

Safe and Supportive Environment Staff	Beginning 1	Emerging 2	Proficient 3	Exemplary 4
<p>Staff respectfully welcome and release participants from the program.</p>	<p>Staff members do not greet youth as they arrive and make little or no effort to establish a personal connection with youth. Staff do not acknowledge youth and parents as they leave the program.</p>	<p>Staff members try to greet youth as they arrive if they are available to do so. The climate is largely positive, welcoming, and respectful for all youth and adults. Staff are inconsistent in acknowledging youth and parents as they leave the program.</p>	<p>A staff member is designated as a greeter, or there is some process in place to greet students and check them into the program. The program climate is positive, welcoming, and respectful for all youth and adults. Staff acknowledges all parents and youth as they leave the program.</p>	<p>A staff member is designated as a greeter, or there is a process in place to greet students and check them into the program. Staff take time to connect and "check-in" with all students. At the end of the day, staff connects with youth and parents. Staff are familiar with guardians and know their names.</p>
<p>Staff intentionally build and maintain trusting, nurturing, and supportive relationships with participants</p>	<p>Staff members are often disrespectful to youth and have been observed yelling at youth to get their attention. Staff members frequently interrupt young people who are speaking. Staff members choose to use negative language and negative discipline strategies rather than teaching, supporting, and praising positive behaviors. Young people's ideas are not taken seriously or are dismissed. The program culture and activities are adult-centered.</p> <p>Participants do not appear comfortable and trusting of the program staff.</p>	<p>Staff members multi-task while working with youth and do not make eye contact or individual connections with young people. Staff members seldom call participants by name. There are few opportunities for youth to communicate with staff members and peers about the program, daily experiences, and concerns.</p> <p>Participants appear somewhat comfortable and trusting of the program staff.</p>	<p>A daily "check-in" is incorporated into the program routine as a tool to connect youth with staff members to discuss their strengths, desires, needs, and concerns. Young people contribute to program offerings and to the program's discipline policies or code of conduct. Participants are valued, trained, supported, and regularly recognized as leaders within the program. A majority of staff members practice a variety of positive discipline techniques and use community-building strategies. Staff members try to make time to connect with youth on an individual basis.</p> <p>Participants appear very comfortable and trusting of the program staff.</p>	<p>Staff members are aware of the strengths and needs of individual youth; a daily "check-in" is incorporated into the program routine. Positive supports and discipline strategies are used throughout the program, and young people contribute to program offerings and to the program's discipline policies or code of conduct. Most activities are designed with youth input and youth feedback is sought and integrated into the program. The program culture is safe and confidential, which encourages young people to speak freely. Participants are valued, trained, supported, and regularly recognized as leaders within the program. The language and behavior of staff members shows sensitivity to race, ethnicity, religion, sex, gender identification, sexual orientation, and the physical ability of all young people.</p> <p>Participants see staff as a true mentor or support in their lives.</p>

<p><b>3</b></p> <p><b>Staff actively acknowledge positive behavior and participant accomplishments.</b></p>	<p>Most interactions are limited to managing behaviors and responding to problems. Staff does little to communicate expectations or acknowledge the contributions or accomplishments of participants.</p>	<p>Staff has limited expectations and routines in place. Some staff communicates high expectations and acknowledges the accomplishments of program participants.</p>	<p>Staff have expectations and routines in place. All staff are aware of positive behavior management and disciplinary practices, but such practices are not consistently employed by staff. Student successes are acknowledged.</p>	<p>All staff practice positive behavior management and disciplinary practices consistently. Staff communicate high expectations. Participants are always taught, prompted, encouraged, and recognized for respectful behavior and reminded, redirected, and/or reprimanded, if necessary, for disrespectful behavior. Students' accomplishments are shared with parents and celebrated publicly when appropriate.</p>
<p><b>4</b></p> <p><b>Staff calmly intervene when youth or adults are engaged in physically and/or emotionally unsafe behavior.</b></p>	<p>Participants are disrespectful to one another, evidenced by bullying and teasing. Staff inappropriately or unintentionally respond negatively to students. Staff members primarily focus on the program and do not address the social and emotional development of participants. Staff members do not intervene in bullying and teasing or treat it as an opportunity for conflict resolution. Participants are sometimes reprimanded for disrespectful behavior, but only when staff members have time to address the issue. No opportunities exist for youth to become peer leaders and interact positively with other participants.</p>	<p>Participants are sometimes disrespectful to one another, and there are some signs of bullying and teasing. Staff members seldom intervene in bullying and teasing situations and have no formal training in effective interventions. Staff members focus primarily on running activities and only address the social and emotional development of participants if they have time. Staff members have no formal training in social and emotional learning or how to teach conflict resolution skills to youth. Participants are usually reprimanded for disrespectful behavior. Youth are not valued as role models for positive interaction.</p>	<p>Positive program expectations are developed by participants and staff members at the beginning of each year and taught, modeled, reinforced, and supported throughout the year. Participants are generally respectful to one another. Staff members receive professional development in social and emotional learning and focus both on running activities and on social and emotional development. Bullying and teasing are addressed immediately and tracked to ensure that they have stopped. Positive relationships are built and fostered through a variety of strategies including team-building exercises.</p>	<p>Positive program expectations are developed by participants, families, and staff members at the beginning of each year and taught, modeled, reinforced, supported, and assessed throughout the year. Participants are respectful to one another and acknowledged regularly for respectful behavior. Staff members receive professional development in social and emotional learning, with an emphasis on effective bullying prevention education and interventions, and focus both on running activities and on social and emotional development. Participants are taught about what bullying and teasing is and that it is not tolerated at the program. Bullying and teasing are addressed immediately investigated, dealt with, and tracked to ensure that they have stopped. Positive relationships are built and fostered through a variety of strategies including team-building exercises.</p>
<p><b>5</b></p> <p><b>Staff participate in on-going health and safety procedures, trainings, and practice drills with participants.</b></p>	<p>Staff has not been trained on Safety Plan and has little awareness of student health concerns.</p>	<p>Staff has received training on Safety Plan and has reviewed with students. Staff is aware of student health concerns.</p>	<p>Staff has been trained on Safety Plan and conducts monthly drills and practice with students.</p>	<p>Staff follows all safety procedures during safety drills. Students obviously know the procedures as well due to practice.</p>

<p><b>Staff are easily identifiable to participants, families and other stakeholders (e.g. staff shirts, vests, badges, etc.)</b></p>	<p>Staff is not in uniform. Staff is wearing hood or hat indoors. Clothes are too short or revealing, torn, unclean, may have sagging pants, inappropriate shoes, and wearing purse or backpack. Staff are not easily identified.</p>	<p>Staff is in uniform, but wearing high heels, boots, flip flops, sandals, or any other inappropriate shoes. Clothes may be unclean or torn. Staff blend in with students.</p>	<p>Staff is in uniform and wearing appropriate closed toe shoes. Staff is identifiable by all stakeholders.</p>	<p>Staff are wearing uniform. Clothes are clean, neat, and appropriate for any activity. Closed toe shoes are worn. Hats are only worn outside. Staff stand out and are easily identified. Staff are wearing picture IDs.</p>
<p><b>Participants actively co-create behavioral agreements in collaboration with program staff.</b></p>	<p>Staff members develop discipline practices. Participants are told about behavior policies and discipline practices and are expected to follow them. Discipline practices are punishment-focused.</p>	<p>Participants are not formally involved in the development of disciplinary practices. Participants are told about behavior policies and discipline practices, and sometimes the feedback they give to staff members is incorporated into the policies. Once policies and practices are in place, participants are expected to follow them or incur punishments.</p>	<p>Participants are formally involved in the development of disciplinary practices. Participants work with staff members to create behavior policies, and participants sign an agreement to follow them. Once policies are in place, participants are expected to follow them.</p>	<p>Participants and staff members are formally involved in the development of disciplinary practices. Participants work with staff members to create positive behavior policies and expectations, and participants sign an agreement to follow them. All partners translate the positive expectations (what they look like, sound like and feel like) in the program and the information is posted throughout the program space. Staff members teach positive expectations, model positive behaviors, and acknowledge and reward students for positive behaviors that align with the expectations. Staff members sign an agreement to fairly enforce the policies. Signs of disrespectful behavior are immediately addressed by staff members by pointing out the translated respectful behavior and asking students if their behavior is aligned and what they could do differently to be respectful. When necessary, severe or continued disrespectful behavior is disciplined uniformly and fairly per the policy. Policies and expectations are revisited throughout the year to ensure participants understand them and receive support to follow them.</p>

Safe and Supportive Environment	Basic 1	Emerging 2	Proficient 3	Exemplary 4
<p>A comprehensive safety plan is in place, and plans are aligned with the school day's safety plan.</p>	<p>The program has no formal safety plan. The program has no connection to the school day's safety plan.</p>	<p>The program has developed a written safety plan, but it has not been provided or shared. Staff members are aware of the school day's safety plan, but they are not connected to it. Staff members take responsibility for the safety of participants, but are mostly unaware of the official procedures outlined in the plan.</p>	<p>The program has developed a written safety plan. The program has connected the program to the school day's safety plan. A copy of the safety plan is provided to each staff member.</p>	<p>The program has developed a written safety plan, which is updated as needed with staff changes. The school administrator has approved the plan and helped align it to school day plan. Copies of the safety plan are available to all stakeholders.</p>
<p>There are effective health and safety procedures in place, and these are known to staff, youth, and families. Staff are trained in SUSD safety and first aid procedures.</p>	<p>No plan is provided or reviewed with other staff, participants and families. Staff have not been trained in safety and first aid procedures.</p>	<p>There is a plan, but it has not been shared with staff, participants and families. Some staff are familiar with safety and first aid procedures.</p>	<p>A copy of the safety plan is provided to each staff member. Participants and families are aware of procedures. Staff members are aware of the procedures and know what to do in case of an emergency. Staff have received an overview and information regarding procedures.</p>	<p>The plan is discussed and practiced with participants, staff, and families. Staff members are trained during their orientation on safety procedures and incident reporting requirements, and they are prepared to handle an emergency. All staff have been trained on SUSD safety and first aid procedures.</p>
<p>Conducts all required fire/safety drills.</p>	<p>Fire and safety drills are never conducted.</p>	<p>Fire and safety drills are sometimes conducted, but are not conducted properly or frequently enough to meet requirements. No connections exist between the school day's drill procedures and the program.</p>	<p>Fire and safety drills are conducted regularly and meet all requirements. The school day's drill procedures incorporate the youth in the program.</p>	<p>Fire and safety drills are conducted regularly and meet all requirements. Drills occur more frequently than the requirements mandate. The school day's drill procedures incorporate the youth in the program. Staff members and the school day administrator/staff plan and assess the outcomes of drills together.</p>

<p><b>4</b></p> <p><b>Participants are supervised by an approved adult at all times.</b></p>	<p>Participants are usually supervised by an adult, but occasionally are left unsupervised for short periods of time.</p> <p><input type="checkbox"/></p>	<p>Participants are always supervised by an adult, but occasionally the adult is another staff member with his/her own group of students.</p> <p><input type="checkbox"/></p>	<p>Participants are always supervised by an approved adult according to all applicable regulations and program policies.</p> <p><input type="checkbox"/></p>	<p>Participants are always supervised by multiple, approved adults according to all applicable regulations and program policies.</p> <p><input type="checkbox"/></p>
<p><b>5</b></p> <p><b>Staff are aware of participants' health and medical needs as appropriate, and adjust activities as needed.</b></p>	<p>Staff members are not familiar with student health and medical needs.</p> <p><input type="checkbox"/></p>	<p>Some staff members are familiar with student health and medical needs. Some staff know how to assist student if needed and/or adjust activity. Not all staff knows how to access information.</p> <p><input type="checkbox"/></p>	<p>Staff members are familiar with student health and medical needs. Staff know how to assist students if needed and/or adjust activity.</p> <p><input type="checkbox"/></p>	<p>School nurse has met with staff and trained them if needed to help support student health needs. Student information is updated several times a year. Staff know how to assist student if needed and/or adjust activity.</p> <p><input type="checkbox"/></p>
<p><b>6</b></p> <p><b>There are clearly defined expectations for participants and staff that are well known to staff, participants, and parents.</b></p>	<p>The program has some rules and guidelines for behavior in use but they are not consistently practiced by all staff and expectations are not explicitly communicated to youth.</p> <p><input type="checkbox"/></p>	<p>The program has rules and guidelines for behavior that are clearly and consistently communicated to youth and their families. Rules and policies are documented and readily available to youth and parents.</p> <p><input type="checkbox"/></p>	<p>Rules and routines are regularly reviewed by program staff and others to ensure that they support a positive program climate. The facilitator and coordinator regularly monitor and support staff to ensure consistent delivery across staff.</p> <p><input type="checkbox"/></p>	<p>Stakeholders measure staff-to-youth interactions and review rules and routines. Based on results, policy changes may be implemented with supportive training for staff. Youth are given a significant role in determining program rules and expectations.</p> <p><input type="checkbox"/></p>
<p><b>7</b></p> <p><b>Policies and procedures are in place to ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program</b></p>	<p>The program does not document where participants are during program hours. Staff members cannot easily locate participants, making it difficult for family members, health staff, or others to find them. The program does not have a written activity schedule. Due dates for completed schedules are not established. Participants have to ask where activities are each day. Staff members cannot easily direct participants to activities.</p> <p><input type="checkbox"/></p>	<p>The program uses a sign-up form for activities during program hours. When participants change activities, the activity sign-up lists are not updated. Staff members can generally locate participants when activity sign-up lists are accurate. The program has a written activity schedule with room assignments, but it is not always accurate. Participants occasionally get lost going to activity locations. Staff members can usually direct participants to activities, but sometimes have to refer them to the site facilitator. Schedules are not always posted and/or difficult to locate.</p> <p><input type="checkbox"/></p>	<p>The program documents where participants are during program hours by having staff members take attendance for each activity. The site facilitator collects the attendance logs and keeps them on file. Staff members can always locate participants when necessary. The program has a written activity schedule with room assignments, which is updated daily. Participants are always able to find activity locations. Staff members can always direct participants to activities. Schedules are posted and visible. Deadlines for completed schedules and posting are established.</p> <p><input type="checkbox"/></p>	<p>The program documents where participants are during program hours by having staff members take attendance for each activity. The site facilitator collects the attendance logs and reviews them. Staff members can always locate participants when necessary. The program has a written activity schedule with room assignments, which is updated daily. The schedule includes a brief description of the activity and which staff member is responsible for it. Staff members can always direct participants to activities. Schedules are always completed and posted according to established deadlines. Schedules are visible to stakeholders.</p> <p><input type="checkbox"/></p>

<p><b>8</b></p> <p><b>Facilitator &amp; staff clearly document and communicate incidents (i.e. written reports and phone records).</b></p>	<p>Staff does not document injuries or phone contact with parents.</p> <p><input type="checkbox"/></p>	<p>Student Accident Forms are not completed in a timely manner. Parents are contacted before pickup regarding incident. ASP Office not notified of incident.</p> <p><input type="checkbox"/></p>	<p>Student Accident Forms are completed and submitted to principal and the ASP office is informed. Parent contacts are made quickly and recorded in phone log.</p> <p><input type="checkbox"/></p>	<p>Principal and ASP Office are notified of the incident and a report is completed immediately. Parents are notified as soon as possible and the call is noted in phone log.</p> <p><input type="checkbox"/></p>
<p><b>9</b></p> <p><b>Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.</b></p>	<p>Student registration information is not up-to-date.</p> <p><input type="checkbox"/></p>	<p>Student registration forms are up-to-date, but staff are not given access to information.</p> <p><input type="checkbox"/></p>	<p>Staff have access to all student information in case of an emergency.</p> <p><input type="checkbox"/></p>	<p>Staff have a list of all the student's emergency information kept in a secured place.</p> <p><input type="checkbox"/></p>
<p><b>10</b></p> <p><b>The program connects participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs).</b></p>	<p>No formal system is established to communicate with families about community resources. Staff members are not knowledgeable about the available resources to families in the community. Families sometimes learn of community resources by asking staff members for advice. Staff members may or may not have information.</p> <p><input type="checkbox"/></p>	<p>The program becomes aware of and staff members provide families with some information about community resources to help meet perceived needs. The program maintains information on a few of community-based organizations and local resources, and family members can request this information from staff members.</p> <p><input type="checkbox"/></p>	<p>The program provides families with information about community resources on a regular basis on general areas and those identified through a needs assessment. The program maintains information on many community-based organizations and local resources. The information is posted at the program site for families to view, and families can also request additional information from staff members. Families receive updated information on a regular basis. Information is regularly updated to include upcoming events, new services, and community news.</p> <p><input type="checkbox"/></p>	<p>The program provides families on a regular basis with information about community resources, general information and resource areas and those identified through family and youth needs assessments. The program maintains and updates information on many community-based organizations and local resources. The information is posted at the program site for families to view, brochures are sent to participants' homes, families can request additional information from staff members, and community resource representatives are invited to share their services and resources with families one or more times per year at events or family educational workshops. Staff members are kept up-to-date and trained to refer families to specific types of services and resources based on their needs.</p> <p><input type="checkbox"/></p>

Quality Staff	Basic 1	Emerging 2	Proficient 3	Exemplary 4
<p><b>1</b></p> <p>Agency recruits, hires, and develops staff who reflect the diversity and culture(s) of the community. Staff are recruited and hired based on their experience and interest in working with youth and their knowledge and skill in the program's content areas.</p>	<p>At a minimum, staff are (NCLB compliant, have passed TB screening, and passed criminal background check) qualified to supervise youth and deliver some programming.</p> <p><input type="checkbox"/></p>	<p>Staff have some specialized expertise in specific program areas. The partner agency attempts to recruit a diverse group of staff who reflect some of the diversity and culture of the community.</p> <p><input type="checkbox"/></p>	<p>Some staff are hired based on their experience and interest in working with children, their knowledge and skill in the program's content areas, and reflect the diversity of the community.</p> <p><input type="checkbox"/></p>	<p>Culturally diverse staff members have specific training and experience in the field of after school. They are intentionally recruited and hired based on their experience and interest in working with children, their knowledge and skill in the program's content areas.</p> <p><input type="checkbox"/></p>
<p><b>2</b></p> <p>Staff have clear titles and job descriptions</p>	<p>There are no written job descriptions or basic guidelines.</p> <p><input type="checkbox"/></p>	<p>There are written job descriptions, but staff are not actually trained and held accountable for their role. Job titles are confusing.</p> <p><input type="checkbox"/></p>	<p>Staff are trained and understand their job. They perform basic job duty expectations. Job titles fit actual job.</p> <p><input type="checkbox"/></p>	<p>Agency continually reviews job descriptions with staff, and updates job descriptions as needed to fit program needs. Staff understands the roles of other after school staff.</p> <p><input type="checkbox"/></p>
<p><b>3</b></p> <p>Staff are thoroughly oriented to the after school program, including policies, and procedures that affect the day-to-day operations of the program.</p>	<p>Staff lacks appropriate training to work in the field of after school, perform their duties, and work effectively with children.</p> <p><input type="checkbox"/></p>	<p>Staff has received limited training to work in the field of after school, perform their duties, and work with different age groups.</p> <p><input type="checkbox"/></p>	<p>Staff is well trained with appropriate training and professional development opportunities to work in the field of after school, perform their duties, and work with different age groups.</p> <p><input type="checkbox"/></p>	<p>Staff are aware and implement best practices. Staff are able to articulate policies and support grant compliance requirements.</p> <p><input type="checkbox"/></p>

<p><b>The site develops and supports staff to plan suitable activities that correspond to the developmental needs of participants. Ensures staff members have competence in core academic areas, where appropriate.</b></p>	<p>Staff members are never asked to supply information on their academic experience. The site facilitator and coordinator do not know which staff members have competencies in core academic areas. Activities are not planned in advance and staff do not typically prepare lesson plans.</p>	<p>Staff members are asked to tell the partner agency about their academic experience when they are hired. Staff members are assigned to tasks and activities based on their knowledge of core academic areas. Activities are designed to be age-appropriate and an effort is made to tie activities to general learning goals with some advanced planning. Academic content is not always aligned with standards.</p>	<p>Unless seeking specialist positions such as teaching art or coaching sports, staff members must be able to display knowledge of core academic areas during the application and interview process. Staff members are assigned to tasks and activities based on their knowledge and experience. During staff observations and evaluations, the coordinator looks for staff members' competency and ability to use their knowledge of core academic areas to support participants' learning. Multiple methods of instruction are used that allow students a range of learning experiences. Majority of activities are planned in advance, with lesson plans that link to specific standards.</p>	<p>All staff members must be able to display knowledge of core academic areas during the application and interview process. The site facilitator and coordinator then assign staff members to tasks and activities based on their knowledge and experience. During staff observations and evaluations, the coordinator looks for staff members' competency and ability to use their knowledge of core academic areas to support youth participants learning. Activities are intentionally structured to be sequential (each session builds upon the previous), and active (hands-on activities, use of experiential learning, etc.). All activities have lesson plans and are tied to specific learning goals. Content provides skill enhancement and enrichment experiences. Efforts are made to design activities based on student feedback, interests, and satisfaction.</p>
<p><b>4</b></p>	<p>Each new staff person receives an "employee handbook" and participates in an orientation where program goals are communicated as well as roles and responsibilities. The agency has not aligned the hiring process and subsequent professional development to ensure that the skills of new staff can meet the goals of the program. The financial and time costs of holding trainings are often cited as a barrier.</p>	<p>Training opportunities are occasionally offered based on the site's needs. Trainings relate generally to issues and topics that impact the after school programs, but training is not necessarily planned from a needs-assessment of the specific program. There is some alignment between hiring process and subsequent professional development to ensure that the skills of new staff can meet the goals of the program. The coordinator occasionally coaches staff members who need assistance.</p>	<p>A range of training offerings includes at least one training annually that relates directly to positive youth development such as building staff-to-youth relationships, fostering opportunities for youth leadership, ways to facilitate skill-building for youth, conflict resolution, etc. Hiring and professional development are aligned to ensure that the skills of new staff can meet the goals of the program. To reduce cost barriers, the agency seeks grant or other funds for training and works with staff to identify time in their schedules for training. Coordinator regularly coaches staff members who need assistance.</p>	<p>Program staff fully participate in the design of their personal training and education plans. The coordinator speaks to each staff member one-on-one, and uses a professional development planning tool to collect information and assess staff needs. Regular trainings are held as a result of these conversations; trainings are sequenced and build upon one another. Professional development is recognized and valued. The coordinator works with staff members to identify time in their schedules that can be used for training. Grants and other types of funding to support the cost of training are sought. The coordinator and site facilitator regularly coaches staff members who need assistance.</p>
<p><b>5</b></p>	<p><b>The site assesses professional development needs of staff and provides appropriate ongoing staff developmental supports such as training, observations, intentional shadowing, pairing up with veteran staff, coaching, mentoring, and peer learning.</b></p>	<p>Staff members are never asked to tell the partner agency about their academic experience when they are hired. Staff members are assigned to tasks and activities based on their knowledge of core academic areas. Activities are designed to be age-appropriate and an effort is made to tie activities to general learning goals with some advanced planning. Academic content is not always aligned with standards.</p>	<p>Unless seeking specialist positions such as teaching art or coaching sports, staff members must be able to display knowledge of core academic areas during the application and interview process. Staff members are assigned to tasks and activities based on their knowledge and experience. During staff observations and evaluations, the coordinator looks for staff members' competency and ability to use their knowledge of core academic areas to support participants' learning. Multiple methods of instruction are used that allow students a range of learning experiences. Majority of activities are planned in advance, with lesson plans that link to specific standards.</p>	<p>All staff members must be able to display knowledge of core academic areas during the application and interview process. The site facilitator and coordinator then assign staff members to tasks and activities based on their knowledge and experience. During staff observations and evaluations, the coordinator looks for staff members' competency and ability to use their knowledge of core academic areas to support youth participants learning. Activities are intentionally structured to be sequential (each session builds upon the previous), and active (hands-on activities, use of experiential learning, etc.). All activities have lesson plans and are tied to specific learning goals. Content provides skill enhancement and enrichment experiences. Efforts are made to design activities based on student feedback, interests, and satisfaction.</p>



<p><b>6</b></p> <p><b>Staff delivers age appropriate activities that meet grant and district requirements. Staff facilitates activities that engage students in active and meaningful experiences that build mastery and expand horizons</b></p>	<p>Few staff appear to have a strong understanding of age appropriate activities. Staff are not aware of student needs and are not effective in engaging them. Activities do not follow guidelines. The program exclusively offers academic activities, such as homework help and math drills, or adult-led activities with no experimental learning opportunities for youth.</p>	<p>Some staff appear to have a strong understanding of age appropriate activities &amp; student needs. Staff is starting to engage students. The program primarily offers academic activities such as homework help and math drills. Non-academic activities are primarily adult-led with few project-based or experiential learning opportunities for youth. While some creative activities are incorporated into the program, they are offered to only some youth or on an irregular basis.</p>	<p>Staff have a strong understanding of youth and their needs and demonstrate how best to engage and support them. The program offers some academic and some experiential learning activities. Both academic and nonacademic topics are approached using youth-centered, project-based, and experiential activities. Youth are encouraged to participate in new projects that assist them to build new skills and enhance existing skills. Youth are encouraged to give feedback on projects and activities.</p>	<p>The program offers academic and non-academic, youth-centered, project-based, and experiential activities. Youth help to choose projects and activities, as well as the way in which they will be offered. Youth assessments and input assist in the development and selection of skills to build, enhance and maintain. Youth are encouraged to share feedback with staff members regarding projects and activities. Staff members use youth feedback to inform activity planning.</p>
<p><b>7</b></p> <p><b>Staff exhibits integrity, professionalism, caring, and competency as a positive role model.</b></p>	<p>Staff is inconsistent in punctuality and appearance. Staff is not always prepared to lead activities. Tone is not always friendly and caring. Sometimes staff uses inappropriate language and talks about adult themes in front of students. Staff use cell phones for personal use at work. Staff violates district dress code (e.g., gang colors, sagging pants, short shorts, halter tops, spaghetti straps, etc.)</p>	<p>Most staff arrive on time to work and comes to work regularly. Staff is not always prepared to lead activities. Staff seems disconnected with students.</p>	<p>Staff arrives on time and ready to work. Interacts positively with peers and students. Follows district and agency dress codes. Personal items such as purses, backpacks and cell phones are put away. Staff actively engage students and role model positive character traits. Staff does not engage students on social media.</p>	<p>Staff arrives on time and ready to work. Interacts positively with peers and students. Follows district and agency dress codes. Personal items such as purses, backpacks and cell phones are put away. Staff actively engage students. Staff role model positive character traits. Staff does not engage students on social media. Staff goes above and beyond to connect with school personnel and community to better support the after school program. Staff integrates their personal talents within the programming of the after school program.</p>
<p><b>8</b></p> <p><b>Staff have access to appropriate spaces, resources and materials to deliver activities</b></p>	<p>The program has basic supplies to accommodate planned program activities. Most activities occur in the multipurpose room.</p>	<p>The program maintains sufficient supplies to accommodate a variety of activities, including sufficient technology to support enhancing academic skills. There is limited access to other spaces on campus.</p>	<p>The quality of program materials and supplies is maintained and updated as needed. Access to most spaces are available on campus.</p>	<p>A formal process for cataloging program materials and supplies exists, including the condition, developmental appropriateness, and alignment with current research and practice. Full access to spaces on campus.</p>

Youth Voice & Leadership Program & Staff	Beginning 1	Emerging 2	Proficient 3	Exemplary 4
<p><b>The program provides students opportunities to express their ideas, concerns, and opinions</b></p>	<p>Students are rarely or never asked to express their ideas, concerns, and opinions. Youth who express themselves to staff members are generally not listened to. There is no formal way for youth to deliver feedback about the program and staff.</p>	<p>Students are sometimes asked to express their ideas, concerns, and opinions; these conversations happen irregularly or when a problem arises. Youth who express themselves to staff members are listened to, but their suggestions are rarely acted upon. There is no formal way for youth to deliver feedback about the program.</p>	<p>Students are encouraged to express their ideas, concerns, and opinions on an ongoing basis. These conversations happen on a regular schedule created by staff members. Youth who express themselves to staff members are listened to, and their feelings are sometimes incorporated into program planning and staff debriefs.</p>	<p>Students are frequently encouraged to express their ideas, concerns, and opinions on an ongoing basis. These conversations happen both on a regular schedule created by staff members and as needed. Youth who express themselves to staff members are listened to, and their feelings are incorporated into program planning and staff debriefs. Students are included on the program planning and leadership team and regularly have formal opportunities for input at all points of planning, decision-making, implementation, and evaluation. Staff members always have follow-up conversations with youth to tell them how their feedback was addressed.</p>
<p><b>The program enables students to explore resources and issues in their community through projects and activities.</b></p>	<p>Students have no or few opportunities to engage in their community through projects and activities. The program operates independent of the community and community-based organizations.</p>	<p>The program occasionally engages students in their community through projects and activities. The program is designed to run on a schedule that can be altered to incorporate emerging resources and issues, but staff members generally do not stray from the activities they've planned. The program usually operates independent of the community and other community-based organizations.</p>	<p>The program engages students in their community through meaningful projects and activities on a regular bases. The program is designed to run on a schedule that can be altered to incorporate emerging resources and issues, and staff members will often include projects and activities in the community. The program operates in partnership with the community and community-based organizations, and is able to collaborate with these groups to bring additional perspectives and opportunities to the participants and program.</p>	<p>Students engage in their community through projects and activities on a regular basis. Youth often learn of community opportunities or generate suggestions for meaningful, relevant, and helpful community opportunities. The program is designed to run on a schedule, yet flexible to incorporate emerging issues, youth ideas, and needs. Staff members ensure that programming included meaningful and relevant youth-driven, community-based projects and activities. Staff members seek information from participants, families, and other sources on potential opportunities and needs in the community. The program operates and collaborates in close partnership with other community-based organizations.</p>

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<p><b>3</b></p> <p><b>The program provides opportunities for students to develop their leadership skills by allowing students to take ownership of designing and selecting activities. Activities are led by youth.</b></p>	<p>Staff members plan and select all activities and curricula.</p>	<p>Staff members plan all activities and curricula, but sometimes ask participants for input on activities.</p>	<p>Staff members consult with students throughout the year about activities they believe would be helpful, relevant, and meaningful, academic topics in which they need assistance, and other program suggestions and concerns. Staff members then develop the program based on these recommendations.</p>	<p>Staff members form a program development committee made up of students, staff members, school representatives, and family members. This group discusses learning opportunities and related activities that would be relevant, meaningful, and of interest to youth, the academic topics in which they need or would benefit from assistance, and other program suggestions or concerns. The committee then develops the program based on these recommendations and regularly assesses and revised the program based on regular feedback and data collections. All students have the opportunity to lead or assist with implementing activities.</p>
<p><b>4</b></p> <p><b>Staff facilitates youth voice and leadership and promotes teamwork and respect for others.</b></p>	<p>The program's mission, goals, objectives, and activities do not address teamwork and respect. All activities are done independently. Respect is not part of the program's community agreement.</p>	<p>The program addresses teamwork and respect sometimes. Most activities are done independently, with a few activities requiring students to work in teams, but students are not explicitly prepared by the staff to work with others. Respect is part of the program's community agreement, but the agreement is not always enforced. Signs of disrespectful behavior are not always addressed.</p>	<p>The program goals and objectives explicitly address teamwork and respect. Most activities are done collaboratively in teams. Students are prepared by the staff to work with others through exercises that address leading and following, sharing, and other team-building skills in the beginning of the year. Respect is part of the program's community agreement, and students know that respecting one another is necessary to being in the program. Signs of disrespectful behavior are generally addressed. By a staff member to remind students of the importance of respect.</p>	<p>The program mission, goals, and objectives explicitly promote and support teamwork and respect. Most activities are done in teams. Students are prepared by the staff through exercises that address leading and following, sharing, and other team-building skills. Respect is part of the program's community agreement, and students know that respecting one another is necessary to being in the program. Participants, staff members, and families define and translate what respect looks like and sound like in different settings and staff model, teach, support, acknowledge, and celebrate respectful behavior on a regular basis. Signs of disrespectful behavior are always immediately addressed by a staff member asking students if their behavior is aligned and what they could do differently to be respectful.</p>