indianaafterschool.org

Indiana Afterschool Standards

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

INDIANA AFTERSCHOOL STANDARDS
PLEDGE to QUALITY

INDIANA
Afterschool
NETWORK

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Introduction & Background

What is Afterschool?

The term "Afterschool" is often used interchangeably with "Out-of-school" time (OST). Out-of-school time refers to youth development programming that occurs beyond the traditional school day, including before school, after school, holidays, weekends and summers. Programs are structured and offer a wide range of learning and enrichment activities that promote the academic, physical, emotional and social development of all children and youth.

What is the Indiana Afterschool Network (IAN)?

IAN's vision is that all Indiana children and youth have access to high quality out-of-school time programs that prepare them for success in school, work, college and life. IAN brings together cross-sector partners to influence public policy, increase funding and resources and to strengthen quality programs. For more information about the IAN, visit www.indianaafterschool.org.

Indiana Afterschool Standards Taskforce

In 2009, Indiana convened a taskforce of youth development experts, educators, funders, policy leaders, and others to create the Indiana Afterschool Standards. The Indiana Afterschool Taskforce researched afterschool standards throughout the nation to develop best practice, research-based guidelines for the state of Indiana.

The Taskforce included representatives from the following organizations, among others:

1. Afterschool Coalition of Indianapolis
2. American Camp Association
3. AYS, Inc.
4. Boys and Girls Clubs
5. Cares, Inc. in Crawford County
6. Carmel Clay Parks and Recreation
7. Children's Coalition of Indiana
8. Decatur Township Public Schools
9. Indiana Afterschool Network
10. Indiana Association of United Ways
11. Indiana Department of Education
12. Indiana Family and Social Services Administration
13. Indianapolis Public Schools
14. Indiana Bureau of Child Care
15. Indiana University-Purdue University Indianapolis (IUPUI)
16. Indiana Youth Institute
17. Indiana YouthPRO Association
18. Indy Parks
19. Ivy Tech Community College
20. Lawrence Township Public Schools
21. Marion County Commission on Youth
22. NetLiteracy
23. Purdue University Indianapolis (IUPUI)
24. Success by Six
25. United Way of Central Indiana
26. YMCA
27. Washington Township Public Schools

Forward to Indiana Afterschool Standards

The Taskforce selected the National Afterschool Association standards as its primary framework, along with additions from the Council on Accreditation (COA).

Rationale for selecting NAA and COA is as follows:

1. National Afterschool Association (NAA) Standards

- Outcome-oriented
- Research-based
- Reflect best practices from national youth development experts and organizations
- Realistic and attainable for programs of varying missions, sizes, budgets, and locations.

For more information and support materials: www.naa.org.

2. Council on Accreditation (COA) standards

- Highest level of program recognition
- Comprehensive best practices
- Outcomes-oriented
- Effective in advancing quality
- Responsive to the unique needs and diversity of after school programs

For more information and support materials: www.coaafterschool.org.

3. Indiana Rules and Regulations

The Indiana rules and regulations for health and safety for school-age childcare are listed in Appendix A-1.

- Rule 4.6 – outlines the mandatory requirements for staffing, health, and safety for providers receiving state funding for school-age child care programs.
- Indiana Code 20-5-2-7 – outlines the mandatory requirements for criminal history background checks for school employees and contracted partner employees in school corporations.

Note: A standard is different from a regulation, and typically reflects a higher level of practice. A standard or best practice is a method, process, or activity that is widely accepted as being the effective way of accomplishing a desired outcome, based on repeatable procedures that have proven themselves over time for large number of people. A regulation is typically a minimum set of requirements, in this case to ensure basic health and safety for children and youth.

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. Standards revisions last occurred in 2021.

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 parents 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 helps 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?

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, and Diversity, Equity & Inclusion)
- 4 Stakeholder Surveys and more to come!
  - Parent, 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 Standard Badges as applicable

Badges serve to recognize some learning or accomplishment. This is not a credential—it is a symbol for an 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, 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.

Indiana Afterschool Standards

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

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."*

HUMAN RELATIONSHIPS

IN TOP TEN STANDARD 1: Staff relate to all children and youth in positive ways

AVERAGE INDICATOR RATING

INDICATOR RATING

1. Staff treat youth with respect and listen to what they say:

- Youth comments are taken seriously
- Staff use encouraging, affirming and supportive language (e.g., "I understand…"; "I hear…")
- Staff do not interrupt when youth are speaking
- Staff make eye contact with and pay attention to youth when listening to them and show interest by extending the conversation

1b. Staff create a welcoming and comfortable environment for youth:

- Staff use a friendly tone of voice and greet all youth by name at beginning of session
- Staff smile often
- Staff handle challenging situations in a calm manner (e.g. maintain neutral facial expressions and avoid yelling)
- Staff use positive language, avoiding threats or sarcasm
- Youth initiate positive social interactions with each other and appear to enjoy one another

1c. Staff respond to youth with acceptance and appreciation:

- All youth are encouraged and invited to participate in activities
- Staff do not appear to favor certain youth or small groups of youth
- Staff language focuses on positive, rather than negative, elements
- Staff are kind to youth, even in situations where the youth may be struggling to keep pace with others
- Staff are affirming of youth's diverse identities

1d. Staff are engaged with all youth:

- Staff attend to youth throughout the session, rather than to cellphones or other distractions

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."*

HUMAN RELATIONSHIPS: STANDARD 1 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- When appropriate, staff participate in activities with youth in order to model behavior/skills and/or engage youth
- Staff appear to enjoy being with the youth
- Staff show a personal interest in youth — ask about interests and discuss life outside school in informal conversations, and seek to make connections with all youth.

STANDARD 2: Staff respond appropriately to the individual needs of all youth

2a. Staff respond to the special interests and talents of individual youth:

- Staff talk individually with youth daily
- Staff know the individual interests and talents of each youth
- Activities and materials reflect the interests and lived experiences of the youth

2b. Staff recognize the range of youth abilities:

- Staff interactions are age and ability appropriate
- Strategies used for academic assistance are varied by age, English Language and overall ability of youth
- All students contribute in a meaningful way to group activities
- Youth are grouped by age and/or ability level when required due to the activity

2c. Staff can affirm a youth's culture and home language:

- Materials and displays reflect a variety of cultures
- Visitors/family members share activities/stories about their cultural traditions and/or celebrations with the youth
- Staff members engage in reflective discussions with each other regarding diversity and equity

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."*

HUMAN RELATIONSHIPS: STANDARD 2 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

2d. Staff respond to the range of youth's feelings and temperaments:

- Staff understand that youth may express emotions or feelings differently
- A quiet space is designated where youth can discuss their feelings with a staff member
- Staff interact with youth on a one to one basis to discuss an incident or behavior in a quiet space
- Before intervening in a situation, staff verbally acknowledge youth's current feelings (e.g. "It appears you …")
- Staff intervene in a calm fashion at all times

2e. Staff respond appropriately to youth with special needs:

- Staff communicate with school staff and are aware of any youth's special needs
- Activities are structured to insure meaningful participation and inclusion of all youth
- When possible, accommodations utilized by the youth's school day teacher are utilized by after school staff (including, but not limited to, accommodations listed in a student's Individualized Education Plan [IEP])

STANDARD 3: Staff encourage all youth to make choices and to become more responsible

3a. Staff offer assistance in a way that supports youth's initiative:

- Staff use positive language and ask youth "what if," "why," or "how" questions
- Youth suggest and plan activities with staff
- Staff provide youth with choices during activities

3b. Staff assist youth without taking control, and encourage youth to take leadership roles:

- When providing assistance, staff use strategies such as probing questions to enable youth to seek solutions

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."*

HUMAN RELATIONSHIPS: STANDARD 3 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Youth are given jobs to accomplish or daily responsibilities (e.g. setting up snack, leading an activity)
- Staff instructions are clear and easily understood by youth
- Activities are designed to require youth to think ahead to next or future steps

3c. Staff give youth many chances to choose what they will do, how they will do it, and with whom:

- Youth have the opportunity to choose a work partner or companion
- If possible, youth have choices regarding snack
- Youth can choose between activities
- Opportunities to choose are structured to insure a balance of when youth can choose –vary who chooses first, next, etc.

3d. Staff help youth make informed and responsible choices:

- Staff ask questions that help youth understand the consequences of their choices
- Staff talk with youth, individually and/or in small groups about how a decision has affected others or might affect others
- In activities or discussions, staff incorporate real life examples of decisions made by people the youth can relate to

IN TOP TEN STANDARD 4: Staff interact with all youth to help them learn

4a. Staff ask questions that encourage youth to think for themselves:

- Staff begin new activities or discussions with "why," "what if," "how can we," "how might this affect" or similar, open--ended questions
- When providing academic assistance, staff ask questions to help guide the youth towards the correct answer, without directly providing the answer.

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."*

HUMAN RELATIONSHIPS: STANDARD 4 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff utilize wait time after questions to allow youth the time to think before answering
- Staff utilize small group discussion, journaling, creative activities, etc. to encourage youth to express ideas

4b. Staff share skills and resources to help youth gain information and solve problems:

- Staff instruct and guide youth regarding how and where to acquire new information when solving problems or when curious
- Staff utilize step by step processes with, when possible, visual organizers when beginning new activities
- Staff encourage youth to use a similar step by step process to solve complex problems
- Staff offer questions, suggestions, guidance for how youth might solve problems

4c. Staff vary the approaches they use to help youth learn:

- Staff utilize a variety of strategies (direct instruction, modeling, visual aids) when introducing and teaching a new activity
- Staff provide youth with the goals, purposes, and expectations for each new activity
- Staff modify or adapt activities in order to enable all youth to participate
- Activities are developmentally appropriate
- Activities respect diverse needs, abilities, and cultural backgrounds
- Staff frequently check for comprehension by asking youth to share back instructions

4d. Staff help youth use language skills through frequent conversations:

- Staff use developmentally appropriate language when speaking to youth and youth appear to understand
- Staff are active listeners when youth are speaking – look at the youth, do not interrupt, allow time for youth to complete thoughts

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."*

HUMAN RELATIONSHIPS: STANDARD 4 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff use a variety of strategies to communicate with youth who are non-verbal, English Language Learners, or may have communication deficits
- Staff use questions and prompts to support conversations between themselves and youth, avoiding taking over the conversation
- Staff use a variety of strategies to encourage and support conversations among youth

IN TOP TEN STANDARD 5: Staff use positive techniques to guide the behavior of youth

5a. Staff encourage youth to cooperate, share, care for materials, or join in activities

- Staff use encouraging, supporting language in all settings or activities
- Praise is sincere and appropriately provided, rather than a constant overdose of praise and flowery language
- Staff refrain from making threats
- Procedures for the care of materials and the environment by staff and youth are in place and utilized
- Activities include opportunities for cooperation and sharing among youth
- Cooperation and sharing skills are taught in a variety of ways (discussion, within activities, role-playing, etc.)

5b. Staff set appropriate limits for youth:

- Rules and procedures are cooperatively developed by staff with youth
- Rules and procedures have been taught to youth and reviewed as needed, based on behavior
- Where appropriate, rules or procedures in place during the school day are used in the program
- Rules and procedures are posted and frequently referenced

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."*

HUMAN RELATIONSHIPS: STANDARD 5 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff are proactive and intervene to redirect youth engaging in inappropriate behavior
- Staff are able to readily adjust the rules and procedures when necessary (e.g., the schedule changes; fewer staff members are present)

5c. Staff use positive behavior management methods:

- Staff utilize such strategies as: proximity, redirection, ignoring, re-teaching, directly stating what to do, restating the expectation, or asking youth to restate the expectation, when dealing with inappropriate behaviors
- Whenever possible, staff address a youth's inappropriate behavior in private rather than in a group setting
- Consequences for inappropriate behaviors are consistent with the behavior (e.g. youth misuses scissors or equipment, etc., then scissors or equipment are off limits for a number of days)
- Staff remain calm when intervening
- Staff are vigilant and aware of what is going on around them at all times, in order to be proactive

5d. Staff encourage youth to resolve their own conflicts whenever possible

- If possible, staff utilize conflict resolution strategies used during the school day
- Staff teach various skills (e.g. "I" messages, expressing feelings) to youth for use in resolving conflicts
- Steps for youth to use to resolve their conflicts are posted for youth to see
- Staff observe conflict and encourage collaborative resolution without imposing their own solution

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."*

HUMAN RELATIONSHIPS
STANDARD 6: Youth interact with one another in positive ways

AVERAGE INDICATOR RATING

INDICATOR RATING

6a. Youth appear relaxed and involved with one another:

- Overall tone throughout the program is calm; tones of voice and body language are positive
- Youth are actively participating in a variety of activities with one another
- Youth, unprompted, are talking among themselves about a variety of topics
- Efforts are made to acculturate new youth to the program

6b. Youth show respect for each other:

- There is little or no evidence of bullying, teasing, exclusion, etc.
- Youth are appropriately interacting with each other, regardless of culture, race, ethnicity, ability, genderidentity, socio economic status
- Staff model respect in their interactions with other adults and with youth in the program
- Staff intervene appropriately if bullying, teasing, exclusion, etc., occurs
- Staff review or teach expectations or methods for showing respect

6c. Youth cooperate and work well together with other youth of similar and different backgrounds:

- Youth are sharing materials, taking turns, encouraging each other
- Youth work toward a common goal, negotiate roles, divide tasks, and help each other
- Staff model cooperation and working well together in their interactions with colleagues

6d. When problems occur, youth discuss their differences and work out a solution:

- Youth work out differences in an age appropriate manner
- Skills such as negotiation or turn taking are taught and incorporated in activities
- Staff are patient and wait before intervening in a problem, to provide youth the time and space to resolve it themselves
- Problems are solved collaboratively; there is an absence of bullying or one-sided solutions

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."*

HUMAN RELATIONSHIPS
STANDARD 7: Staff work well together to meet the needs of all youth

AVERAGE INDICATOR RATING

INDICATOR RATING

7a. Staff communicate with each other while the program is in session to ensure that the program flows smoothly:

- Staff keep personal discussions to a minimum
- A procedure is in place to ensure staff know the day's schedule/plan before each member begins working
- Staff are well distributed across the site to provide optimum supervision and attention to all youth
- Transitions are coordinated and occur uniformly across all areas

7b. Staff are cooperative with other staff who have both similar and different backgrounds:

- Staff work together and on an equitable basis – workloads seem to be shared fairly
- A regular meeting time is established for staff to discuss programming, problems, issues
- All staff attend meetings and have opportunities to participate in various ways
- Staff cooperation serves as model for youth – it is clearly observable to them

7c. Staff are respectful of each other:

- Disagreements are discussed in private, appropriate manner, away from youth
- Staff are always cordial, calm, and professional when interacting with colleagues, especially with youth and family members
- Staff offer to help one another

7d. Staff serve as role models for positive adult relationships:

- Staff communicate with each other often during program hours regarding work related matters
- Staff model appropriate levels of communication about personal matters with one another
- Staff are collaborative and share workloads and assignments throughout all programming time
- Staff are calm and cordial in all interactions with youth and colleagues
- Staff model cross-cultural skills by building relationships and working well with staff who come from different backgrounds than their own

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."*

HUMAN RELATIONSHIPS
IN TOP TEN STANDARD 8: Staff support families' involvement in the program

AVERAGE INDICATOR RATING

INDICATOR RATING

8a. There is a policy that allows family members to visit:

- Family have been informed of the policy through multiple strategies
- Staff members know the policy exists and what it says
- Log is kept to record number of family member visits

8b. Staff offer orientation sessions for new families:

- A file is maintained at each site for orientation sessions. File includes such things as: agendas-- including dates and times of meetings, notes of meetings – including list of attendees, methods of invitation
- Staff debrief after each session to determine need for changes, follow up, and additional sessions
- "Veteran family members" are a part of the orientation sessions – as planners and, ideally, as presenters

8c. Staff keep families informed about the program:

- Staff use a variety methods for communicating with family members
- Family members provide information regarding the best means for communicating with them
- Youth presentations or events are scheduled during times that meet the needs of families and the program and are open to family members

8d. Staff encourage families to give input and to get involved in program events:

- A family advisory committee meets with the site coordinator on a regular basis (preferably twice a year)
- Family members are surveyed on an annual basis for feedback on program
- Family members are contacted on a personal basis to invite them to activities or programs, or to share information with youth as part of an activity

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."*

HUMAN RELATIONSHIPS

STANDARD 9: Staff and families interact with each other in positive ways

AVERAGE INDICATOR RATING

INDICATOR RATING

9a. Staff create a welcoming and comfortable environment for families

- Family members are provided with information on how to access the building during program activities
- Family members are greeted by staff cordially and by name
- Family members are thanked for their visit and encouraged to visit again

9b. Staff and families treat each other with respect:

- Interactions between staff and family members are pleasant and cordial
- When disagreements arise, staff and family members discuss the situation in a calm manner away from youth
- Staff avoid talking with families about youth who are not family members
- Following tense interactions, staff follow-up with family by telephone or email

9c. Staff are responsive to the languages and cultures of the families they serve, and the communities they live in:

- Staff is knowledgeable about language(s) of youth in program
- If a language barrier exists, an interpreter is utilized for family-staff meetings and communications, both written and verbal
- Signs, posters, etc. reflect the diversity and language(s) of the population of the program and community

9d. Staff and families work together to make arrivals and departures to and from the after school program go smoothly:

- Written procedures for arrival and departure exist and are posted for families to view in language(s) of the families served
- Procedures have been reviewed with all staff members
- Families are informed of procedures in writing at time of registration; reminders are distributed periodically

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."*

HUMAN RELATIONSHIPS: STANDARD 9 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Input is solicited from family members about any needed changes to arrival and/or departure procedures

INDOOR AND OUTDOOR ENVIRONMENTS

STANDARD 10: The program's indoor space meets the needs of all youth and staff

10a. The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating and socializing:

- All areas are accessible to all youth (with minor limitations for safety concerns)
- Youth and staff are able to participate in all activities without restrictions caused by lack of space or unsafe space
- Activities occur in logical places (e.g. messy projects are near a sink for easy clean up; movement activities are in open spaces)

10b. The space is arranged so that various activities take place at the same time with minimal disruption:

- Sufficient, appropriate spaces are available for a variety of activities to occur simultaneously
- Simultaneous activities do not disturb each other (e.g., a loud activity does not disturb other youth working on homework)
- Youth can move from one activity area to another without disrupting other groups

10c. There is adequate and convenient storage space for equipment, materials, and personal possessions of youth and staff:

- Space for staff's personal possessions is near program space and is secure
- There is a designated area for youth to place their personal possessions. This space does not infringe on activity space

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."*

INDOOR AND OUTDOOR ENVIRONMENTS: STANDARD 10 continued

AVERAGE INDICATOR RATING

	INDICATOR RATING
• Equipment/materials not being used are stored out of sight or far enough away as to not distract or interfere with activities	
10d. The space is accessible to youth and families with disabilities: • Staff are aware of any disabilities of the youth in the program and are familiar with the accommodations, adaptations, or modifications provided during their school day • Staff provide necessary environmental accommodations, adaptations, or modifications as outlined in the youth's IEP or 504 Plan • Staff are aware of and inform necessary staff members of student disabilities that require a modification or accommodation to enable a family member to have access to the program	
10e. There is a quiet area for youth who need it: • A room or a section of a room is always available for quiet work or time • This space is comfortable with seating and workspace available • A staff person is present when youth are in this area	
10f. Written guidelines are in place regarding the use and maintenance of the program facility: • Existing guidelines for facility use and maintenance are included in staff handbooks • For programs located in public schools, district and school guidelines and regulations are included in staff handbooks • The guidelines are readily available on site for staff to reference • Guidelines have been reviewed with each staff member • If appropriate, visual reminders or signs are in place to help inform and remind youth and staff of guidelines that are frequently relevant (e.g., what does and does not go down the sink drain) in multiple languages as needed	

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."*

INDOOR AND OUTDOOR ENVIRONMENTS: STANDARD 10 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

10g. The space meets or exceeds Indiana health and safety codes:

- The usable amount of floor space available in the inside play area is at least twenty square feet per child enrolled

STANDARD 11: The indoor space allows all youth to take initiative and explore their interests

11a. There is enough room for all program activities:

- Youth do not appear crowded while playing, working, or engaged in quiet time activities (e.g., youth have appropriate personal space)
- Youth in one indoor group do not appear to be disturbed by a nearby group
- Groups can engage in activities without disturbing each other on days when all group activities must take place indoors due to inclement weather

11b. Youth can get appropriate materials out and put them away by themselves with ease:

- Materials are accessible to all youth and are stored near the location of each activity
- A variety of materials are available that suit the developmental and academic levels of youth attending the program.
- Staff have a procedure for getting and returning materials
- The procedure has been taught to youth and is being implemented effectively and consistently
- Youth are reminded of procedure if it is not being implemented effectively and consistently
- If materials are in a secure storage area, staff can easily provide access for youth

11c. Youth can arrange materials and equipment to suit their activities:

- Youth can easily rearrange furniture to create appropriate space for the current activity

Rating	44	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."*

INDOOR AND OUTDOOR ENVIRONMENTS: STANDARD 11 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Desks, tables, and chairs of sufficient numbers and sizes are available to match the sizes and numbers of all youth in the program, including youth with physical disabilities
- Staff have taught procedures for safely moving materials and equipment and youth demonstrate they can follow the procedures
- Staff remind youth of procedures to safely move materials and equipment

11d. The indoor space reflects the work and interests and diversity of youth:

- Youth's art work and project work are on display throughout program space
- Pictures and posters are of interest to the youth are on display throughout program space
- The diversity of the cultures and genders of the youth are reflected in the pictures, posters, etc. displayed in the program space
- Staff work collaboratively with youth to make the space personalized (e.g. youth select what to display; youth are given responsibility for regularly changing displays)

11e. Some areas have soft, comfortable furniture on which youth can relax:

- There are couches or stuffed chairs, etc. available for use by youth
- The furniture is clean, sturdy, and has no sharp edges or other potential dangers
- There is furniture that is accessible for youth with disabilities or who are differently able

11f. The indoor space is a welcoming environment for families:

- Program-related signs are translated in the languages of participants and families
- Wall hangings, decorations, and posters reflect the backgrounds of participants

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."*

INDOOR AND OUTDOOR ENVIRONMENTS: STANDARD 12

AVERAGE INDICATOR RATING

INDICATOR RATING

STANDARD 12: The outdoor play area meets the needs of all youth, and the equipment allows them to be independent and creative

12a. The outdoor space is suitable for a wide variety of activities:

- There is an open area for youth to move and play without interfering with others
- There is space to enable youth to play less active games or to socialize
- There is space for games or activities involving active participation from a number of youth (e.g., basketball, kickball)

12b. Each youth has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at the program, weather permitting:

- A posted schedule indicates time(s) designated for outdoor play/activity
- There are a combination of free play opportunities and organized activities provided to youth throughout program time.
- Staff utilize the same guidelines as the school for determining appropriate weather for outdoor activities
- If weather prohibits outdoor activities, there is adequate indoor space available to enable youth to participate in a variety of large motor activities

12c. Youth can use a variety of outdoor equipment and games for both active and quiet play

- There are non-permanent equipment/materials appropriate for outdoor activities such as basketballs, footballs, soccer balls, jump ropes, board games
- Equipment/materials reflect youth interests
- If program is in a public school, youth have access to the outdoor play area or playground
- For programs not located in public schools, if there is a nearby, safe playground (e.g. a city park, or a public school) youth have access to it
- The equipment and materials are stored and secured in an area close to the outdoor activity area
- The storage area is open and accessible to youth during outdoor activities

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."*

INDOOR AND OUTDOOR ENVIRONMENTS: STANDARD 12 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

12d. Permanent playground equipment is suitable for the sizes and abilities of all youth

- Equipment is accessible to all youth.
- If a youth with a physical disability is attending the program, program staff have met with appropriate school staff and/or caregiver to ensure accessibility.
- Youth of all ages are using the permanent outdoor equipment on a nearly daily basis
- Staff have made clear to each youth through signage, or procedures or rules, which equipment is appropriate for their use and what is appropriate and inappropriate usage of that equipment

12e. The space meets or exceeds Indiana health and safety codes and there is a policy in place for regularly checking the safety and maintenance of the outdoor play space:

- The outdoor activity area is fenced or has natural barriers that help to keep youth within the designated outdoor play space
- Ground surfaces are smooth, level, and free of holes or potentially dangerous impediments (large rocks, pipes protruding from the ground, etc.)
- There is a written policy and procedure describing how and when outdoor equipment will be inspected for safety by staff
- A checklist, including such things as the equipment, its condition, date checked and any actions taken or needed, is utilized at each inspection. The checklist is kept onsite as an ongoing record.

12f. The space is accessible to youth and families with disabilities:

- A written procedure is in place detailing the steps to take to ensure accessibility to outdoor space if a youth with physical disabilities enrolls in the program
- If a youth with a physical disability is attending the program, program staff have met with appropriate school staff and/or caregiver to ensure accessibility and provide appropriate accommodations, adaptations, or alternatives
- Staff are aware of a disability that would require a modification or accommodation to enable a family member to have access to the outdoor play space

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."*

PROGRAMMING AND ACTIVITIES

STANDARD 13: Programs are intentional about supporting and accelerating learning

AVERAGE INDICATOR RATING

INDICATOR RATING

13a. Programs have scheduled times and quiet places for academic support and homework completion:

- A daily or weekly schedule of activities and times is posted in clear view
- Staff review the schedule with youth on a daily basis
- The designated area(s) for academic work is quiet, distraction free, and supervised by staff

13b. Programs establish connections with schools and families about individual youth's academic needs and learning goals:

- Staff have met with the building principal(s) of the youth's school(s) prior to the start of the school year to discuss communication/coordination between program staff and teachers
- Staff contact all teachers and family within the first month of the program to establish a communication system for the year.
- School communications (e.g., classroom and school newsletters) to family are also provided to program staff members.
- Staff members know how school staff communicate with family (e.g. websites, emailed newsletter,etc.) and monitor or receive that information as much as possible
- A list is compiled of all youth, including their school, teachers' names, email and/or website addresses and provided to program staff.
- Staff periodically invite teachers to stop by the program.
- There is evidence (emails, notes, etc.) of ongoing communication between staff and family and staff and teachers regarding support for youth's academic and learning goals
- Staff maintain confidentiality as needed with student level information (e.g. IEPs, services, etc.
- As much as possible, staff have language capacity and are available to support youth with homework that is written in language(s) other than English
- Staff are equipped with strategies to support English Language Learners with their academic and learning goals

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."*

PROGRAMMING AND ACTIVITIES: STANDARD 13 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

13c. Programs provide tools and resources for family to reinforce and/or expand on the learning opportunities provided at the program:

- Staff regularly communicate with family, suggesting varied ideas for conversing with their youth about school and after school – including such things as: how to ask probing questions, how to encourage active participation
- Weekly themes, activities, and suggestions for how family might talk to their youth about them are posted where they can be seen and are in the primary language(s) spoken by families in the program

13d. Connections between learning activities and real life applications are made relevant and clear to youth, family and staff:

- Staff meet on a regular basis to plan and to discuss upcoming learning activities and projects
- Appropriate community members, including family members, make brief presentations during certain activities in order to strengthen the link between the activity and real life
- Various media (books, newspapers, DVD's, etc.) are utilized in an effort to clarify the link between the activity and real life
- Opportunities for community service projects, project-based learning, or projects that give back to the community extended to youth
- The posting for family that highlights weekly themes, etc. also notes real life applications of activities

13e. Programs help inspire and prepare youth for success in school, higher education, careers and life:

- Staff encourage youth to explore their interests, abilities, and dreams for the future
- Staff are supportive of youth, especially when youth is reluctant to try activity or is struggling to complete task or activity – message is that growth is not possible without setbacks or momentary failures
- Posters, pictures, books, DVD's, etc. are utilized as part of units or activities to highlight people who have become successful in a field related to the activity or unit and reflect diverse characters, protagonists, careers, etc.
- Community members, including those in the work force, in institutions of higher education, in community colleges, in vocational or career training, speak with youth as part of relevant activities

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."*

PROGRAMMING AND ACTIVITIES: STANDARD 13 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Community member speakers reflect diverse cultures, careers, and non-traditional workforce
- The teaching and reinforcing of appropriate collaboration, study skills and work for success habits are infused into activities and units
-

13f. Programs consider Indiana Academic Standards when planning program activities:

- Through communications with teachers, staff are aware of standards being addressed at various times throughout the year in classrooms of the youth
- Staff are aware of the curriculum map followed by school's teachers and consider it when planning future activities and projects
- When planning units or activities, staff understand and can communicate the academic areas and/or standards that relate to planned units or activities

STANDARD 14: Activities and the curriculum reflect the mission of the program and promote the development of all youth in the program

14a. Activities and the curriculum are in line with the styles, abilities, and interests of the individuals in the program:

- All staff can articulate the mission of the program
- Staff provide opportunities for youth to work individually, in small groups, and in large groups
- Staff enable all youth to participate in activities by using such strategies as adjusting expectations, providing accommodations, varying outputs, varying presentation modes
- Staff have received training that emphasizes how to design projects that match the learning styles and abilities of all youth

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."*

PROGRAMMING AND ACTIVITIES: STANDARD 14 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

14b. Activities and the curriculum are well suited to the age range of youth in the program:

- Products and outputs of activities and projects look different, according to the ages of the youth
- Older or more capable youth work with other youth as a support or mentor during projects/activities

14c. Activities and the curriculum reflect the languages and cultures of the families served:

- Family and community members are involved in planning projects and activities
- Family and community members are included in projects or activities as presenters or speakers
- Holiday celebrations reflect diverse cultures. Program materials (e.g. games, toys, books) are up-to-date, non-stereotypical, and reflect the backgrounds and experiences of participants and their families
- Youth performances, crafts, or art work reflect a variety of cultures

14d. Activities and the curriculum reflect best practices in the field of youth development and afterschool programs

- Staff receive local, statewide, and national professional development focused on relevant youth development best practices
- Youth participate in academic activities on a daily basis that include: homework assistance/ tutoring, focused academic support, college preparation and enrichment activities covering a variety of subjects
- Activities focus on teaching cognitive and non-cognitive skills needed for positive social behaviors and development for youth
- Projects that provide community service or that give back to the community are a part of the curriculum and reflect and respect the community values

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."*

PROGRAMMING AND ACTIVITIES

STANDARD 15: Staff, youth, and families work together to plan and implement suitable activities, which are consistent with the program's philosophy

AVERAGE INDICATOR RATING

INDICATOR RATING

15a. Staff ask youth to share their ideas for planning and engaging them in the program planning process, when age appropriate, so that activities will reflect youth's interests:

- A youth advisory group is established and is comprised of members that reflects the diversity of the program participants
- A youth advisory group meets regularly with staff to discuss future activities/projects and to critique recently completed activities/projects
- Staff keep minutes of meetings to record suggestions of youth
- A youth survey is developed and administered to gather anonymous feedback and input
- Youth recognize that some of the activities throughout the year are originating from their input

15b. Staff request feedback and participation from families regarding program planning:

- A family survey is developed and administered to gather feedback and input for future program planning
- The agenda for each family advisory committee meeting includes a discussion of ideas for activities/projects and time for a critique or feedback on the program's performance
- Open houses or other such events are scheduled for families
- A variety of communication modes are utilized to invite family to the program, such as social media, email, fliers, phone calls, home visits
- Afterschool activities for families are scheduled, when possible, to coincide with school activities that focus on family, such as conferences, open houses, school-wide festivals
- Outreach materials are translated as needed and translators are available when needed at family meetings

15c. The program's daily activities are in line with its mission and philosophy:

- There is a written mission and philosophy of the program and it is posted in clear view in the primary languages spoken by families in the program
- All staff can articulate the program's mission and philosophy of caring for and serving youth

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."*

PROGRAMMING AND ACTIVITIES: STANDARD 15 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- When planning and debriefing projects and activities, staff are reminded to keep the mission and philosophy in mind
- If asked, a staff member will be able to accurately point out how activities are in line with mission and philosophy 90% of the time

15d. Staff keep on file their records of activity planning:

- A standard form is utilized by staff to keep notes of their activity planning meetings
- The form includes space for planning and review of completed activities, including past success and needed improvements
- The form has the program's mission and philosophy on it
- A notebook or computer file is kept, which includes all completed planning forms

STANDARD 16: Youth can choose from a wide variety of activities

16a. There are regular opportunities for active, physical play

- A daily or weekly schedule of activities is clearly posted
- Times for indoor and/or outdoor active play are designated on the schedule
- All youth participate in active, physical play everyday, regardless of weather

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."*

PROGRAMMING AND ACTIVITIES: STANDARD 16 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

16b. There are regular opportunities for creative arts and dramatic play:

- There are adequate materials and supplies available for youth present to enable regular creative arts and dramatic play activities to be scheduled (materials would include such things as: paint, markers, clay, yarn, puppets, costumes, musical instruments)
- Creative arts and dramatic play activities are a part of the weekly schedule
- There are products or presentations resulting from creative art or dramatic play

16c. There are regular opportunities for quiet activities and socializing:

- Quiet activities and/or quiet times (checkers, board games, independent study, reading, etc.) are built into the schedule for youth
- Quiet time activities reflect youth interests
- Staff sit with youth during snack time and encourage or engage in quiet conversations with youth
- There is designated space for youth to engage in quiet and social activities Youth can choose to participate in (or not to participate in) quiet or social activities during programming.

16d. There are regular opportunities for academic enrichment activities that promote basic skills and higher-level thinking:

- A structured time for homework help and/or academic assistance is a part of the daily schedule
- Youth participate in projects that are more long term and that require planning and problem-solving (e.g. creating a newspaper, writing a play)
- Enrichment activities are aligned with themes and focus areas from the school day
- There are games available for youth that promote basic skills or higher level thinking
- These enrichment activities are a regular part of the program's weekly schedule

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."*

PROGRAMMING AND ACTIVITIES

STANDARD 17: The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all youth

AVERAGE INDICATOR RATING

INDICATOR RATING

17a. The routine provides stability without being rigid:

- Staff review the daily schedule at the start of the program and make adjustments as needs dictate (e.g. number of students absent, regular staff absent, etc.)
- Unless adjustments are needed, the schedule is similar from day to day to provide consistency
- Staff alert youth and family at the beginning of the week, if there will be a significant change in schedule/routine (e.g. guest presenter, special project)

17b. Youth meet their physical needs in a relaxed way:

- At the beginning of the school year, staff and youth discuss such matters as getting drinks of water and going to the restroom
- Procedures/rules for these situations are developed collaboratively with youth, practiced and posted as a reminder
- Youth can independently get drinks of water or go to the restroom without disturbing others
- Youth may eat snacks with others, in a group, or by themselves

17c. Individual youth move smoothly from one activity to another, usually at their own pace:

- Staff and youth have developed procedures for transitions between activities
- Procedures are taught and posted, with periodic re-teaching, revision, or reminders, based on success of transitions
- Staff provide reminders as transition times near
- Staff begin activities in a timely fashion in order to limit wait time

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."*

PROGRAMMING AND ACTIVITIES: STANDARD 17 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

17d. When it is necessary for youth to move as a group, the transition is smooth

- Procedures have been developed and taught for group transitions
- A reminder is provided by staff to youth that there will need to be a group transition and what those procedures are
- The transition occurs in a timely fashion and with a minimum of behavioral issues
- Youth transition from activity to activity with ease and with limited reminders from staff

STANDARD 18: There are sufficient materials to support program activities

18a. Materials are complete and in good repair:

- Board games, puzzles are in original or sturdy containers, with all the pieces and in good condition
- Inflatable balls are inflated and can be inflated immediately if they require additional air
- Wooden materials (blocks, pencils, brushes, etc.) are smooth and without splinters
- Staff check/inspect all materials a minimum of once a month and report any concerns or problems to site director
- A number of age appropriate, culturally-responsive and gender-responsive books are available and intact

18b. There are enough materials for the number of youth in the program:

- Youth rarely need to leave their stations to borrow or share materials when working on projects. Such things as scissors, rulers, and brushes are in good supply.
- For items requiring sharing e.g. computers, there is a procedure in place to enable access in an orderly fashion
- There are sufficient materials available to allow for similar activities to occur simultaneously without borrowing or cross sharing

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."*

PROGRAMMING AND ACTIVITIES: STANDARD 18 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

18c. Materials are developmentally appropriate for the age range of the youth in the program:

- There are books with reading levels for all ability levels in the program
- Puzzles and board games are of varying levels of difficulty
- Computer software programs are of varying ability levels and subject matter
- Various materials used by youth are developmentally comparable to materials used during the school day

18d. Materials promote the program's mission:

- Youth regularly participate in a variety of recreational and leisure activities with appropriate and sufficient materials available to support the activities
- Academic activities are supported by a variety of age and developmentally appropriate materials (ranging from books, to computers, to manipulatives)
- A variety of cultures are represented in the materials used (including such things as snacks, reading materials, crafts, music)

SAFETY, HEALTH, and NUTRITION

IN TOP TEN STANDARD 19: The safety and security of all youth are protected

19a. There are no observable safety hazards in the program space:

- Indiana Rule 4.6 –"School Age Child Care Program" has been reviewed with all staff and a copy is on site and readily accessible
- "Appendix A" of the "Indiana Afterschool Standards 2012--2013" has been reviewed with all staff and is posted in the program's indoor spaces

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."*

SAFETY, HEALTH AND NUTRITION: STANDARD 19 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- A checklist, based on "Appendix A" has been utilized at the beginning of each semester to serve as an assessment of the safety of the program and is kept on file
- A written procedure, in compliance with school or community procedures or regulations, is in place for reporting any safety hazards
- Staff provide appropriate supervision for youth in all settings

19b. Systems are in place to protect the youth from harm, especially when they move from one place to another or use the restroom:

- Written procedures have been developed, taught to youth and posted throughout the program for the following routines/situations:
  - o Arrival
  - o Dismissal
  - o Restroom visits
  - o Transitions
- Youth follow procedures
- Staff reteach and/or adjust procedures if youth are not following them or if procedures are hindering rather than helping
- A protocol/procedure is developed and reviewed with all staff for how to handle visitors to the program

19c. Equipment for active play is safe:

- Large equipment is secured, bolted, and stable
- Playground equipment is on safe, appropriate surfaces (e.g. basketball goal on hard surface), jungle gym on softer surface (sand, wood chips)
- Equipment is visually inspected once a semester and the results are kept on file
- Staff know the procedure to follow to report unsafe equipment

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."*

SAFETY, HEALTH AND NUTRITION: STANDARD 19 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

19d. A system is in place to keep unauthorized people from taking youth from the program:

- Staff speak with family to attain names of persons authorized to take a youth from the program
- A list of authorized persons is maintained in a secure, easily accessible location in the program
- Procedures are in place that insure that youth will be taken from the program by authorized persons only
- The procedures detail staff action when an unauthorized person attempts to take a youth from the program

STANDARD 20: Youth are carefully supervised to maintain safety

20a. Staff note when youth arrive, when they leave, and with whom they leave:

- An attendance procedure is in place for staff to note arrivals, departures, including late arrivals and early departures, and absences
- A daily log of attendance is maintained on site for the entire school year
- The procedure is reviewed with all staff
- Youth are supervised at arrival until dismissal

20b. Staff have a system for knowing where the youth are at all times:

- A daily schedule for staff is developed and shared with staff at the beginning of each week
- The schedule specifies activities, times, and responsible staff member(s)
- Staff move around their area on a regular basis to keep all youth in sight
- Staff members are aware when youth leave activities to use the restroom

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."*

SAFETY, HEALTH AND NUTRITION: STANDARD 20 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

20c. Staff supervise youth appropriately according to ages, abilities, and needs:

- When staff teach procedures to youth, they check for understanding by asking questions to insure all youth know and can follow procedures
- For youth that may be challenged to follow or understand procedures, staff utilize verbal or visual cues and prompts, and other languages as needed and able
- Staff provide older youth more independence by providing supervision from afar at times rather than in close proximity
- Staff language is appropriate for youth being supervised (e.g. older youth are perhaps reminded of a procedure by mentioning a key word or a visual cue, while a younger youth may need a longer reminder)

20d. Staff plan for different levels of supervision according to the level of risk involved in an activity:

- The maximum number of youth supervised by one staff person is 15, if there are five year olds in the group, and 20 for groups in which all are at least six years old
- Ratio of staff to youth varies from activity to activity and is determined by the type of activity (e.g. activities involving cooking or tools will have few youth with a staff member)
- Youth using climbing equipment are supervised by a staff member in close proximity
- Youth who need more reminders of how to remain safe are supervised by a staff member in close proximity
- Activities requiring closer supervision are noted on the daily schedule

STANDARD 21: The program provides an environment that protects and enhances the health of all youth

21a. The indoor and outdoor facilities are clean:

- Floors, walls and sinks are clean
- Youth and staff clean areas after activities such as crafts or snacks

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."*

SAFETY, HEALTH AND NUTRITION: STANDARD 21 continued

AVERAGE INDICATOR RATING

	INDICATOR RATING
• Trash and recycling receptacles are easily accessible indoors and out and are used by youth • Cooking/food preparation areas are disinfected after use • A procedure is in place for reporting cleanliness issues to appropriate building personnel	
21b. There are no observable health hazards in the indoor or outdoor space: • Hazardous or toxic materials or supplies are secured in a locked cabinet or closet • Outdoor activity areas are a safe distance from trash disposal containers	
21c. There are adequate supplies and facilities for hand washing • Proper hand washing techniques are taught to youth • Signs, posters, and/or pictures are posted to reinforce proper hand washing • Sinks or hand cleaning stations are available in program areas in addition to restroom facilities • There is adequate soap available at sink areas Soap containers are regularly checked. Youth do not share towels	
21d. The heat, ventilation, noise level, and light in the indoor space are comfortable: • Room temperature can be adjusted mechanically by staff members • If thermostats cannot be adjusted, staff make other adjustments – opening windows, turning on fans • Non-human noises are at a level that does not interfere with or disrupt activities or programs • Staff have developed, taught, and had youth practice a procedure for appropriate indoor and outdoor voice levels • Staff use visual or verbal cues to remind youth if voice levels are inappropriate for the activity or location • If allowed, rugs are used in appropriate activity areas to help absorb sound • Table or floor lamps are used in areas designated for independent study, quiet time, reading	

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."*

SAFETY, HEALTH AND NUTRITION

STANDARD 22: The staff work to protect and enhance the health of all youth

AVERAGE INDICATOR RATING

INDICATOR RATING

22a. Staff are responsive to the individual health needs of the youth:

- During the first week, staff gather and record health information from family for each youth – including medications, allergies, chronic illnesses, dietary needs or restrictions, telephone numbers of family and physicians
- Health records are available for all youth with such information as:medications, allergies, chronic health conditions, dietary restrictions
- Staff review the health records at beginning of the school year to insure all staff are aware of all needs
- Staff keep this information confidential and in a secure location accessible to staff and do not discuss health needs of youth in the presence of other youth
- Health information is gathered for all youth who newly enroll during the school year
- Policies and procedures are in place for the first aid care of illness or injuries, including directions for the care of poisoning, seizures, hemorrhaging, artificial respiration and choking
- A procedure/plan is in place for when a youth is injured and needs emergency treatment from medical personnel
- Medical emergency policies and procedures are included in handbook and have been reviewed with all staff
- First aid and evacuation procedures are aligned with or the same as those of the school and are posted in every room occupied by youth from the program
- Staff have taught evacuation procedures to youth

22b. Staff protect youth from communicable disease by separating youth who become ill during the program:

- A separate, isolated area is designated for the isolation of a youth having or suspected of having a communicable disease or illness
- Restroom facilities are within or in close proximity to this designated space
- Procedures are in place describing how to notify family of the situation and to determine feasibility of youth being picked up early
- Staff member is in the isolation room with the youth or youth is within sight of staff member

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."*

SAFETY, HEALTH AND NUTRITION: STANDARD 22 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

22c. Staff protect youth from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, and hot liquids; overexposure to heat or cold:

- All medications, poisons, and harmful chemicals are stored in locked cabinets or closets
- A written medication policy, provided by the program is reviewed with all staff and maintained on site
- If medication is dispensed at the site, a medication policy is followed by all staff members who dispense medications
- Any activity involving liquids hot enough to cause injury or other items that are extremely hot (stove, glue gun, etc.) is closely supervised by staff and youth are provided with appropriate safety equipment
- Staff monitor the dress of youth during outdoor, cold weather activities to ensure safety
- For youth not having appropriate cold weather clothing there are extra clothing items to provide for their outdoor times
- Staff follow same weather guidelines as the local public schools regarding when youth can go outdoors for activities

22d. Staff and youth wash hands frequently, especially after using the toilet or before preparing food:

- Signs or posters illustrating proper hand washing techniques are posted near sinks
- Staff serve as models by washing hands before food handling
- Staff remind youth of appropriate times for and importance of hand washing

22e. Food allergy information is posted to be readily available to staff along with action steps to address food allergy reactions:

- Food allergy information for youth is included on the individual health record form
- Individual procedures to follow for each youth with a food allergy are attached to health record
- Staff have been trained in procedures to follow when responding to a youth who may be experiencing a food allergy reaction
- Training is documented by organization/program supervisor

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."*

SAFETY, HEALTH AND NUTRITION

STANDARD 23: The program serves foods and drinks that meet the needs of all youth

AVERAGE INDICATOR RATING

INDICATOR RATING

23a. The programs serve healthy and nutritious foods:

- For programs in public schools, snacks are consistent with the school's wellness policies
- Snacks are low in sodium, trans fats, and sugar
- Snack assembly is done on a sanitized surface that is not located in a restroom
- Drinks are fruit or vegetable juices and milk, rather than sodas or fruit drinks
- Staff have designed activities or hold discussions to educate youth about healthy choices (e.g. at snack time about how to read food labels to determine fat content, sodium content, etc.)
- A variety of snacks are provided: fruits, vegetables, protein
- There are enough snack choices to address dietary needs/restrictions
- Foods from various cultures are included throughout the year

23b. Drinking water is readily available at all times: Procedures are in place for how youth access water and there are multiple sources of drinking water available

- Staff periodically remind youth of the importance of hydration, especially before and after vigorous outdoor play and in hot weather

23c. The amount and type of food offered is appropriate for the ages and sizes of the youth:

- The National Research Council's "Recommended Daily Dietary Allowances" are used by staff for snacks to meet the needs of youth of various ages
- When possible, staff and youth discuss and plan snacks
- Staff monitor snack time and engage youth in conversations about portion sizes, variety of offerings, and to encourage them to try new things
- Nearly all snacks have been eaten by the end of the snack period
- Youth appear to be enjoying the snack rather than complaining about "the same old stuff" or "I don't want any of this."
- Appropriate snacks are available for youth with dietary restrictions or requirements

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."*

SAFETY, HEALTH AND NUTRITION: STANDARD 23 continued

AVERAGE INDICATOR RATING

- If snacks are unfamiliar to youth, staff share information about the snack and encourage new experiences

INDICATOR RATING

23d. Snacks and meals are timed appropriately for youth:

- Snack time is a regularly scheduled time on the daily schedule
- Snack is provided at or near the beginning of the daily schedule
- Youth appear to be able to eat snack without being rushed
- Staff provide a notification such as: "snack will be ending in minutes"

23e. All food is kept in sealed containers and stored in closed cabinets or storage closets:

- Food is stored in close proximity to snack area
- There are a sufficient number of containers available for food storage
- Containers are appropriate for food storage (e.g. paper or thin plastic bags may not be secure enough)

STANDARD 24: The process of administering medication to youth is clearly outlined and rigorously followed

24a. Medication is secured in locked cabinets out of the reach of youth:

- A written medication policy and procedures have been reviewed with all staff
- The policy and procedures are a part of the program handbook on site
- For programs in public schools, the school's medication policy and procedures are followed
- Staff know the policy and are able to access the locked cabinet in an efficient manner
- All medication is kept in a locked cabinet, not accessible by youth

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."*

SAFETY, HEALTH AND NUTRITION: STANDARD 24 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

24b. Medication dispensation is recorded daily as to dose, time, and by whom administered:

- A daily log is utilized to document all medication dispensations
- The log is kept secure and accessible only by staff
- The log is fully completed each time medication is dispensed to a youth
- Staff know all youth requiring medication and their schedule for taking the medication

24c. Records are kept current and easily accessible to staff:

- Log is kept daily and reviewed regularly to insure currency
- Log is in secure location in close proximity or within cabinet where medications are secured

24d. Directions for dispensing medication are current and on file:

- Family/physician directions are kept with Medications and are in original containers, which contain directions for dispensation
- Staff read each medication bottle when first brought to program to insure an understanding of dispensation

24e. Consent form is on file permitting staff to administer medications:

- Medication log book contains family consent forms authorizing staff to dispense medication
- Consent forms are signed by family and are current for all youth taking medication during the program time

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."*

ADMINSTRATION

STANDARD 25: Program policies and procedures are responsive to the needs of all youth and families in the community

AVERAGE INDICATOR RATING

INDICATOR RATING

25a. A written mission statement sets forth the program's philosophy and goals:

- The program's mission statement is reviewed annually and collaboratively by family and staff to determine alignment and need for revision
- The mission statement, philosophy, and goals clarify the functions of the program: supervision, recreation, socialization, academic support, family support
- Mission statement articulates diversity, equity and inclusion values
- Staff know and can discuss the mission statement, philosophy and goals
- The mission statement is posted in the program in the primary languages spoken by families

25b. The program makes itself affordable to all families by using all possible community resources and sources of subsidy:

- Sliding fee schedules are used, when allowable
- State and/or federal subsidies are used to reduce costs to families
- Scholarships are available
- The means of support for eligible families are communicated to them in clear language at the beginning of the program
- The fee information is made available in a family's first or home language

25c. The program's hours of operation are based on families' needs and agency's capacity:

- Families are asked about the times in which they are in need of care for their youth
- Results of a needs assessment process are considered by staff when determining hours of operation, attempting to meet as many needs as practicable
- As school schedules change, the program is able to adapt their hours to accommodate families' needs

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 25 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

25d. It is the program's policy to enroll youth with special needs:

- A statement regarding non-discrimination based on disability is included in the program/policy manual and/or handbook
- Staff make appropriate modifications or accommodations in order to enable a youth with a disability to participate in the program
- Staff are aware of and understand the Americans with Disabilities Act and its application to the program

STANDARD 26: The administration provides sound management of the program

26a. The financial management of the program supports the program's goals:

- The annual budget reflects the priorities of the program as noted in the program's annual goals
- Program staff have opportunities to provide input on the development of the budget
- The program seeks outside funds in order to better support the program
- The budget, at a minimum, includes the following items: personnel, staff development, activities, materials and supplies, equipment, and food

26b. The administration oversees the recruitment and retention of program staff:

- There is a staff recruitment plan in place that includes different types of recruitment strategies to ensure diverse program and leadership staffing
- When possible, a minimum of three candidates are interviewed for any new staff position
- Candidates with a youth development degree, a national credential, or a Child and Youth Care (CYC) Credential are prioritized for interviews
- References are checked through phone contacts
- Notes of conversations with references and written references are maintained in staff member's personnel file
- A current criminal history check is reviewed before anyone is hired

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 26 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- The program director consults with staff members to discuss and gather ideas for ways to retain staff
- Exit interviews are typically conducted when a staff member leaves in order to determine reasons for leaving

26c. The director involves staff, board, families, and youth in both long-term planning and daily decision-making:

- There is a communication system (formal and informal) set up between the director and staff; director and board; director and parents
- Director meets regularly with staff and with the board throughout the year
- Director meets with a family advisory group throughout the year
- Director gathers input, ideas, suggestions throughout the year from staff regarding strengths, weaknesses, problems, accomplishments of the program

26d. Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program:

- An annual, comprehensive program quality evaluation is conducted with family, staff and youth contributing input. When possible, the evaluation is led by a third party and that entity analyzes results and compiles a final report
- Evaluation includes diversity, equity, and inclusion metrics and analysis
- Results of the evaluation are shared with all stakeholders, including board
- An annual improvement plan is developed, based on the evaluation report and collaboration with family, staff, and board
- The improvement plan includes goals, timelines, action steps, and persons responsible

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

IN TOP TEN STANDARD 27: The program develops and implements a system for promoting continuous quality improvement

AVERAGE INDICATOR RATING

INDICATOR RATING

27a. The program creates a culture that promotes excellence and continual improvement, and focuses on promoting satisfaction and positive outcomes:

- Staff roles and responsibilities are detailed in the program manual
- Staff write annual goals based on their roles and responsibilities and program goals and discuss them with program director
- Professional development opportunities are made available to staff to help them meet their goals
- Staff meetings are collaborative, with ideas and suggestions related to program improvement shared openly
- Items related to program culture are included in a staff survey

27b. The program sets forth desired goals and outcomes that are aligned with its mission and merit ongoing monitoring:

- Annual action plan, describing program goals for the year, is designed in collaboration with staff, board, parents, and youth
- Timelines for accomplishments are a part of the plan, as well as the means for evaluating progress toward accomplishment
- There is a diversity, equity, and inclusion plan/strategy that includes goals for various areas of the program (i.e. program activities, staff and participant recruitment, evaluation, etc.)
- Evaluation of goals and outcomes is part of an end-of-year program evaluation and report, which is shared with stakeholders

27c. The program works with key stakeholders, including personnel, youth and families, and the community, to collect and analyze data relevant to desired goals and outcomes:

- Stakeholders complete a survey based on program goals and outcomes
- Staff has established a Quality Program Assessment team comprised of key stakeholders (e.g., family, youth, new and experienced staff, etc.)
- A system for routinely collecting data in an efficient manner (e.g., IN-QPSA, YPQA) is in place and understood by staff

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 27 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Data is maintained by staff and administrators throughout the year – data includes such things as attendance, school performance of youth, etc.
- Data are compiled, analyzed, and utilized by an outside evaluator to complete a final evaluation report

27d. The program communicates findings and recommendations to key audiences and stakeholders, and makes any needed improvements:

- Results of the evaluation are shared with stakeholders
- Program administrators meet with stakeholders to action plan for year ahead, using the evaluation report to help guide planning

IN TOP TEN STANDARD 28: Program policies and procedures are in place to protect the safety of all youth

28a. Staff and youth know what to do in case of general emergency:

- Emergency procedures for exiting the building in a fire are posted in each room occupied by youth from the program
- Emergency procedures for seeking shelter in a tornado or earthquake are posted in each room occupied by youth from the program
- Emergency procedures have been reviewed with staff and taught to and practiced by youth
- Dates when procedures were reviewed, taught and practiced are kept on record
- A staff member who has been annually trained in CPR is on site at all times
- Fire extinguishers are visible and accessible and staff have been trained in their use

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 28 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

28b. The program has established procedures to prevent accidents and manage emergencies:

- Procedures are in place and taught to staff for emergency situations such as burns, poisonings, and injuries
- All staff have received basic first aid training within the first three months of employment and a minimum of every three years thereafter
- Procedures are in place for reporting hazardous situations that cannot be remediated by staff (i.e. broken window, rusty equipment or equipment with sharp edges or protrusions

28c. The program has established policies to transport youth safely: it complies with all legal requirements for vehicles and drivers:

- Procedures are in place and taught to staff regarding legal and program requirements and expectations for transporting youth
- Each driver has a current driver's license
- Written parental permission to transport a youth is kept on file
- The vehicle is enclosed
- The vehicle has locking doors
- The vehicle's seats are attached to the floor
- The vehicle is regularly maintained, in good condition, and meets the safety standards of the Indiana Bureau of Motor Vehicles

28d. A system is in place to prevent unauthorized people from taking youth from the program:

- Staff communicate with family to attain names of persons authorized to take a youth from the program
- A list of authorized persons is maintained in a secure, easily accessible location in the program
- A procedure is in place that ensures that youth will be taken from the program by authorized persons only
- The procedure details staff action when an unauthorized person attempts to take a youth from 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."*

ADMINISTRATION: STANDARD 28 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff can describe procedures to follow in the case of an unauthorized person trying to take a youth from the program

STANDARD 29: Program policies exist to protect and enhance the health of all youth

29a. There is current documentation showing that the program has met the state and local health and safety guidelines and/or regulations:

- For programs located in public schools, the program director obtains copies of any inspection reports relevant to areas utilized by the program and keeps them on file
- Health records are kept for each staff person to document: verification from a physician that they are free of tuberculosis in an infectious state; a health examination in the past three months, including a chest x-ray or Mantoux tuberculin test
- Substitutes, volunteers and any other personnel having direct contact with youth, or who provide food service, must meet the same provisions and their health record is also be maintained by the program

29b. There are written policies and procedures to ensure the health and safety of youth:

- Written policies are in place and kept in the program manual on site for the following:
  - administering medications
  - controlling communicable diseases
  - responding to sick youth
  - dealing with youth with chronic health conditions
  - protecting youth from toxic materials administering first aid

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 29 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- handling medical emergencies
- responding to natural disasters
- reporting suspected child abuse or neglect

- Policies and procedures are reviewed with staff members at the beginning of the program
- Documentation is maintained of each staff member's attendance at review session

29c. No smoking is allowed in the program:

- A no smoking policy is included in staff and family handbooks
- No smoking signs are clearly posted
- Smoking by staff is expressly not permitted anywhere on school property.
- Cigarettes should not be carried into any program where they are visible to youth, nor should the odor be noticeable.
- Staff have been instructed in how to enforce policy when any visitor is in violation of the policy

29d. The staff are always prepared to respond to accidents and emergencies:

- One staff person, currently certified in CPR, is always on site
- A telephone is always accessible to staff members
- Emergency numbers (hospital, police, etc.) are clearly posted
- Staff have received blood borne pathogen training
- Family emergency phone numbers are readily accessible to staff and family is contacted immediately in case of emergency
- An incident/accident report is completed as soon as possible after emergency or accident
- If located in public school, program should use school accident/emergency form, if possible

29e. There are written policies and procedures to address the health issues of sick youth:

- The policy and procedures for dealing with sick youth is reviewed with staff and followed

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 29 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- A separate, isolated area is designated for the isolation of a youth having or suspected of having a communicable disease or illness
- Procedures describe how to notify family of the situation and to determine feasibility of youth being picked up early
- A log is maintained to document the youth's illness while at the program (e.g. time entered isolation, time family called, result of phone call, etc.)

29f. Written policies exist and regular drills are scheduled and implemented to prepare for potential accidents and emergencies:

- For programs located in schools, the building policies are utilized to the extent possible
- Youth are taught and then practice the appropriate reactions to different incidents, ranging from evacuation to a lockdown
- Practice drills are scheduled on a regular basis
- Drills are monitored for efficiency and effectiveness
- Records of drills are kept
- Staff members debrief following drills to determine if changes or re-teaching are necessary

IN TOP TEN STANDARD 30: Staff are professionally qualified to work with all youth

30a. Staff meet the state requirements for working with school-age youth in recreational settings:

- A checklist of items described in Appendix A of the "Indiana Afterschool Standards" manual is utilized by administrators during the hiring process
- The three sections of the checklist are: "Health Requirements," "Staffing Requirements," "Education, Training, Skill and Experience"
- All staff members meet all the requirements listed for their position

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 30 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

30b. Staff have the appropriate education and/or experience to work with school age youth:

- A written job description for each position is on file and is utilized in the hiring process for all staff positions
- Site director has at least two years of successful experience working with youth in a youths' program, or has a two year associate's degree in a child care related field

30c. Qualified staff are hired in all areas: to administer the program, to oversee its daily operations, and to supervise youth:

- There is a recruitment and hiring process that ensures multiple modes of recruitment in order to attract diverse staffing that is reflective of participants and society.
- A written job description, including roles and responsibilities, for a site director is on file and is utilized in the hiring process
- Site director has at least two years of successful experience working with youth in a youths' program, or has a two year associate's degree in a child care related field
- The director has designated a staff member(s) who is knowledgeable of emergency procedures and day to day operating procedures to be in charge when the director is absent
- A list of qualified substitutes is created and used to locate substitutes when staff are absent

30d. All staff and volunteers have passed the criminal background checks:

- The program utilizes the policy of the school corporation in regards to a limited criminal history background check for all employees and volunteers
- A certified copy of the limited criminal history check is reviewed before anyone is officially hired
- The report is kept on file
- All provisions of Indiana Code 20--5--2--7 are followed by 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."*

ADMINISTRATION

IN TOP TEN STANDARD 31: Staff (paid, volunteer, and substitute) are given an orientation to the job before working with youth

AVERAGE INDICATOR RATING

INDICATOR RATING

31a. A written job description that outlines responsibilities to youth, families, and the program is reviewed with each staff member:

- A job description that outlines such things as: expectations for program set up, activity planning, supervision, behavior management, communication with school and family, is provided to each new staff member upon hiring
- An initial meeting is held with all new site employees by the Program Director to review the job description.
- Staff can state what their job responsibilities are

31b. Written personnel policies are reviewed with staff:

- A policy manual is updated regularly by administration and a copy is available at each site
- New policies and selected policies are reviewed with each new staff member at the time of hiring
- New policies and selected policies are reviewed with all staff members at the beginning of each program year
- Staff can state such things as: their work hours, planning time, reporting of hours, and notification of absence

31c. Written program policies and procedures including emergency procedures and confidentiality policies, are reviewed with staff:

- Program Director reviews emergency procedures and confidentiality policies with all staff at the beginning of the program year
- Staff can describe emergency procedures to be used for the program
- Staff can describe confidentiality policies and the importance of confidentiality in regards to information regarding youth, families, and fellow staff members

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 31 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

31d. New staff are given a comprehensive orientation to the program philosophy, routines, and practices. They are personally introduced to the people with whom they will be working:

- Site director provides an orientation session for each new staff member before they begin working with youth
- A packet of information or handbook comprised of such things as: job responsibilities, emergency procedures, daily operations and procedures, program philosophy, confidentiality, is provided at the orientation and reviewed during the session
- Orientation includes a tour of the building and introductions to fellow staff members and to as many school personnel as possible (i.e. building principal, teachers, and custodian), if program is located in a school
- Part of the orientation session includes a question and answer period for new staff get questions answered and for site director to have a chance to check for understanding on the part of new staff members

IN TOP TEN STANDARD 32: The training needs of the staff are assessed, and training is relevant to the responsibilities

32a. Staff receive training appropriate to their position and responsibilities regarding working with families and relating to youth in ways that promote positive development:

- Staff annually complete a needs assessment designed by program administration to determine staff feedback on training needs
- Program administration uses results of needs assessment and knowledge of staff to design training to provide to staff
- Trainings are based on best practices and current research in child development and learning and provided by trained youth professionals using various learning tools and modalities to meet the learning styles of the staff

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 32 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff are made aware of outside training opportunities relevant to their responsibilities
- Records are kept of all trainings attended by staff to document a minimum of six hours of internal and six hours of external training
- Staff provide feedback regarding their experienced effectiveness of training

32b. Program directors and administrators receive training in program management and staff supervision:

- Directors and administrators attend a minimum of twelve hours of training each year. Training might address such areas as: cultural responsiveness, financial management, best practices in afterschool programming, personnel supervision.
- Directors communicate with directors in other buildings regarding such things as: skills or knowledge gained from a training experience; an article read; insight gained from a unique, on the job situation or experience
- Program directors observe other programs to gain knowledge in best practices and to give assistance to other programs
- There are clear leadership opportunities and opportunities for career advancement in place for staff

32c. Staff receive training in arranging program space and designing activities to support program goals:

- Furniture is arranged in a manner that creates age appropriate areas of interest and work for youth
- If a youth with physical disabilities is in the program, space has been adjusted by staff to enable accessibility to space and activities
- Activities for youth are age appropriate
- Older youth are involved with clubs and activities that are of interest to them

32d. Staff receive training in the promotion of safety, health, and nutrition to youth:

- All staff are current (within the past three years) in having received basic first aid training
- Staff can describe policies and procedures related to safety, health, and nutrition (e.g. evacuation, hand washing, reporting suspected abuse)

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 32 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Relevant policies and procedures are reviewed by director with staff at meeting at beginning of the program year
- Adequate numbers of staff members are trained in CPR to enable the program to ensure that one CPR-trained person is on site at all times

STANDARD 33: Staff receive appropriate support to make their work experience positive

33a. The program has a plan in place to offer the best possible wages and working conditions in an effort to retain quality staff:

- A salary schedule is in place that considers experience, education/credentialing, and job performance as important factors for salary determinations
- Staff receive compensation for attending training
- Wages are above minimum wage and competitive with similar positions in other, similar programs

33b. Full-time staff receive benefits, including health insurance and paid leaves of absence. Staff are also given paid breaks and preparation time:

- Health insurance is available to all full-time employees
- Paid leaves of absence are available to all full--time staff
- All staff, regardless of full-time or part-time status, are given paid breaks and paid preparation time.
- The program offers full-time staff members one or more of the following: dental insurance, long-term disability insurance, a limited number of paid sick leave days
- The availability of or lack of availability of benefits is in writing and provided to all applicants or interviewees

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 33 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

33c. Staff are given ample time to discuss their concerns regarding the program with the appropriate supervisor(s):

- Regular staff meetings are conducted, with a segment of the agenda dedicated to discussions of staff concerns, suggestions, and questions about program operations, including such things as: procedures needing attention, youth concerns, effectiveness of activities, etc.
- A communication system is developed and explained that enables staff to discuss or report issues or matters needing more immediate attention (e.g. health issue, behavior incident or issues with their peers or supervisor)
- The administrative support structure of the program is in writing and describes reporting responsibilities, as well as examples of appropriate problems/issues to be brought directly to a supervisor

33d. Staff receive continuous supervision and feedback that promote personnel development and positive outcomes, including written performance reviews on a regular basis:

- The staff supervision/evaluation system used in the program is a part of the program manual and is reviewed with all new staff
- Supervisor(s) meets individually with all staff members at the beginning of the program year to discuss goals for staff member that are developed collaboratively by the supervisor and the staff member
- Supervisors conduct a minimum of two formal observations, which are documented in writing, and a number of short, informal observations of each staff member
- Regular meetings of supervisor and individual staff members are held throughout the year to discuss job performance, with follow up meetings after the formal observations held soon after the observations
- Written feedback is provided to staff members during the year and a copy maintained by the program
- Staff have the opportunity to discuss feedback with supervisor and include a written response
- If a staff member disagrees with an end of the year report, there is an appeal process available

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 34: The program maintains personnel records of all staff

AVERAGE INDICATOR RATING

INDICATOR RATING

34a. Personnel records are kept up to date and contain hiring documents, emergency contact information, job description, records of training and certifications(s), performance evaluations, and health information, when applicable:

- There is a written policy in the program's operations manual that describes personnel records, what is maintained in the records, and how the records are maintained
- The policy is reviewed and updated annually and is shared with all staff members
- At a minimum, personnel records contain: applications, resumes, records related to hiring, promotion, etc., a job description, letters of recognition, disciplinary notices, performance evaluations, records of training and certification, emergency contact information, exit interviews, termination records
- Personnel files are reviewed annually by site director to insure files are current
- Medical records are kept in a separate, confidential file
- Personnel files and medical files are stored in separate, secure, locked locations

34b. Access to personnel records is limited to authorized personnel on a need-to-know basis, and personnel records remain confidential:

- Personnel policy lists persons who have access to personnel files and medical files
- Personnel policy describes confidentiality requirements for staff in regards to personnel and medical files
- Personnel policy is reviewed annually and is shared with and reviewed with staff
- Personnel files and medical files are stored in separate, secure locations
- Site director maintains keys to secure locations

34c. Personnel may review, add, and correct information contained in their records, in accordance with applicable law:

- Personnel policy describes procedures for an employee to review their personnel file and add a statement of correction or a statement in response to documents in the file
- The written procedures are shared and reviewed with all staff members

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 34 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff members and onsite supervisors can explain the procedures to employees who are interested in reviewing, adding, or correcting information contained in their records

34d. Personnel files are maintained and disposed of in a manner that protects privacy and confidentiality:

- Personnel files are stored in a secure, locked space
- Personnel files for former employees are stored at the administrative offices
- A schedule for the destruction of personnel files for former employees is described in the personnel policy
- The destruction of personnel files occurs on an annual basis per the schedule

STANDARD 35: Files of youth contain accurate and sufficient information and are properly maintained

35a. The program maintains files of all youth by authorized personnel:

- There is a written policy and procedure describing the maintenance of youth files
- The policy incorporates as many elements as possible of the records policy of the school corporation
- The policy is annually reviewed with all staff members

35b. Files of youth comply with all legal requirements and contain essential information including registration forms; emergency contact information; information about special needs, including medical needs, copies of all signed permission or consent forms, including medication permission forms and authorizations for pick up, and accident report forms:

- A list of all required documents and information are in files of youth is included in the policy
- List is reviewed with all staff members

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 35 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

35c. Files of youth are maintained and disposed of in a manner that protects privacy and confidentiality

- At the beginning of the program year, and as new files are started during the year, the list of required documents is used to review each file for completeness and for current information
- Files of youth are stored in a secure location easily accessible to staff
- A procedure is in place for: how files of youth will be transferred to another site when youth transfer to another site; how and when files are sent to the program's administration offices; how/when a file is to be disposed of and the manner of destruction of the file

35d. Access to confidential files meets legal requirements:

- Families are notified of the confidentiality of records and a procedure for family access to records is in place
- The site director provides family access and remains with family while file is being reviewed
- Each file contains a sheet documenting when and by whom a youth's file was accessed by someone other than program personnel
- Policy regarding confidentiality of youth files is reviewed with all staff at beginning of program year

STANDARD 36: Staff/youth ratios and group sizes permit the staff to meet the needs of youth

36a. Staff/youth ratios vary according to the ages and abilities of youth:

- As per Indiana Rule 4.6 of Child Welfare Services Administrative Code, there are no more than fifteen (15) youth, if there are five year olds, being supervised by one staff member
- As per Indiana Rule 4.6 of Child Welfare Services Administrative Code, there are no more than twenty (20) youth, if all are six years or older, being supervised by one staff member
- Volunteers, excluding family, must meet the requirements and qualifications of the position to which they are assigned to be counted in staff/youth ratios

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 36 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Ratios of staff/youth are smaller for activities requiring closer supervision due to potential injury or special needs youth in group

36b. There is a plan to provide adequate staff coverage in case of emergencies:

- Staff and site director have developed a plan that enables staff/youth ratios to be maintained as one staff person works individually with a youth in an emergency situation
- The plan includes provisions for how to maintain staff/youth ratios in case of staff member needing to leave site due to illness or emergency

36c. Substitute staff are used to maintain ratios when regular staff are absent:

- Procedures for reporting inability to report to work are included in program manual and are reviewed with all staff at beginning of program year
- Procedures include method for contacting/procuring substitute
- A list of qualified substitutes is maintained
- Substitutes are provided with assignments and instructions upon arrival at site
- Substitutes are evaluated by the site director for appropriateness of future use

STANDARD 37: Staff, families, and schools share important information to support the well-being of youth

37a. Program policies require that staff and family members communicate about the youth's well-being and share information about how to support the youth's development:

- Information forms, including such things as name, address, best means of contacting family, background/history of youth etc., are completed by family and reviewed by staff before youth enters the program
- Procedures are in place stipulating the responsibilities and methods for communication of staff with family for such matters as: changes in youth at the program, accidents, illness, injuries, and progress

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 37 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Staff have made provisions that enable them to communicate with families in their first home/primary language
- Staff have made ongoing efforts (e.g. family meetings, open houses, family advisory committee) to encourage families to communicate with staff regarding such things as: changes at home, questions about their youth's progress in the program

37b. Staff, families, and schools work together as a team to set goals for the youth in the program:

- Staff and families discuss youth's strengths and needs to set goals for the year and have follow-up conversation to discuss progress
- Staff have developed a communication system with school staff to learn about youth's school performance throughout the year, as well as learn about current classroom instructional focus to strengthen alignment to support youth success in the program
- Staff have consulted with appropriate school personnel regarding youth with disabilities
- Staff are making accommodations and/or adaptations to enable better access for youth with disabilities
- To the extent possible, the program is utilizing complementary procedures, strategies that are in place during the school day

37c. Staff and families join together to communicate and work with the schools:

- Staff communicate with school staff to become aware of current instruction and ways program can help child's/youth's classroom performance
- If family or school staff request program staff to attend school and family meetings, program staff advocate for the interests of the youth
- Staff help youth with homework during program
- Staff use a variety of means (e.g. open houses, phone calls, newsletters, meetings) of communication to stress to families the benefits of communication between families and school personnel

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 37 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

37d. Staff follow policies regarding confidentiality and sharing appropriate information:

- A written policy is in place regarding confidentiality of youth information
- The policy incorporates as much as possible of the school corporation's confidentiality policy into its policy
- The policy is reviewed with all staff at the beginning of the program year
- A release form has been signed and dated by family before any information is released to anyone other than program or school employees
- The signed form is maintained in the youth's file

STANDARD 38: The program supports links to the community for youth and their families

38a. Staff provide information about community resources to youth and their families:

- Information, such as brochures or posters, describing or publicizing appropriate community agencies is displayed prominently in the program in the primary languages spoken by program families
- Notices of upcoming, community events are displayed prominently and included in communications between program and families in the primary languages spoken by program families
- Site director communicates with building principal or principal's designee to learn about and share information about appropriate community agencies and events

38b. The program develops a list of community resources to expand program offerings and community referrals:

- Staff talk with families and school personnel to learn of additional community resources
- The resources include those that reflect the cultures and languages of the families
- Resources are focused on a cross section of needs, i.e., health, language, culture, careers, learning styles, mental health, etc.
- The resources are utilized when planning field trips or inviting guest speakers/activity leaders

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 38 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

38c. The staff plan activities to enrich youth's experiences and knowledge of the larger community:

- Outings or trips are regularly planned
- Staff incorporate an activity or activities to help prepare for the outing or trip and afterwards do a follow up activity
- Guests to the program are from diverse backgrounds and reflect the cultures of the youth in the program and have diverse professions/occupations in the community
- Representatives of local groups, such as athletic leagues, music, art, and drama, visit the program to encourage participation by youth
- Youth are participating in a cross section of community groups or teams

38d. The program provides service-learning opportunities, especially with older youth

- Service learning opportunities connect youth to community-based nonprofit and for profit organizations
- Service learning opportunities are planned collaboratively by both youth and program staff
- Service learning opportunities include specific links to the school-day curricula
- Service learning opportunities include strategies for youth to reflect on what they have accomplished
- Service learning opportunities include events that demonstrate and celebrate the project

Appendix A
Indiana Rules and Regulations

1) Indiana Rule 4.6 School-Age Child Care Programs – Staffing, Health, and Safety

1. Health requirements for all staff shall be as follows:

- No person shall be permitted to perform any services in the program until the person has furnished the program with a statement from a physician that the person is free of tuberculosis in an infectious state. Each such person is required to have a health examination within three (3) months prior to entering the service of the program. The examination shall include a chest x-ray or Mantoux tuberculin test and may include laboratory tests and immunizations as deemed necessary by the attending physician. If the tuberculin test is positive, the chest x-ray is mandatory.
- Annual Mantoux tuberculin testing is mandatory for all persons having direct contact with children.
- Volunteers, substitutes, student aides, and any other personnel having direct contact with the children or providing food service are also subject to this subdivision. Records shall be kept for all of these persons.

2. Staffing requirements include:

- The director, who shall be at least twenty-one (21) years of age, with at least two (2) years of experience working with children in a children's program, or a two (2) year associate's degree in a child care related field, shall be responsible for the operation of the program at all times.
- During any necessary absence of the director, a responsible person shall be designated to be in charge, who shall have sufficient knowledge of emergency procedures and day to day operating procedures as is necessary to carry on the normal operation of the facility.
- No program shall operate at any time without a responsible person eighteen (18) years of age or older present on the premises of the program.

3. Persons having direct contact with children shall be equipped by education, training, skill, or experience to provide for the child's proper training and development as follows:

- Each staff member providing direct care to children shall have twelve (12) hours per year of in-service training. Fifty percent (50%) of these hours must be training received from a source other than the facility staff.
- All employees providing direct care to children shall have training in basic first aid within three (3) months of employment and at least every three (3) years thereafter.
- At all times when children are being cared for, the program must have on duty, or on the premises, at least one (1) staff member who is annually certified in a program on cardiopulmonary resuscitation and airway obstruction.
- The program shall provide substitute staff to replace employees on sick leave, vacation, or absent for other reasons. A responsible adult eighteen (18) years of age or older shall always be readily available to substitute for a regularly assigned staff member in charge of a unit of children.
- Volunteers, excluding parents, shall meet all the requirements and qualifications of the position to which they are assigned when they are counted in the child-staff ratios.

4. Minimum staff to child ratios shall be as follows

- The maximum number of children to be supervised by one (1) staff person is fifteen (15) if there are children who are five (5) years of age in the group, and twenty (20) for groups containing only children who are six (6) years of age or older.
- All persons who are responsible for and directly engaged in supervising and implementing activities for children shall be counted in determining the child-staff ratios.

5. **Alcoholic beverages, weapons, and tobacco products shall not be permitted or used at the facility during the hours of operation in areas used for school age child care.**

6. **Emergency health care shall be as follows:**

- The service providers shall establish a written plan for the emergency admission of a child who becomes ill or injured and needs emergency care.
- An easily accessible telephone and the telephone numbers of the program's consulting physician, parents of the children enrolled in the program, and of the closest emergency facility shall be immediately available.
- First aid procedures and emergency evacuation procedures shall be posted in each room occupied by children in this program.
- The program shall establish written policies regarding first aid for the care of illness or injuries, including directions for the care of poisoning, seizures, hemorrhaging, artificial respiration, and choking.
- Programs shall provide and use a separate area to isolate from the group any child having or suspected of having a communicable disease or any illness. Toilet and lavatory facilities shall be located within or near the area.

7. **Additional health regulations:**

- The program shall have available to the staff a health record of each child enrolled in the program, including a record of allergies and chronic health conditions.
- Medication, poisons, and other harmful chemicals shall be securely locked in a cabinet or closet.
- No service provider shall administer any medication to a child except as permitted by state and local law and pursuant to express written authorization by the child's parent or guardian.

8. **Nutrition requirements shall be as follows:**

- All programs shall provide meals and snacks that meet the dietary needs of each child as based on the current National Research Council Recommended Daily Dietary Allowances (NRC/RDA) according to each child's age, the length of the child's daily program attendance, and meals served at home.
- Children shall be served meals and snacks according to their hours of attendance and the weekly menus shall be posted.
- Breakfast shall be offered to children who are in attendance a substantial amount of time before school begins.
- Meal and snack assembly shall be done on a sanitized surface which is not located in a rest room.
- Drinking water must be readily available to all children.

9. **The indoor and outdoor premises of the facility shall be clean, comfortable, and safe, as follows:**

- The facility shall be protected against rodents and insects.
- Pets, animals, and fowl shall be maintained in a safe and sanitary manner at all times.
- Garbage and trash shall be stored in covered containers out of reach of the children and removed often enough to avoid creating a health hazard or nuisance.

10. **Indoor facility requirements are as follows:**

- The indoor play area shall consist of not less than twenty (20) square feet of usable floor space per child enrolled.
- Open fireplaces shall not be used.
- All heating elements, including hot water pipes, shall be insulated or installed in a manner which makes them inaccessible to children.
- Furniture, equipment, and toys shall be sturdily constructed, without sharp edges, and present only minimal risks to children.
- Lead based paint shall not be used on surfaces accessible to children.

11. **Outdoor space requirements are as follows:**

- The outdoor space shall be fenced, have natural barriers, or have other protective conditions to deter children from getting into unsafe conditions.
- There shall be no open drainage ditches, wells, or holes into which children may fall.
- Drainage shall be adequate to prevent stagnant pools of water from accumulating.

12. **Each school age child care program shall provide program activities that are appropriate to the various age levels of the children to be served and that meet the developmental needs of each child.**

13. **When a school age child care program transports children, the program is responsible for the safety of those children. The school age child care program shall do the following:**

- Require a current operator's license as required by law for each vehicle driver.
- Secure written authorization from a parent or guardian to transport the child.
- Load and unload at the curb or on the side of the street on which the home, facility, or other destination is located.

14. **Use only vehicles which meet the following requirements:**

- The vehicle shall be enclosed.
- The vehicle shall be provided with locking doors.
- The vehicle seats shall be attached to the floor.
- The vehicle shall be maintained in good condition and meet safety standards set by the Indiana bureau of motor vehicles.

2) Indiana Code 20-5-2-7 – Criminal History Background Checks

The Indiana code 20-5-2-7 rules are mandatory for employees in school corporations and their contracted partners. The Indiana Afterschool Standards recommends that afterschool providers abide by these rules when operating outside school facilities as well.

1. **A school corporation shall adopt a policy concerning criminal history information for individuals who:**

- Apply for non-certificated employment with the school corporation; or employment with an entity with which the school corporation contracts for services
- Seek to enter into a contract to provide services to the school corporation; if the individuals are likely to have direct, ongoing contact with children within the scope of the individuals' employment.

2. **A school corporation shall administer a policy adopted under this section uniformly for all individuals to whom the policy applies. A policy adopted under this section may require any of the following:**

- The school corporation may request limited criminal history information concerning each applicant for non-certificated employment from a local or state law enforcement agency before or not later than three (3) months after the applicant's employment by the school corporation .
- Each individual hired for non-certificated employment may be required at the time the individual is hired to submit a certified copy of the individual's limited criminal history to the school corporation and to:
  a) submit the individual's fingerprints to the Indiana central repository for criminal history information
  b) obtain a copy of the individual's limited criminal history; and
  c) submit to the school corporation the individual's limited criminal history and a document verifying a disposition that does not appear on the limited criminal history.

3. **Each applicant for non-certificated employment may be required at the time the individual applies to answer questions concerning the individual's limited criminal history. The failure to answer honestly questions asked under this subdivision is grounds for termination of the non-certificated employee's employment.**

- If an individual is required to obtain a limited criminal history under this section, the individual is responsible for all costs associated with obtaining the limited criminal history.

4. **This section applies to a school corporation and an entity with which the school corporation contracts for services; and that has employees who are likely to have direct, ongoing contact with children within the scope of the employees' employment. A school corporation or entity may use information obtained under section 7 of this chapter concerning an individual's conviction for one (1) of the following offenses as grounds to not employ or contract with the individual:**

- Murder
- Causing or assisting suicide
- Voluntary manslaughter
- Reckless homicide

- Battery, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- Aggravated battery
- Kidnapping
- Criminal confinement
- A sex offense
- Carjacking
- Arson, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- Incest
- Neglect of a dependent, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- Child selling
- Contributing to the delinquency of a minor, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense involving a weapon under, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense relating to controlled substances , unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense relating to material or a performance that is harmful to minors or obscene, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense relating to operating a motor vehicle while intoxicated, unless five (5) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense that is substantially equivalent to any of the offenses listed in this subsection in which the judgment of conviction was entered under the law of any other jurisdiction.

5. **An individual employed by a school corporation or an entity described above shall notify the governing body of the school corporation if during the course of the individual's employment the individual is convicted in Indiana or another jurisdiction of an offense described above.**

Information and Resources

National

Afterschool Alliance www.afterschoolalliance.org

Afterschool.org www.afterschool.org/home

American Camp Association www.acacamps.org

Council on Accreditation www.coaafterschool.org

High Scope – Youth Program Quality Assessment (YPQA) www.highscope.org

National Afterschool Association www.naa.org

National Center for Summer Learning www.summerlearning.org

You For Youth/U.S. Department of Education www.y4y.ed.gov

State

Indiana Afterschool Network www.indianaafterschool.org

Indiana Department of Education – Academic and Common Core Standards www.doe.in.gov/standards

Indiana Department of Education – Article 7 www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations

Indiana Department of Education –21st Century Community Learning Centers www.doe.in.gov/21stCCLC/

Indiana Youth Development Credential www.indianayouthpro.org

Indiana Youth Institute www.iyi.org

Marion County Commission on Youth www.mccoyouth.org

For more information about the Indiana Afterschool Standards, go to www.indianaafterschool.org

INDIANA Afterschool NETWORK

NOTES

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21st Century Community Learning Centers
Soaring Beyond Expectations
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SUPPORTING STUDENT SUCCESS
CHARLES STEWART MOTT FOUNDATION
LILLY ENDOWMENT INC.