveys and parent surveys, and other tools. Assessment is integrated into the program and informs the development of future activities. Participants and families are informed regularly of their progress. Staff members record anecdotal information received verbally.

Performance Level 4

The program measures each participant's progress in a variety of ways, including youth self-report, staff observation, pre-year and post-year surveys, and parent surveys. The program is in regular communication with the school and families about the student's progress. Assessment is integrated into the program and informs the development of future activities. Participants and families are informed regularly of their progress. Staff members also ask families and other stakeholders to submit written anecdotal information, which is kept in participants' files.

Measuring Outcomes and Evaluation, Indicator 4

Identifies and shares promising practices.

Performance Level 1

The site director and staff members do not meet to discuss their work and do not participate in professional development events so they are unaware of what practices are effective.

Performance Level 2

The site director and staff members meet occasionally to plan and discuss the program activities. Promising practices and related information are shared informally and irregularly. The site director and staff members occasionally participate in professional development events.

Performance Level 3

The site director and staff members meet regularly to discuss their program activities and track promising practices through writing successful curricula and activity guides so that the promising practices can be replicated. Staff members share these practices among themselves and occasionally with colleagues from other sites. The site director and staff members regularly participate in professional development events.

Performance Level 4

The site director and staff members monitor and track promising practices through writing up curricula and activity guides. Staff members regularly share these practices at staff meetings. Staff members also share their promising practices with colleagues from other sites through meetings, listservs, and at conferences. The site director and staff members regularly and frequently participate in professional development events.

Measuring Outcomes and Evaluation, Indicator 5

Makes summaries of evaluations and/or other collected data available to the general public.

Performance Level 1

The site director does not alert the general public when an evaluation is conducted. The evaluation summary and related data are not made available.

Performance Level 2

The site director alerts some program stakeholders when an evaluation is conducted through informal conversations. The evaluation summary only is available upon request.

Performance Level 3

The site director alerts all program stakeholders when an evaluation is conducted through a formal method of communication, such as an e-mail or newsletter. The evaluation summary and related data are posted and copies are available upon request.

Performance Level 4

The site director alerts all program stakeholders when an evaluation is conducted through multiple a formal methods of communication, such as e-mail, meeting minutes, and newsletters. The evaluation summary findings and related data, including both strengths and challenges, are communicated. The entire evaluation or an executive summary is clearly posted and copies are distributed to all participants, families, partner organizations, members of the Board of Directors, local principals, and other stakeholders.

Measuring Outcomes and Evaluation, Indicator 6

Creates an internal method for assessing program activities.

Performance Level 1

Occasional feedback is received through informal conversations with youth, families, and other stakeholders to assess program activities.

Performance Level 2

The site director has created or located an internal method for assessing program activities. The method uses one type of assessment (i.e. surveys) and is implemented irregularly. Only the site director reviews the information collected. Sometimes the information is used to inform modifications in program design.

Performance Level 3

The site director, with input from staff members, has created or located an internal method for assessing program activities. The method uses several types of assessment (i.e. surveys, focus groups, verbal feedback, etc.) and is implemented regularly. The site director always reviews the information collected, and staff members are encouraged to review the information as well. The information is used to inform modifications in program design.

Performance Level 4

The site director, in collaboration with other staff members, youth, and other program stakeholders, has created or collaboratively decided upon an internal method for regularly assessing program activities. The method uses several types of assessment (i.e. surveys, focus groups, verbal feedback, etc.) and is implemented regularly. The site director, staff members, and youth always review the information collected. The information is used to inform regular modifications in program design and delivery. All information collected is stored in paper and electronic files to enable the site director, staff members, and youth to review program progress over time.

Measuring Outcomes and Evaluation, Indicator 7

Creates an internal method for assessing staff performance.

Performance Level 1

The site director occasionally observes staff members' performance and gives them verbal feedback.

Performance Level 2

The site director has created an internal method for assessing staff performance. The method uses a one-way assessment (i.e. observation) and is implemented irregularly. The site director does not share the information collected with staff members. Sometimes the information is used to inform modifications in program management and operations.

Performance Level 3

The site director, with input from staff members, has created an internal method for assessing staff performance. The method uses both one-way assessment (i.e. external observation) and two-way assessment (i.e. self-assessment) and is implemented regularly. The site director shares the information collected with staff members. The information is used to inform staff members' goals for the coming year and to collect suggestions to create professional development opportunities.

Performance Level 4

The site director, in collaboration with other staff and program stakeholders, has created an internal method for assessing staff performance. The method uses several types of assessment (i.e. observation, self-assessment, etc.) and is implemented regularly. The site director shares the information collected with staff members, and asks them to reflect on their own performance. The information is used to inform staff members' goals for the coming year and to collect suggestions to create professional development opportunities. If a staff member receives a negative review, a corrective action plan is developed. All information collected is stored in paper and electronic files to enable the site director to review program progress over time.

Measuring Outcomes and Evaluation, Indicator 8

Creates an internal method for assessing student engagement levels.

Performance Level 1

Occasional student engagement feedback is received through informal conversations with youth, families, and staff members.

Performance Level 2

The site director has created an internal method for assessing student engagement. The method uses one type of assessment (i.e. surveys) and is implemented irregularly. Only the site director reviews the information collected. Sometimes the information is used to inform modifications in program design.

Performance Level 3

The site director, with input from staff members and youth, has identified a method for assessing student engagement. The method uses several types of assessment (i.e. surveys, focus groups, verbal feedback, etc.) and is implemented regularly. The site director always reviews the information collected, and staff members are encouraged to review the information as well. The information is used to inform modifications in program design.

Performance Level 4

The site director, in collaboration with staff members, youth, and program stakeholders, has identified a method for assessing student engagement. The method uses several types of assessment (i.e. surveys, focus groups, verbal feedback, etc.) and is implemented regularly. The site director, staff members and youth review the information collected. The information is used to inform modifications in program design and delivery. All information collected is stored in paper and electronic files to enable the site director, staff members, and youth to review program progress over time.

Measuring Outcomes and Evaluation, Indicator 9

Includes feedback from stakeholders in the program evaluation.

Performance Level 1

Feedback from program stakeholders, such as youth, staff members, families, and community leaders, is not included in program evaluation. They are not involved in the evaluation process.

Performance Level 2

Feedback from a few program stakeholders, such as youth and staff members, is included in program evaluation on an ad hoc basis, if they volunteer to speak with the site director or evaluator.

Performance Level 3

Feedback from several program stakeholders, such as youth, staff members, families, and community leaders, is included in program evaluation. Stakeholders are invited to be involved in the evaluation process, and are given the opportunity to speak with the staff leading the evaluation or the evaluator. There is a section in the evaluation dedicated to stakeholder feedback.

Performance Level 4

Feedback from all program stakeholders, including youth, staff members, families, and community leaders, is a critical component in program evaluation and is collected on an ongoing basis. Multiple ways to include stakeholder feedback is a part of the evaluation design. Stakeholders have the opportunity to communicate directly with the staff members leading the evaluation and/or the evaluator and their feedback is embedded throughout the evaluation. Stakeholders also have multiple opportunities throughout the year to review and provide feedback on progress evaluations.

Measuring Outcomes and Evaluation, Indicator 10

Uses evaluation findings for continuous program improvement.

Performance Level 1

Evaluation is conducted on an infrequent basis or not at all. When evaluation is conducted, the site director doesn't share the findings with staff members. The site director rarely considers the evaluation findings when designing program activities and policies.

Performance Level 2

Evaluation is conducted on an infrequent and/or irregular basis. The site director shares findings with staff members who ask to see them. The site director sometimes reviews the evaluation findings before designing program activities and policies.

Performance Level 3

Evaluation is conducted regularly. The site director shares findings with staff members and program stakeholders. The site director always reviews evaluation findings before designing program activities and policies. The evaluation findings are reflected in changes made to the program design.

Performance Level 4

Evaluation is ongoing and evaluative feedback is collected throughout the year. The staff and program stakeholders are involved in all stages of the process. The site director shares findings and feedback with other staff members and program stakeholders and they discuss and brainstorm ways in which to make improvements to the program throughout the year. The site director and staff members always use the evaluation findings to design program activities and policies. The evaluation findings drive the changes made to the program design.

*Indicator is critical to program start-up.