indianaafterschool.org

Indiana Afterschool Standards and Specialty Standards

A Guide for High-Quality Programs Serving Youth in Out-of-School Time

Photo By: Michael Penn

Diversity, Equity, and Inclusion

INDIANA Afterschool NETWORK

IN Afterschool Standards and Specialty Standards

PURPOSE

The purpose of the Indiana Afterschool Standards is to outline the path and steps that lead to high-quality youth programs that take place outside the school day. The afterschool standards are based on national research and best practices in the youth development and education fields.

The IN Afterschool Standards and Specialty Standards are voluntary statewide standards that may serve as:

- A framework of clear expectations for all stakeholders.
- A guide to inform statewide decision-making, for example, professional development focus areas, funding support, and advocacy.
- A guide for program providers to assess their own program site and organizations to help determine what they are doing well and what needs improvement.
- A guide for families and youth to identify quality programming.
- A guide for school principals and district superintendents to reinforce and advance educational priorities.

STRUCTURE

1. Category

- Priority areas that help organize all standards
- Answers: What topics are needed for assessing program quality?

2. Standards

- Broad researched-based best practices in quality out-of-school programs
- Answers: What do we need to do?

3. Indicators

- Specific and detailed descriptions of the standard or best practice in quality out-of-school programs
- Answers: How do we do that?

4. Standards-based Practices

- Evidence that can be observed in a high-quality out-of-school program
- Answers: What does it look, sound, and feel like?

INTRODUCTION / RATIONALE FOR DIVERSITY, EQUITY, AND INCLUSION SPECIALTY STANDARDS

This special Diversity, Equity, and Inclusion addition to the Indiana Afterschool Standards outlines best practices and recommendations specific to addressing the needs of diverse youth and offering quality, culturally responsive programming. To develop these standards, the Indiana Afterschool Network worked with Diversity, Equity, and Inclusion and youth development experts in the field, as well as out-of-school learning providers.

Quality programs effectively address the needs and affirm the assets of diverse children, youth, and families they serve and build greater awareness and appreciation of the diversity of our global society. This means ensuring that diversity, equity, and inclusion is at the center of program curricula and practices as well as internal policies and practices.

Defining Programming that Promotes Diversity and Upholds Equity and Inclusion:

- Youth have access to and are able to fully participate in programs without facing physical, financial, emotional, cultural, or other barriers.
- Programming includes and reflects the communities served and sees differences as opportunities
- Program seeks to reduce social and academic disparities among marginalized groups
- Program incorporates equitable practices at all levels of the program
- Program ensures that staff are adequately trained to examine their own biases and provide culturally responsive programming
- Program creates opportunities for youth to learn about and appreciate cultural differences and gain cross-cultural skills to navigate and thrive in a diverse society.
- Program creates inclusive environments where people of all backgrounds feel welcome and valued.

As you implement this Specialty Standard, you will notice that there are various areas to cover, and it may feel overwhelming at times. Take time to prioritize a few key areas in which you want your program to improve. This Specialty Standard covers various dimensions of diversity and aims to uplift equity and inclusion in a number of ways. Throughout the Specialty Standard however, you will notice an emphasis on racial equity. This is to acknowledge and seek to address the disparities that persist for people of color which are often systemically and structurally rooted. Consider dimensions of diversity present in your program and community and also the dimensions of diversity present in our society as a whole—both are important. Addressing diversity, equity, and inclusion is important for all programs, including programs that may at first glance seem more homogeneous. Ultimately, equity-driven programs play a critical role in affirming youth's identities and countering bias and discrimination. They can also foster many of the skills needed to help youth thrive in a globally-interconnected society. Prior to going through this Specialty Standard, please take a moment to review the glossary of terms at the end.

The Rating Scale

The Indiana Quality Program Self-Assessment Tool uses the following rating scale to help you and your team assess the degree to which each quality indicator is evident in the program. The definitions outlined below are to help guide the reviewers' understanding of the numeric ratings.

4 = Excellent/ Exceeds Standard

EXCEEDS STANDARD means that the program is exceptional or outstanding in this area because it implements nearly all or all of the Standards-Based Practices for this indicator.
The relevant Standards-Based Practices are demonstrated in clearly observable ways.

3 = Good/Meets Standards

MEETS STANDARD means that the program executes many of the Standards-Based Practices.
The rater can generate examples of how and when the program executes these specific practices.
This is an area the program executes well.

2 = Some Progress Made/Approaching Standard

APPROACHING STANDARD means that the program is working toward executing Standards-Based Practices, but is currently only implementing a few of them. The program may benefit from targeted assistance in order to implement more of the Standards-Based Practices.

1 = Must Address and Improve/Standard Not Met

STANDARD NOT MET means that the program is not currently implementing any of the Standards-Based Practices and requires significant support in this area. There is a need for significant support to get on track to address this indicator.

NA = Don't Know/Not Applicable

This rating indicates that the program is not familiar enough with this indicator to rate performance or is just not sure how to rate it at this time. This rating could also mean that the indicator simply does not apply to the site or program.

INDIANA QUALITY PROGRAM SELF-ASSESSMENT (IN-QPSA)

PURPOSE

Indiana Quality Program Self-Assessment (IN-QPSA) is an online strengths-based self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards and Specialty Standards.

FUNCTION

- Choose which standards you want to assess.
- Rate how well your program meets each standard.
- Start the assessment and complete over time.
- Use online or print stakeholder surveys.
- Generate automated reports for organization and/or program site(s).
- Generate an automated action plan.
- Track your program results over time and compare progress.

BENEFITS

The IN-QPSA can help OST programs:

1. Identify and understand the factors that support or inhibit top performance.
2. Use data to drive decisions.
3. Take action and make positive changes.
4. Continue to grow, learn, and improve.
5. Maximize positive impact for staff, youth, families, and community partners.

INFRASTRUCTURE

Online System Functionality

- 2 Self-Assessments
  - Indiana Afterschool Standards
  - Specialty Standards
    - (College & Career Readiness
    - Healthy Eating and Physical Activity
    - STEM
    - Literacy
    - Summer Learning
    - Family Engagement
    - Diversity, Equity & Inclusion)
- 4 Stakeholder Surveys and more to come!
  - Family, Youth, Community Partner, and Staff
- Multiple Automated Reports
  - Program Site & Organization Aggregate
  - Comparison Reports
- Program Quality Improvement Action Plan

TO GET STARTED: https://myian.indianaafterschool.org

RECOGNITION OF PLEDGE TO QUALITY

Each program site and/or organization that successfully completes the Indiana Quality Program Self-Assessment (IN-QPSA) will receive:

1. Indiana Afterschool Quality Leader Digital Badge
2. Specialty Standards Badges, as applicable, which serve to recognize some learning or accomplishment. This is not a credential—it is a symbol of accomplishment that can be used for communicating or marketing quality efforts. These special badges communicate that your program/organization has aligned your practices and programs to the IN Afterschool Standards or Specialty Standards.

PLEDGE TO DIVERSITY, EQUITY, AND INCLUSION

At the core of quality programs is the ability to effectively serve diverse children and youth. As such, the Indiana Quality Program Self-Assessment (IN-QPSA) includes elements to assess and help programs reflect on their ability to create environments where all children/youth and families feel valued and welcomed. For a deeper dive into assessing diversity, equity, and inclusion efforts in your program, please refer to the Diversity, Equity, and Inclusion Specialty Standards.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

ADMINISTRATION STANDARD 1: Diversity, Equity, and Inclusion values are articulated in the program's guiding documents.

AVERAGE INDICATOR RATING

INDICATOR RATING

1a. The mission and vision of the program articulate how Diversity, Equity, and Inclusion is addressed in the program.

- Mission and vision statements include specific language explaining Diversity, Equity, and Inclusion values.
- Strategic planning documents and other long-term planning documents include equity goals and benchmarks.
- There is a public equity statement that explains the program's Diversity, Equity, and Inclusion values and actions.

STANDARD 2: Hiring, recruitment, retention, and career advancement practices ensure diverse staff representation.

2a. Staff recruitment includes various methods of outreach to ensure a pool of candidates that reflect the diversity of the program and society as a whole.

- There is a clear and documented process/plan for recruiting staff that includes different modes of outreach.
- Staff recruitment plan and strategies prioritize specific methods to recruit from the community the program serves, those who reflect the diversity of the community, and represent historically marginalized populations (e.g. hiring websites, local colleges and universities, community centers, etc.).
- Job descriptions are posted online and throughout the community in which the program operates.
- The program works with community-based organizations and local colleges and universities as recruitment partners.
- Compensation is listed on job descriptions to model transparency and foster fair pay across staff positions.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

ADMINISTRATION STANDARD 2: continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff retention is prioritized and incentivized through various avenues such as step increases, annual hourly rate increases, summer employment opportunities, full-time employment options, partnering with the school for paid school day support positions, etc.

2b. There are clear pathways within the program to retain program staff who reflect historically marginalized populations.

- There is transparency around skills and experience needed to access growth opportunities and career advancement.
- Targeted development opportunities exist for staff who are interested in OST as a long-term career choice.
- Internal candidates are considered in succession planning and advancement opportunities.

STANDARD 3: The program prioritizes equitable compensation and benefits for all staff.

3a. The program continuously assesses the competitiveness of their benefits and wages.

- Salary schedules reflect regional labor market trends.
- Staff are compensated within a salary range based on a combination of experience, tenure. and scope of work.
- Multilingual staff are compensated for utilizing their language capacity to support programs.
- The program evaluates its current staff salaries to ensure gender equity in pay.

3b. Program is consistently assessing workplace supports.

- Staff receive paid planning and training time in addition to time spent providing direct service.
- There are opportunities for flexible schedules to support secondary employment, family responsibilities, and school schedules.

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ADMINISTRATION STANDARD 4: Program planning is inclusive and takes into account culturally responsive practices.

AVERAGE INDICATOR RATING

INDICATOR RATING

4a. Programing content and lesson planning is inclusive of the voices of stakeholders.

- Youth and families have a voice in shaping a program that reflects their interest, needs, and backgrounds.
- Input is intentionally elicited from youth and families whose racial, ethnic, or social identities are in the minority of the program population.
- Program activities, projects, and initiatives are culturally responsive and relevant to the needs and lived experiences of the communities served.
- Staff have opportunities to develop activities and curricula.
- There are checklists, rubrics, and other tools to support staff in incorporating culturally responsive and equity-centered practices in the activities they design.

4b. Diversity, Equity, and Inclusion is infused across program initiatives.

- Current initiatives and prospective initiatives in other content areas such as SEL, STEAM, Summer Learning, etc. have alignment with Diversity, Equity, and Inclusion.
- If diversity is not widely represented among staff, diverse voices are uplifted to inform programming via advisory groups, volunteers, board members, and committees.

STANDARD 5: Partner, vendor, and contractor vetting is done with an equity screen.

5a. There is a vetting process that considers Diversity, Equity, and Inclusion when selecting partners, vendors, and contractors.

- The program uses vendor criteria that includes Minority Business Enterprise (MBE), Women Business Enterprise (WBE), Disadvantaged Business Enterprise (DBE) status and program values alignment.
- When purchasing curricula, the program considers how and if the curricula is culturally responsive and culturally relevant to the communities served.
- When purchasing curricula, program considers how and if the curricula supports global education so that youth can learn about and appreciate diversity in society even if it is not prevalent in their communities.
- Program vets partners, vendors, and contractors to ensure they have equitable practices.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

ADMINISTRATION STANDARD 6: Program governance is responsive to the communities served and reflects the diversity of society as a whole.

AVERAGE INDICATOR RATING

INDICATOR RATING

6a. Advisory committees are reflective of the communities served as well as the diversity of society.

- An advisory committee and board of directors include youth, family, and community members, and are representative of the cultural and linguistic backgrounds of the youth and families served as well as society.
- There is a plan for ensuring diverse representation on the governing and advisory bodies. This means ensuring different dimensions of diversity are represented (ex: race, ethnicity, gender, age, education level, sexual orientation, gender identity and expression, etc).

STANDARD 7: Evaluation methods help the program better serve young people of all backgrounds and experiences.

7a. Diversity, Equity, and Inclusion metrics and goals are incorporated into evaluation.

- The evaluation tools and methods utilized have a Diversity, Equity, and Inclusion alignment so that there are metrics that the program can work toward DEI.
- Staff on all levels of the organization and participant demographic data is collected.
- Data is disaggregated to determine effectiveness in recruiting, engaging, and supporting youth of color, multilingual learners, and youth from other marginalized groups.
- Evaluation tools and methods use inclusive categories that represent the populations served.

7b. Data is collected, analyzed, and used to address inequities.

- Community demographic data is collected to assess gaps in terms of which populations the program is serving and populations not being served.
- The program tracks and analyzes changing demographics in the community to help inform participant outreach and programming needs.

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Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

ADMINISTRATION STANDARD 8: Communication and outreach is culturally responsive.

AVERAGE INDICATOR RATING

INDICATOR RATING

8a. External communication is culturally responsive.

- Websites, flyers, and other outreach materials include images of diverse participants that reflect the community served and society as a whole.
- Outreach materials are translated in the home language(s) of youth and families in the program and are written in accessible language.
- Registration materials are translated in the home language(s) of youth and families in the program.

8b. Outreach efforts ensure access to all members of the community.

- Program is financially accessible to all members of the community.
- Outreach materials, registration forms are inclusive, reflective, and affirming of all types of families.
- Various methods of communication are used that effectively reach all members of the community being served.

PROFESSIONAL DEVELOPMENT STANDARD 9: There is a professional development plan that supports the development of Diversity, Equity, and Inclusion skills and competencies.

9a. The professional development plan addresses various dimensions of diversity and foundational equity concepts.

- Staff are provided with training that explores foundational Diversity, Equity, and Inclusion concepts (ex: microaggressions, anti-bias, systems of oppression, etc.).
- Staff are provided with training that specifically addresses how to support youth with learning, intellectual, and physical disabilities.
- Staff are provided with training that specifically addresses how to support LGBTQIA+ youth and families and specifically trained to understand Sexual Orientation, Gender Identity, and Expression (SOGIE).
- Staff are provided with training in culturally responsive practices.
- Staff are provided with training that specifically addresses how to support Multilingual Learners.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
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PROFESSIONAL DEVELOPMENT STANDARD 9: continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff are trained in Global Education foundations and concepts so that they can support youth to understand and honor diversity even in communities where racial/ethinc diversity is not prevalent.

STANDARD 10: Professional development related to Diversity, Equity, and Inclusion is ongoing.

10a. Staff onboarding and orientation incorporates Diversity, Equity, and Inclusion topics.

- All staff receive some level of or introduction to foundational Diversity, Equity, and Inclusion training during orientation/onboarding.
- When staff are not familiar with or from the community being served, onboarding helps to provide new staff with some level of understanding key assets and needs of the communities served.

10b. Diversity, Equity, and Inclusion training offered is provided multiple times each year and includes various formats.

- Staff are offered opportunities to attend conferences and encouraged to attend sessions on Diversity, Equity, and Inclusion topic areas.
- Staff are provided with training opportunities that offer Diversity, Equity, and Inclusion trainings that include theory and practice.
- Staff are provided with opportunities to participate in training series or professional learning communities for deeper exploration of Diversity, Equity, and Inclusion concepts.

STANDARD 11: Professional development opportunities foster exploration of identity.

11a. Staff are provided opportunities to reflect upon issues of identity and increase self-awareness.

- Space for self-reflection is incorporated into trainings, staff meetings, and supervisory check-ins.
- Program leadership is offered coaching opportunities to deepen their equity lens.
- Diversity, Equity, and Inclusion trainings offered provide an opportunity for staff to examine biases and points of connection with colleagues as well as the youth and families the program serves.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROFESSIONAL DEVELOPMENT STANDARD 12: Staff understand community dynamics, assets, and needs.

AVERAGE INDICATOR RATING

INDICATOR RATING

12a. Staff have opportunities to examine and explore community dynamics, assets, and needs.

- Staff elicit information from families via surveys, interviews, or informal conversations to better understand community dynamics, assets, and needs.
- Staff learn about and map out community dynamics, assets, and needs to better understand, connect with, and serve the families and youth in the program.

STANDARD 13: Staff engage in dialogue about Diversity, Equity, and Inclusion.

13a. Staff frequently engage in formal and informal dialogue about Diversity, Equity, and Inclusion.

- There are informal opportunities such as book clubs or sharing of articles for staff to talk about Diversity, Equity, and Inclusion topics.
- Diversity, Equity, and Inclusion topics are frequently discussed during staff meetings and planning meetings.

STANDARD 14: Staff are trained to appropriately handle bullying, discrimination, and bias.

14a. Staff are trained to and have a protocol for responding to bullying, discrimination, and bias in the program.

- Staff know how to intervene if youth engage in name calling or use biased or discriminatory language based on race, class, ability, religion, age, immigration status, cultural background, sexual identity, or gender identity.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROFESSIONAL DEVELOPMENT STANDARD 15: Leadership development pipelines exist and seek to create diverse program leadership.

AVERAGE INDICATOR RATING

INDICATOR RATING

15a. Program staff receive regular and ongoing feedback focused on leadership development.

- All staff are equitably given the opportunity to receive constructive feedback to develop their capacity through staff observations during program implementation.
- All staff are provided equitable opportunities to demonstrate growth and improvement.

15b. Staff receive coaching or mentorship to support their leadership development.

- Program leadership engages all staff equitably and with transparency in career development planning based on self-identified goals.
- Required skills and competencies of leadership positions are clearly outlined and easily accessible to all staff.
- Both formal and informal leadership opportunities are available for all staff to access.
- Formal or informal mentorship relationships are available and encouraged for all staff to access.

PARTICIPANT OUTREACH, RECRUITMENT, AND RETENTION

STANDARD 16: Recruitment and enrollment strategies are intentionally focused on underserved youth communities.

16a. Staff target specified groups of youth who will most benefit from OST.

- Newcomers, low-income, youth experiencing homelessness, foster, and youth of color are targeted for program recruitment.
- Program staff work with school day teachers, staff, and administrators to identify youth to recruit for the program.
- Enrollment priorities are focused on the highest need populations. They are reviewed and agreed upon by program leadership and school administration.
- Program staff incentivize re-enrollment in program each year.
- Participant siblings, family members, and youth from the same household are prioritized to enroll in program.

Rating	4	3	2	1	NA
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PARTICIPANT OUTREACH, RECRUITMENT, AND RETENTION STANDARD 16: continued

AVERAGE INDICATOR RATING

INDICATOR RATING

16b. Recruitment materials are accessible to all families of youth.

- Recruitment materials are in primary language(s) spoken within the community.
- Flyers, applications, etc. are distributed at various locations throughout the community for families to access.
- Recruitment and informational events are held and are facilitated in the primary languages spoken within the community.
- Staff works with community partners to recruit participants.

16c. Staff incorporate retention strategies to ensure underserved youth are engaged.

- Staff analyze attendance data to determine patterns in attendance and lack of attendance.
- Staff follow-up with youth and their families when there is disenrollment or inconsistent attendance.
- Staff incorporate project-based learning, youth-led programming, and other strategies to ensure older youth stayed engaged.

FAMILY AND COMMUNITY ENGAGEMENT

STANDARD 17: There is meaningful and inclusive family and community engagement.

17a. Opportunities for families to participate in program and events exist and are accessible to all families.

- Program events are planned as opportunities to engage families and community members.
- Diverse types of family structures are honored, celebrated, and affirmed in communication materials and family events and activities.
- Family event materials and presentations are translated into the primary languages spoken by families.
- Families have opportunities to provide feedback and give input for family and community events.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
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FAMILY AND COMMUNITY ENGAGEMENT STANDARD 17: continued

AVERAGE INDICATOR RATING

INDICATOR RATING

17b. Families have opportunities to contribute to and engage in program in meaningful ways.

- The program creates opportunities to honor and celebrate the cultures of the families in the program in a way that is meaningful and culturally responsive.
- There are different types and levels of family engagement available to address the needs and capacity of all families.
- Families have opportunities to contribute to planning family events and celebrations.
- Family members have opportunities to be guest speakers.

17c. Diverse community members have opportunities to engage in program.

- Program staff create opportunities for community members to volunteer in program.
- Guest speakers and volunteers have diverse backgrounds, cultures, and careers.
- Guest speakers and volunteers are trained by program staff to work with youth.

17d. Program connects families to community resources and services.

- Program conducts resource mapping to understand what resources and services are available in the community.
- The program partners with social service agencies and community organizations to sponsor events that benefit families (see Standard #5 for strategies for partner vetting).
- Program surveys families to understand how to select partners and offer resources.
- Program staff connect families to services and resources through various modes of communication and in accessible ways.

ENVIRONMENT AND MATERIALS

STANDARD 18: Environment is culturally responsive and emotionally safe for youth, including youth who have experienced trauma.

18a. Staff use strategies to create an emotionally safe environment for youth informed by trauma-informed principles.

- All youth are greeted by staff by name when they arrive to program using a warm tone and respectful language to level power dynamics between youth and program adults.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

ENVIRONMENT AND MATERIALS STANDARD 18: continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff create group agreements with youth to provide clarity around how youth are expected to interact with one another and to what expectations they will be held accountable to ensure safe interpersonal interactions.
- Staff post a schedule to promote transparency, predictability, and structure for youth so that youth are aware of how their time together will be spent.
- There is no evidence of bias or exclusion within the program space and staff address any exclusionary behaviors or interactions to avoid youth feeling unsafe or marginalized.

18b. Staff prepare a variety of activities or ways for youth to engage in program activities to avoid retraumatization.

- Staff provide youth alternate ways to engage in program activities that feel unsafe for them to avoid retraumatization due to noise, proximity, etc. (ex: equipment monitor during sports if close contact during sports feels unsafe; ways to fold paper if the group feels unsafe with scissors in the classroom, etc.).
- Varied expectations of success are communicated to youth who are unable to produce the primary activity outcome so that youth feel empowered and that their strengths are recognized and validated.
- There is space set aside for youth who are triggered and need time away from the group, but can still have adult supervision.

STANDARD 19: Program space, materials and activities are appropriate and inclusive for all youth.

19a. Program environment and space is appropriate for all youth to fully participate in program activities and is inclusive of youth with disabilities.

- The set-up of the program space is appropriate for the activity and allows all youth to move freely during activities including wheelchairs, scooters, crutches, etc. .
- Program space, including room set up, furniture size, etc., is suitable for all youth and can accommodate differing abilities.
- Program materials are safe, age appropriate and are accessible to all youth.
- Staff use appropriate adaptations for youth with disabilities.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

ENVIRONMENT AND MATERIALS STANDARD 20: Program culture is inclusive and reflect the diversity of the community and society.

AVERAGE INDICATOR RATING

INDICATOR RATING

20a. Program materials are culturally relevant.

- Program materials, books, toys and games are free of stereotypical representations of any race, languages, culture, class, gender identity, religion, or ability.
- Program materials, books, toys, and games are up to date and inclusive of and celebrate diverse ethnic and racial backgrounds, languages, cultures, gender identities, religions, and abilities.
- Program materials, books, toys, and games are up to date and reflect and celebrate diverse familial structures.
- Posters and other written materials are in primary languages spoken of the youth in the program.
- Program staff model, promote, and encourage respect, understanding, and inclusivity.

20b. Program decorations, wall hangings, posters, etc. are inclusive and reflect diversity.

- Program decorations, wall hangings, posters, etc. reflect the diversity of the youth in the program, the community, and society.
- Program environment is accepting of and celebrates differences and multiculturalism.
- Multilingualism is accepted and celebrated throughout the program environment.

CURRICULA AND PROGRAMMING

STANDARD 21: Curricula is culturally relevant and provides equitable access of content to youth.

21a. Curricula and activities are culturally responsive and reflective of the community.

- Curriculum is informed by research-based culturally responsive practices and is reviewed and updated on a regular basis.
- Staff and youth are asked to provide feedback on curriculum and activities.
- Curricular content and activities incorporate relevant community and society culture, climate, and current events.
- Curricular content and activities build upon and include youth's lived experiences.
- There is diverse representation in both fiction and non-fiction characters presented within curricular content.
- Diverse holidays and celebrations are represented throughout the program space and activities in a way that is culturally responsive and relevant.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

CURRICULA AND PROGRAMMING STANDARD 21: Continued

AVERAGE INDICATOR RATING

INDICATOR RATING

21b. Curriculum implementation practices include strategies to provide equitable access to all youth.

- Staff have questions prepared to have youth access prior knowledge before introducing new content.
- Staff incorporate strategies to address multiple learning modalities.
- Staff facilitate conversations that allow youth to make connections between the activity and real-world experiences.
- Staff provide opportunities for youth to reflect on activity content and its relevance in their daily lives.
- Staff use wait time to allow all youth the opportunity to formulate ideas to contribute.
- Staff focus on praising youth for their effort versus their ability.
- Staff intentionally mix groups to prevent cliques and exclusion, and to foster cross-cultural skills.

MULTILINGUAL LEARNERS

STANDARD 22: Staff know which youth are multilingual learners.

22a. The program works with the school-day to access information to learn about the multilingual learners in the program.

- The program is able to obtain data from the school to identify the multilingual learners in the program.
- The program is able to obtain World-class Instructional Design and Assessment (WIDA).
- The program is able to obtain assessment information from the school to know the level of English proficiency of Multilingual Learners.
- The program is able to obtain academic assessment data for Multilingual Learners to better understand how to target supports.
- The program knows the primary language(s) of multilingual learners in the program.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

MULTILINGUAL LEARNERS STANDARD 23: Multilingual Learners are supported with academic and language development support.

AVERAGE INDICATOR RATING

INDICATOR RATING

23a. The program provides English language development support to multilingual learners.

- Staff use research-based strategies for supporting English language development.
- English language development strategies are appropriately targeted by level of English proficiency.
- Staff infuse vocabulary development into academic and enrichment activities.

23b. The program supports the primary language(s) of multilingual learners in the program.

- Activities incorporate youth's primary language(s).
- Youth are allowed to speak in their primary language(s) when having informal conversations and speaking to one another during activities.
- There are books available in the home language(s) of multilingual learners in the program.

23c. Academic support

- When there are staff who speak the home language(s) of multilingual learners, homework support is provided in English and the primary language(s) as needed.
- Staff are able to differentiate between when multilingual learners need support with understanding academic concepts vs. support with learning new academic vocabulary in English when providing homework assistance.
- Multilingual Learners are given both structured and informal opportunities to practice speaking English.
- Academic support components help to develop literacy both in a youth's home language and in English.

STANDARD 24: Multilingual Learners are supported with social and emotional development.

24a. Multilingual Learners have opportunities to build cross-cultural skills.

- Staff facilitate Multilingual Learners intentionally being grouped with monolingual English speakers in program activities to encourage building friendships across cultures.
- Ice breakers and other community building activities are intentionally designed to encourage building friendships across cultures.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

MULTILINGUAL LEARNERS STANDARD 24: Continued

AVERAGE INDICATOR RATING

INDICATOR RATING

24b. Staff address the social emotional factors unique to Multilingual Learners.

- Multilingual Learners are provided with leadership development opportunities.
- Staff incorporate strategies to address culture shock and support Multilingual Learners with navigating a new culture.

STANDARD 25: The program is a safe and affirming environment for multilingual learners.

25a. Multilingual Learners feel safe practicing speaking English.

- Program agreements encourage respect for differences, including the way people talk and making mistakes in their speech.
- Staff ensure adequate wait time when asking Multilingual Learners questions or asking them to speak in front on the class.
- There are frequent opportunities for Multilingual Learners to practice speaking in English in small groups or pairs.

25b. Multilingualism is seen an as an asset.

- The culture of the program affirms and encourages bilingualism and multilingualism.
- Staff who are bilingual or multilingual in the program model pride of being bilingual/multilingual.
- Program activities and approaches help young people maintain connections to their families, cultures, heritages, home languages, and communities.

GLOSSARY

Culturally Responsive

Cultural responsiveness is the ability of individuals to have awareness of their own cultural identity and be able to learn from and respectfully relate to individuals from other cultures. It also recognizes the importance of including young people's cultural backgrounds and cultural references in spaces for learning.

Diversity

Diversity refers to the wide range of dimensions around which people in our society differ. These dimensions include race, culture, language, gender, religion, class, age, gender identity or expression, and learning/intellectual/physical ability.

Equity

Equity means each person or group has equal access to economic, social, and educational opportunity. For members of groups that have been excluded from resources, equity may involve providing greater resources to compensate for past exclusion and discrimination.

Global Education

An approach to education that supports youth with their understanding of other cultures, geography, history, and people in all parts of the world. It fosters the ability for youth to see interconnectedness in our world and embrace diversity.

Inclusion

Being fully accessible, reflective, and representative of the diversity in a community and in society. This includes an attitude and approach that seeks to ensure that every person, regardless of ability or background, meaningfully participates in all aspects of life.

In the education sector, inclusion is a term used to refer to the inclusion of children and youth with physical and learning disabilities.

LGBTQIA

Abreviation for Lesbian, Gay, Bisexual, Pansexual, Transgender, Genderqueer, Queer, Intersexed, Agender, Asexual, and Ally community

Multilingual Learners

Children and youth who speak a language other than English at home and have a level of English language proficiency that requires language support to achieve grade-level proficiency.

SOGIE

Sexual Orientation, Gender Identity, and Expression

Trauma-Informed Care

Trauma-Informed Care seeks to realize the widespread impact of trauma and understand paths for recovery; recognize the signs and symptoms of trauma in youth, families, and staff; integrate knowledge about trauma into policies, procedures, and practices; and actively avoids re-traumatization.

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