ELEMENT 1: ENVIRONMENT & CLIMATE
A quality program provides a safe, healthy, and nurturing environment for all participants, staff members, and families.

A quality program has a space that supports positive youth development and encourages positive interactions among peers and adults. All feel safe from intimidation, teasing, bullying, and violence, and mutual respect is encouraged. The physical space is well-equipped and safe for all program activities. All health and safety codes are met.

PHYSICAL:

Environment & Climate, Indicator 1
*Provides a stimulating, engaging, welcoming, and supportive environment for all participants.

Performance Level 1
Staff members do not greet participants as they arrive and make little or no effort to establish a personal connection with participants. There are no signs or posters in the program space. Participants 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 participants disengage. Participants sometimes end up disinterested in participating and staff members do not encourage them to join activities.

Performance Level 2
Staff members try to greet participants 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 participants when they are approached to talk. Activities are usually facilitated by staff members, but participants who are disinterested in participating are not encouraged to join activities. Activities are not reorganized in order to capture disinterested participants.

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. Participants 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. Participants who seem disinterested in the activities are encouraged to participate. Differentiated activities allow participation options for those participants 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. Participants 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. Participants 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 & Climate, Indicator 2
*Ensures program space is safe, clean, and appropriately equipped.

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 inadequate or inaccessible. Fire and safety drills are never conducted. The program space is not adequately equipped for the activities offered at the site. Physical space is not suitable for planned activities.

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. 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. 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 participants.

Performance Level 3
The program space is regularly cleaned by both program staff and professional janitors or cleaning staff. Facilities, furniture, and other materials are routinely checked and maintenance is performed when necessary. The program provider and program host are clear as to who is responsible for the maintenance of the space. Emergency supplies are accessible and provide what the program needs in most emergency situations. Several staff members are trained in how to use the supplies. Fire and safety drills are conducted regularly and meet all requirements. The program host's drill procedures incorporate the participants in the program. 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 is regularly cleaned at the end of each day by both program staff and professional janitors or cleaning staff. Facilities, furniture, and other materials are frequently checked and maintenance is performed when necessary. The site director routinely conducts a walk-through of the program space and uses a facilities checklist to ensure that all aspects of the space are clean and safe. A partnership agreement between the program provider and program host clearly states who will handle the cleaning of the space, and these partners are aware of and abide by the agreement. Emergency supplies are accessible and adequately provide what the program needs in possible emergency situations, and all staff members are trained in how to use them. 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 participants in the program. Staff members and the program host work together to plan and assess the outcomes of the drills. 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. 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 & Climate, Indicator 3
*Develops, implements, and shares approved safety plans and procedures with staff, families, and host school as applicable.

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 the host's plan contains provisions for the program. 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 discussed with participants, staff, and families. Staff members are trained on safety procedures and incident reporting requirements during their orientation, and they are prepared to handle an emergency.

Environment & Climate, Indicator 4
*Provides effective supervision of participants by an approved adult at all times.

Performance Level 1
No security is provided for the program, and staff members do not monitor or greet external guests. Participants are usually supervised by an adult, but occasionally are left unsupervised for short periods of time. While staff members are supposed to be supervising participants, they are often distracted talking to other staff members, individual participants, or on their phone or a computer.

Performance Level 2
Staff members are responsible for monitoring the safety of program participants and monitoring external guests, but do not have sufficient training to do so. Participants are always supervised by an adult, but occasionally the adult is a family or community member who does not work for the program. Staff members are occasionally distracted while supervising participants, but generally are fully aware of all participants for whom they are responsible.

Performance Level 3
During staff orientation, staff members are taught how to ensure the security of the program, including keeping participants safe and monitoring external guests. Participants are always supervised by an approved adult according to all applicable regulations and program policies. Staff members are fully engaged while supervising participants and are always aware of all participants for whom they are responsible.

Performance Level 4
During staff orientation, staff members are taught how to ensure the security of the program, including keeping participants safe and monitoring external guests. Participants are always supervised by multiple, approved adults, in accordance with all applicable regulations and program policies. Staff members are fully engaged while supervising participants and are always aware of all participants for whom they are responsible.

Environment & Climate, Indicator 5
*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 & Climate, Indicator 6
*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. Portions may be limited and not meet the needs of all participants.

Performance Level 3
A snack or supper is provided daily. Staff members try to have several options available for participants to choose from. Snack and supper offerings are usually healthy and nutritious. Portions are developmentally appropriate and meet the needs of most participants.

Performance Level 4
A healthy snack or supper is provided daily. 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 participants are commonly allergic to, such as peanuts. Portions are developmentally appropriate and meet the needs of all participants. The program is aware of its eligibility to participate in food programs that provide reimbursements for snacks and/or suppers following healthy meal patterns, such as the Child and Adult Care Food Program (CACFP) or the National School Lunch Program (NSLP), and decides on enrollment in a food program based on the needs of the program and participants.

EMOTIONAL:

Environment & Climate, Indicator 7
* Is aware of, records, and supports staff to address the mental and physical needs of participants in compliance with HIPAA and FERPA.

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 mental and physical 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 in compliance with HIPAA. No review of forms is done to make the staff aware of mental and physical 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 in compliance with HIPAA. Staff members are informed of relevant mental and physical needs of participants, such as food allergies, at the beginning of each year in compliance with HIPAA. Adjustments are made to the program design as necessary based on participants' diverse abilities. Any information shared with staff members is done so in consideration of HIPAA.

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 diverse abilities are flagged; forms are then kept on file in compliance with HIPAA. Staff members are informed of relevant mental and physical needs of participants, such as food allergies, at the beginning of each year, and again in the middle of the year in compliance with HIPAA. Adjustments are made to the program design as necessary based on participants' diverse abilities. The site director or other staff members maintain relationships with school nurses to receive updates on participants' mental and physical needs as they change, in compliance with HIPAA and FERPA. Any information shared with staff members is done so in consideration of HIPAA and FERPA.

ELEMENT 2: ADMINISTRATION & ORGANIZATION
A quality program has well-developed systems and sound fiscal management to support and enhance programming and activities for all participants.

A quality program has a clear mission statement and set of goals. It has well-defined policies and procedures, which are documented in a handbook. The organization complies with mandates from government agencies and other funders. Records are well-maintained, and licenses are up-to-date.

*CHECKLIST:
*Maintains all required documents (e.g., permits, security clearances, insurance, etc.) where applicable.
*Has complete and current enrollment/registration documents for all participants.
*Maintains accurate and accessible medical records on participants that are shared on a need-to-know basis and in compliance with HIPAA regulations.
*Completes all required reports and submits them in a timely manner.
*Has site director and staff who comply with state training regulations where applicable.
*Maintains staff-to-participant ratio as per state regulations when applicable.
*Conducts all required fire/safety drills.
*Communicates about policies and expectations, including attendance, with parents.
*Creates, consistently uses, and updates an employee handbook that clarifies internal policies and procedures, including a clear salary structure for program staff.
*Has a clear policy for inclusion of all youth, including those with diverse abilities.

Administration & Organization, Indicator 1
*Establishes and maintains a centralized database of participant and program information, including participant attendance data, which is regularly updated and monitored.

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 maintained at least weekly; 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, health, and diverse abilities. 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. Site director analyzes this data to look for patterns that affect recruitment, marketing, and decision making for the program/organization.

Administration & Organization, Indicator 2
*Documents where participants are during program hours, including arrival and dismissal.

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 in addition to sign in at program arrival and sign out at dismissal. 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 in addition to sign in at program arrival and sign out at dismissal. The site director collects the attendance logs and keeps them on file. Staff members can always locate participants when necessary. Staff follow up to find out why children are not present (on vacation, still in classroom, excused for illness, etc.).

Performance Level 4
The program documents where participants are during program hours by having staff members take attendance for each activity in addition to sign in at program arrival and sign out at dismissal. The site director collects the attendance logs, 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. Staff follow up to find out why children are not present (on vacation, still in classroom, excused for illness, etc.).

Administration & Organization, Indicator 3
*Provides adequate security for the program.

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 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. Program staff are aware of and participate in lockdown plans for their buildings (which may include other partners) and other safety protocols and procedures.

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. Program staff help develop and participate in lockdown plans for their buildings (which may include other partners) and other safety protocols and procedures.

Administration & Organization, Indicator 4
*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 and not aware of where to find expense records.

Performance Level 3
The site director tracks expenses and revenues using a budget template and records all accounts payable. Records are kept in a book or electronic spreadsheet or system. 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. Staff members are aware of where the records are kept.

Performance Level 4
The site director tracks expenses and revenues using a budget template. 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. 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. 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 or system.

ELEMENT 3: RELATIONSHIPS
A quality program develops, nurtures, and maintains positive relationships and interactions among staff, participants, families, and communities.

A quality program fosters relationships by developing them intentionally and carefully. Relationships build a positive foundation for healthy social and emotional development. To create quality relationships, staff model cooperation and respect toward youth and other staff, use positive language that supports young people's growth and potential, interact with youth on a one-on-one basis, and organize activities that promote positive communication. The program also builds relationships with external stakeholders that promote positive communication and collaboration.

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 participants. 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 work collaboratively and are respectful of one another. The staff works as a team in order to best serve participants. 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 work collaboratively, 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 participants. The site director provides conflict resolution, negotiation, and 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, culturally sensitive, and 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 that family members who are not native-English speakers can talk to staff members and so they can develop program materials in multiple languages. Staff have some knowledge and awareness of other cultures and are accepting of differences.

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. Staff have knowledge and awareness of and are accepting of other cultures.

Relationships, Indicator 3
*Treats participants with respect, listens to what they say, and has structures in place to encourage participant/adult relationships.

Performance Level 1
Staff members are often disrespectful to participants and have been observed yelling at participants to get their attention. Staff members frequently interrupt participants who are speaking. Staff members choose to use negative language and negative discipline strategies rather than teaching, supporting, and praising positive behaviors. Staff members do not call participants by name. Participants' ideas are not taken seriously or are dismissed. The program culture and activities are adult-centered.

Performance Level 2
Staff members are not disrespectful, but often multi-task while working with participants and do not often make eye contact or individual connections with participants. Staff members seldom call participants by name. There are few opportunities for participants to communicate with staff members and peers about the program, daily experiences, and concerns. The program culture and activities are adult-centered.

Performance Level 3
A daily check-in is incorporated into the program routine as a tool to connect participants with staff members and provide opportunities for staff to get to know all participants. Staff members often call participants by name. Program structures support participants in contributing 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 participants on an individual basis. The program culture and activities are youth-centered.

Performance Level 4
Staff members are aware of the strengths and needs of individual participants; a daily check-in is incorporated into the program routine. Positive supports and discipline strategies are used throughout the program. Participants contribute to program offerings and to the program's discipline policies or code of conduct through formal structures, such as advisory boards or youth boards. Most activities are designed with participant input,

and participant feedback is sought and integrated into the program. The program culture is safe and confidential, which encourages participants 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 and intellectual ability of all participants. Staff members have adequate professional development to teach, model, and support cooperation and respect among participants. Many participants 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 5
*Is sensitive to and embraces the diversity of the cultures and languages of participants.

Performance Level 1
Staff members are unaware of participants' cultures. They only speak English and do not communicate with participants who are English language learners. 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 English language learners, 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 English language learners 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 English language learners 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 cultures. The program is designed in collaboration with the community and with a goal to celebrate the cultures in the community. The program exposes participants to a variety of cultures in positive ways, so every participant feels welcome and accepted, and accepts and appreciates other cultures.

Relationships, Indicator 8
*Is sensitive to and embraces the diversity of gender expression/ identity and sexual orientation.

Performance Level 1
Participants are bullied by other participants and/or by staff around issues of gender expression/identity and sexual orientation. Staff members do not address bullying that occurs.

Performance Level 2
Participants are sometimes bullied around issues of gender expression/identity and sexual orientation, but staff intervene and participants feel able to come to staff for help.

Performance Level 3

Participants are not actively bullied around issues of gender expression/identity and sexual orientation, and they feel comfortable coming to staff with issues. There is no active work on the part of staff to encourage acceptance of all.

Performance Level 4
Participants feel comfortable to express their gender expression/identity and sexual orientation without fear of social repercussions. Staff actively teach acceptance of people who are different.

ELEMENT 4: STAFFING & PROFESSIONAL DEVELOPMENT
A quality program recruits, hires, and develops diverse staff members who understand, value, and promote high-quality practices.

A quality program employs staff who are properly equipped with the academic and experiential knowledge needed to fulfill their job requirements. Program leaders have ongoing staff recruitment and development plans to attract and retain high-quality staff. Staff should always have required credentials and licenses and meet mandatory staff-to-participant ratios. Quality programs reach beyond mandatory training requirements to provide staff with additional tools and knowledge. Professional development opportunities are frequent and offer a variety of ways for practitioners to bolster their skills, and ultimately, lead to improved program performance.

ONGOING PROFESSIONAL DEVELOPMENT:

Staffing & Professional Development, Indicator 1
*Is committed to professional development and a culture of learning, as evidenced by the director and staff attending training and facilitating post-training group reflection as part of a continuous improvement system.

Performance Level 1
The program director does not attend 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 supports staff members to attend professional development events. Staff uses personal, unpaid time to attend professional development.

Performance Level 2
The program director attends conferences, workshops, or other types of training occasionally. 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 share information from trainings with staff. There are limited opportunities and support for staff to attend professional development.

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 recognizes the value of professional development by attending and supporting staff to attend relevant professional development. The program director brings information from trainings to his/her staff when appropriate.

Performance Level 4
The program director and staff attend conferences, workshops, or other types of training regularly, based on professional development needs. The program director recognizes the value of professional development by attending and supporting staff to attend relevant professional development. The program director brings information from trainings to his/her staff when appropriate. Staff and program director share information from trainings with colleagues. Staff and program director collaboratively select training opportunities that reflect community and programmatic needs.

HIRING/ONBOARDING STAFF:

Staffing & Professional Development, Indicator 6
*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 and/or families.

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 and/or families.

Staffing & Professional Development, Indicator 7
*Implements a standard orientation including organization/program culture, mission and goals, handbook, and professional expectations.

Performance Level 1
There is no handbook or training to provide consistent onboarding for new staff. Staff members are not aware of the program's mission and goals or disagree with them.

Performance Level 2
The program utilizes and distributes a program handbook that outlines organization/program culture, mission and goals, and staff expectations but offers no formal orientation training to ensure consistency and understanding.

Performance Level 3
The program utilizes and distributes a handbook and has defined practices for onboarding, which includes a training for new staffers inclusive of a youth development framework and positive behavior management protocols. Professional development, supervisor support, and employee performance goals are clearly communicated and linked to the program's mission and goals.

Performance Level 4
The program provides comprehensive onboarding to staff including providing a handbook, foundational training/orientation, and ongoing capacity building to ensure clear understanding of program's mission, goals, and staff expectations. Staff members are expected to incorporate the mission and goals into their work, through daily performance, planned activities, and communications with participants, 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.

Staffing & Professional Development, Indicator 8
*Ensures staff members have competence in instructional strategies and content specific areas where appropriate.

Performance Level 1
Potential staff members are assessed only on academic experience, not additional relevant skills for working with participants. The academic assets of staff members are not used to enhance program offerings. There are limited professional development opportunities for staff to build academic competencies to share with participants.

Performance Level 2
Potential staff members provide information about their academic and professional experience when hired. The site director utilizes staff strengths and talents to support program development and activities. There are ongoing

professional development opportunities for staff to build academic competencies to share with participants.

Performance Level 3
Potential staff members provide information about their academic and professional experience when hired. The site director utilizes staff strengths and talents to support program development and activities. There are ongoing professional development opportunities for staff to build academic competencies to share with participants. The site director assigns staff members to tasks and activities based on their knowledge and experience. During staff observations and formative evaluations, staff members are given tools to increase competency in content specific areas and core youth development principles.

Performance Level 4
Potential staff members provide information about their academic and professional experience when hired. The site director utilizes staff strengths and talents to support program development and activities. There are ongoing professional development opportunities for staff to build academic competencies to share with participants. The site director assigns staff members to tasks and activities based on their knowledge and experience. During staff observations and formative evaluations, staff members are given tools to increase competency in content specific areas and core youth development principals. Experienced staff take on coaching and mentoring roles to build the capacity of colleagues.

ELEMENT 5: PROGRAMMING & 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.

A quality program provides participants with guidance and emotional support; staff take a genuine interest in participants and their academic, social, physical, and emotional development. Staff use strategies that are geared toward encouraging participants to push beyond their present level of competency. The activities are well-organized and age-appropriate, provide exposure to new ideas, and offer opportunities to learn and build new skills, problem solve, and build community.

Programming & Activities, Indicator 1
*Provides activities that reflect the mission and goals of the program.

Performance Level 1
Activities are selected based on materials, staff members' interests, and space available. Activities are not sequential and don't build off one another to reach deeper learning goals. Participants do not choose a theme for further exploration.

Performance Level 2
Activities that reflect the program mission are prioritized. Staff select a programmatic theme to reinforce the mission and some participant enrichment activities are tied to the theme. Some activities are offered that do not reflect the program mission/theme.

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. Programmatic themes related to the mission are chosen by participants. Most participant enrichment activities build off the programmatic theme.

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 explain the mission to participants and offer rationale and the connectedness of the mission to the program activities. Participants have the opportunity to give feedback on the relationship between the program mission and activities regularly throughout the year. Participants create programmatic themes related to the mission to link enrichment offerings with their interests and creativity.

Programming & Activities, Indicator 3
*Features activities that are developmentally appropriate for the age and skill level of the participants and allow 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. Participants are not challenged to learn new things. There is little to 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 demonstrate little knowledge 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 & Activities, Indicator 4
*Offers project-based, experiential activities that promote creativity, reflect the interests of participants, and provide opportunities for skill development and application of knowledge.

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

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

Performance Level 3
The program offers academic and experiential learning activities. Both academic and non-academic topics are approached using youth-centered, project-based, and experiential activities. Participants are encouraged to participate in new projects that assist them to build new skills and enhance existing skills. Participants 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. Participants help to choose projects and activities, as well as the ways in which they will be offered. Participant assessments and input assist in the development and selection of skills to build, enhance, and maintain. Participants 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 participant 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 & Activities, Indicator 6
*Offers a blend of high-quality academic support, including tutoring, study hall, and/or homework help as appropriate to the program as well as enrichment opportunities in arts, recreation, and health.

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 academic activities such as science projects. The program provides academic support when participants ask for assistance. Staff do not receive sufficient training to provide appropriate academic support to participants.

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 receive ongoing training on best practices in supporting the academic and cognitive development of participants.

Performance Level 4
The program provides regularly scheduled academic support, including tutoring and/or 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. The program is supported by a certified teacher. Staff members receive ongoing training on best practices in supporting the academic and cognitive development of participants and selecting developmentally appropriate activities that support statewide learning standards.

Programming & Activities, Indicator 7
*Includes activities that reflect the languages and cultures of the participants and families.

Performance Level 1
Activities are mostly planned without consideration for the language and culture of the participants. Special events are scheduled without consideration of major religious/cultural holidays.

Performance Level 2
Activities are sometimes 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 usually planned with consideration for the language and culture of the participants. Participants 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 engage or find an alternative.

Performance Level 4
Activities are always planned with consideration for the language and culture of the participants. Participants are not excluded from the program because of barriers related to language or culture. The participants' languages and cultures are often highlighted through activities, allowing participants to express themselves throughout the year. Staff members are trained cultural competencies and program accordingly.

Programming & Activities, Indicator 14
*Uses intentional programming, lesson plans, and curriculum.

Performance Level 1
The program does not utilize lesson plans, curricula, or outlines to guide program activities. Activities display little planning or preparedness from staff.

Performance Level 2
Program utilizes some lesson plans, curricula, or outlines to guide program activities. Activities display some planning, preparedness from staff, and include some learning objectives.

Performance Level 3

Program usually utilizes lesson plans, curricula, or outlines to guide program activities. Activities display planning, preparedness from staff, and include clear learning objectives. Lesson plans are sequential and provide opportunities for participants to develop skills.

Performance Level 4
Program utilizes lesson plans, evidence-based curricula, or outlines to guide program activities. Activities display planning, preparedness from staff, and include clear learning objectives. A certified teacher or curriculum coach reviews lesson plans to ensure that they are sequential and provide opportunities for participants to develop skills.

ELEMENT 6: ESTABLISHES STRONG LINKS TO THE SCHOOL DAY
A quality program has its staff work closely with school staff to ensure that afterschool academic components and activities are aligned with learning standards and contribute to the overall positive development of program participants.

A quality school-based program works with the school to share information about program participants' needs and progress, to assign staff roles, and to coordinate use of space and other resources. A program that is linked to the school day allows program staff and school leaders to establish regular mechanisms for ongoing communication and coordination. In a true partnership, the school and afterschool program share the responsibility for participants' educational, social, and emotional development and work collaboratively to improve outcomes for participants.

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A quality community-based program works with the school(s) attended by program participants to share information about their needs and progress. A program that is linked to the school day allows program staff and school leaders to establish regular mechanisms for ongoing communication and coordination, and ensures that the afterschool program's activities support participants' educational, social, and emotional development to improve outcomes for participants.

SCHOOL-BASED PROGRAMS AND CENTER-BASED PROGRAMS, WHEN APPROPRIATE:
Establishes Strong Links to the School Day, Indicator 1
*Meets regularly with principal(s), school administrator(s), and/or designated liaison(s), and teachers from the school(s) attended by program participants.

Performance Level 1
The site director and principal(s), school administrator(s), and/or designated liaison(s), and teachers have not met or had a meaningful conversation.

Performance Level 2
The site director and principal(s), school administrator(s), and/or designated liaison(s), and teachers 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), school administrator(s), and/or designated liaison(s), and teachers regularly communicate through conversations, meetings, and in writing to ensure the afterschool program runs smoothly and succeeds in meeting the established goals.

Performance Level 4
The site director and principal(s), school administrator(s), and/or designated liaison(s), and teachers of the schools attended by program participants develop a yearly plan for regular communication, which includes scheduled meetings throughout the program period to ensure that the afterschool program runs successfully. They work together as a team on program planning, goal setting, and decision-making to ensure the program meets individual and shared goals for participants and families.

SCHOOL-BASED PROGRAMS:

Establishes Strong Links to the School Day, Indicator 8
*Plans for and secures commitment of resources with school principal, when appropriate, and uses a formal Memorandum of Understanding (MOU) or School Partnership Agreement (SPA).

Performance Level 1
Program and school staff members do not communicate about facility use and resources, and there is no MOU/SPA in effect.

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 problems when they arise. There is an MOU/SPA, in place but it is not reviewed regularly.

Performance Level 3
Program and school staff members communicate and plan together regarding facility use and resources at the beginning of the year. There is an MOU/SPA in place that is followed and revisited a few times throughout the year.

Performance Level 4
Program and school staff members communicate and plan together regarding facility use and resources as outlined in the MOU/SPA at the beginning of the year and at regular intervals throughout the year. Day to day communication occurs and all partners work together to ensure optimal use of facilities and resources as well as to identify needs to achieve both shared and unique goals.

ELEMENT 8: PARENT, FAMILY, & COMMUNITY PARTNERSHIPS
A quality program establishes a strong partnership with families and communities in order to achieve program goals.

A quality program understands that families and communities play an important role in supporting and fostering the healthy development of participants. Creating effective collaborations with families and communities is approached with the understanding that they are assets and partners in the program's learning environment. Creating partnerships with families and the surrounding community is an ongoing and multi-faceted effort. Specific steps are taken to ensure that information and programs are offered in multiple languages and formats.

Parent, Family, & Community Partnerships, Indicator 2
*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, assisting with fundraising, and participating in continuous improvement efforts, such as regular self-assessment. 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 consistently throughout the program year.

Performance Level 4
A comprehensive plan for family involvement is 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.

ELEMENT 9: PROGRAM SUSTAINABILITY & GROWTH
A quality program has a coherent vision/mission and a plan for increasing capacity that supports continual growth.

A quality program has a clear mission, vision, goals, and intended outcomes, and makes time for long-term planning involving all major stakeholders. Sustainable programs use diverse strategies to support their work, including utilizing volunteers, partnerships and in-kind donations, as well as funding from public and private sources. Sustainable programs understand their current strengths, weaknesses, and growth potential, and are deeply engaged in their communities. Sustainable programs monitor changing trends in programming, funding, and other issues in the wider environment and tailor their development strategies accordingly.

Program Sustainability & Growth, Indicator 1
*Has a written, program-specific statement of mission, vision, goals, and intended outcomes.

Performance Level 1
The program mission, vision, goals, and intended outcomes are unclear or have not been developed or written at all.

Performance Level 2
The program has a written statement of mission, vision, goals, and/or intended outcomes. 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 program mission, vision, goals, and/or intended outcomes.

Performance Level 3
The program has a clear, written statement of mission, vision, goals, and intended outcomes. Staff members and stakeholders are informed of the program's mission, vision, goals, and intended outcomes and reminded of them regularly; staff members generally demonstrate awareness of them. The program's mission is posted at the program site/office.

Performance Level 4
The program has a vision statement and a clearly written mission statement. It has directly aligned goals to achieve the mission and the resulting intended outcomes. 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 is posted at the program site, and are printed on all program materials and documents such as posters, brochures, staff handbook, and parent handbook.

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ELEMENT 10: MEASURING OUTCOMES & EVALUATION
A quality program has a system for measuring outcomes and using that information for ongoing program planning, improvement, and evaluation.

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A quality program has clearly defined goals and has identified specific outcomes to measure progress towards its goals. Goals and outcomes are aligned with the essential elements of a quality program, and the program has a plan for regularly gathering data and evaluating performance against its chosen outcomes. Evaluations should include assessment of program activities, staff performance, and student engagement. Evaluations should be based on quantitative data collection as well as qualitative feedback from staff, participants, families, and other key stakeholders. Evaluation findings should be used to shape plans for future program improvement and professional development.

Measuring Outcomes & Evaluation, Indicator 1
*Has measurable program goals and intended outcomes that are aligned with the organizational mission, vision, and identified needs.

Performance Level 1
The program goals and intended outcomes are unclear, or the relationship between the program goals and intended outcomes and the organizational mission, vision, and identified needs 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 intended outcomes generally relate to the organization's mission. Goals are vague and difficult to measure. The relationship of the goals and intended outcomes to identified needs is vague or unknown. Staff members are aware of the mission, vision, goals, and intended outcomes of program, but are not clear how their work contributes to meeting them.

Performance Level 3
Program goals and intended outcomes are developed based on the needs of participants. Goals and intended outcomes are specific, measurable, and aligned with and support the organization's mission. Staff members meet to discuss the goals and intended outcomes of the program and to ensure the program activities work towards meeting the goals and intended outcomes.

Performance Level 4
Program goals and intended outcomes are developed based on the identified strengths and needs of program participants. Goals and intended outcomes 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, participants, families, and other stakeholders are actively engaged in developing, assessing, and evaluating goals and intended outcomes.

Measuring Outcomes & Evaluation, Indicator 2
*Develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.

Performance Level 1
Program evaluation may occur 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.